

Undergraduate and Graduate Program Quality Assurance (QA) Review: 2020-2021

Department of Modern Languages and Cultural Studies

Faculty of Arts

Excerpted Report

Undergraduate Program Review

Programs: BA Modern Languages and Cultural Studies
BA Modern Languages and Cultural Studies (Honors)

Review Date: March 23 & 24, 2021

Reviewers: Fernanda Macchi (Chair, Undergraduate), McGill University; Alessandra Santos (Chair, Graduate), University of British Columbia; Alan Underhill, FGSR member; James Young, internal member, University of Alberta

Program Strengths

The Department of Modern Languages and Cultural Studies (MLCS) is to be highly praised. Its faculty have been able to adapt to different transformations, not only the previous amalgamation of various departments (in 1998), but also the closing of many of its programs (in 2013). The Department continues to offer an admirable array of languages and cultural studies, and has generated strong support from multiple community organizations in the Edmonton area. The new BA in Modern Languages and Cultural Studies is a creative and exciting program that goes beyond being a solution to low enrolments. It is not easy to draw conclusions at this point; however, all indications are that the new Major is successfully attracting students and delivering a solid cultural competence to all of its students. Central to its success, the Department has outstanding administrative support, and the excellence of its teaching staff, as praised by students and recognized by University teaching awards, is to be commended.

Program Structure

<i>Recommendations</i>	<i>Response by the Department of MLCS</i>	<i>Response by the Faculty of Arts</i>
<p>Simplify the presentation of the program. Provide a complete list of courses from where to choose on the website.</p>	<p>We present our degree on one page of our MLCS website, from which students are directed towards details about the program. In addition, we have developed the roadmaps for all routes available, and will ensure these are visible on the main page of the degree. We will also provide experiential learning guides, on which we are currently working. A list of courses that incorporate experiential learning components is already provided on our website.</p>	<p>Arts agrees and supports the development of experiential learning guides for students.</p>
<p>Reconsider if both routes need the same introductory course. Even though the introduction makes perfect sense for the Cross-Cultural studies route, it does not fit the Language Studies route. It could even be detrimental for students who would like to develop their proficiency in the target language as much as possible.</p>	<p>We have discussed the idea of developing an Introduction to Language Learning course (similar to the one offered at the University of Ottawa) for students in the Language Studies route, and will forward the idea to the Curriculum Committee. The possibility of offering such a course is contingent upon staffing capacity as well as room within the teaching plan and budget.</p>	<p>Arts agrees and recognizes the staffing difficulty associated with offering varied required courses.</p>
<p>Wherever possible, give students the ability to choose between courses taught in English or in the target language.</p>	<p>This is already possible as per the roadmaps for the Cross-Cultural Studies and Language Studies routes. The roadmaps and prerequisites are designed to be flexible and to allow students to</p>	<p>Arts agrees and applauds the flexibility in the program.</p>

	<p>choose language-focused courses as well as courses taught in English. The Language Studies route focuses on students acquiring knowledge through the target language and allows them to either focus on a single language and the literatures and cultures associated with it, or gain proficiency in two languages. The Cross-Cultural Studies route offers the intercultural and comparative study of languages, literatures, and cultures. The requirements of this stream are flexible and easily adapted to a student's individual goals, allowing for the development of advanced proficiency in a single language or an intermediate ability in one or two languages. Please note that currently only three courses taught in English constitute the general requirements for both routes.</p>	
<p>Provide students with Advisors for more than one year to facilitate navigation of, and continuity within, the program.</p>	<p>The undergraduate advisor in MLCS is the first point of contact for students' inquiries and concerns. For academic advising (relating to course selection and route progression), students contact the academic coordinator of a specific area. Currently eight faculty members in MLCS serve as academic coordinators. We are fortunate to do advising on the departmental level as this allows us to develop meaningful and</p>	<p>Arts agrees.</p>

	collaborative relationships with our undergraduate students. For general advising questions, students are directed to the Faculty of Arts USS advisors.	
Clarify what experiential learning means on the MLCS website, and review possibilities to expand existing collaborations with community allies to increase the possibilities for experiential learning. Provide a list of courses that fulfill this requirement.	While introducing our major, we have been working on experiential learning guides for students, which are forthcoming and will be posted to the website. A list of courses that incorporate experiential learning components is already provided on our website.	Arts agrees and supports the development of experiential learning guides; the language of experiential learning is common to Arts and the institution, and is also clarified in the Faculty's EXP+ web documentation.
Consider implementing Internship courses (MLCS XXX Internship in Modern Languages and Cultural Studies) involving community allies.	We think this is an excellent idea. We will act on the reviewers' recommendation and a proposal will be forwarded to the Curriculum Committee. We have expertise in university and community engagement and community service-learning that will allow us to implement this initiative to the benefit of our students and our program.	Arts agrees.

Program Measures and Comparative Analysis

<i>Recommendations</i>	<i>Response by the Department of MLCS</i>	<i>Response by the Faculty of Arts</i>
Reevaluate the success of the program after one year of implementation.	This is currently built into the role of the Curriculum Committee, which will look at the process and materials required for such an evaluation. The committee will develop Key Performance Indicators and will act on this recommendation.	Arts agrees with the Department's approach and would encourage the Department to consider an appropriate span of time for regular evaluation.
Reevaluate in one year the effect of the new BA on the most popular languages and majors.	As stated above, this is built into the role of the Curriculum Committee. We value all of our languages and the diversity of our department. We are committed to monitoring the success of our Major in Modern Languages and Cultural Studies.	Arts agrees.
Review the curriculum of the Program to incorporate the topic of Equity, Diversity, and Inclusion proactively. This could easily be incorporated into the introductory course for both routes of the Program.	We welcome this recommendation very much and have been following the active agenda of the Faculty of Arts with respect to EDI. We will ensure that these principles are incorporated into the introductory course. We are also considering conducting workshops at the departmental level to ensure that we review the broader curriculum to reflect EDI principles.	Arts agrees and looks forward to supporting such work.
Consider the reopening of a BA in French, given the special status the language and culture has in Canada, and the specific needs of students in that language in their future careers outside the University.	The process of the new Major went through various levels of governance and approval and was the result of extensive conversations and consultations within the department.	Arts agrees and supports the Department's suggestion of regular review.

	We will continue to actively monitor success within the new MLCS BA Major.	
Increase the visibility of all languages taught.	<p>All our languages are highlighted on our website in various ways, but we will look into ways to further increase their visibility. It should be noted that, at present, we do not have a designated departmental website editor. We are very fortunate that the Chair's Executive Assistant does this work in addition to her contractual responsibilities.</p> <p>We also believe the flexibility of our new MLCS Major contributes to increasing the visibility of all languages taught. The new major allows students to engage with more than one language or discipline, whereas our previous, mostly area-studies or language-based majors were almost entirely distinct from each other, compartmentalizing our students and making it difficult for them—or faculty members, for that matter—to make meaningful connections across the languages and disciplines taught in the department.</p>	Arts agrees has taken steps to better support Departments with the management of their web presence.
Increase the program's flexibility, so that students who wish to study their Major only in a target language can do so (we believe this could only be presently possible for French, German, and Spanish).	We are limited by our teaching plan and resources, as well as enrollment requirements (a minimum of 12 students at the undergraduate level). All of this makes it challenging and sometimes impossible to run	Arts agrees and applauds the Department's creativity in managing multiple languages with limited resources. Arts is committed to supporting international opportunities for our students.

	<p>courses in the target language beyond the 200-level. However, our new MLCS Major allows for the flexibility to focus on lower-enrolled languages and cultures within the Cross-Cultural Studies route which was not possible in the previous language-focused majors. In addition, we kept the structure of our new Major flexible to allow lower-enrolled language areas to grow to the point where all courses could be taught in the target language. In addition, please also note that we offer a number of study abroad options to our students, particularly to those pursuing the Language route, in order to increase their language proficiency. Study abroad programs that are managed by our department offer programming predominantly in the target language. We would very much welcome any support the University and the Faculty could provide to promote, secure, and sustain our study abroad options.</p>	
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Teaching and Learning

<i>Recommendations</i>	<i>Response by the Department of MLCS</i>	<i>Response by the Faculty of Arts</i>
Review the budgetary pressures under which this Department has been placed, and that are at the heart of the blended approach.	The departmental budget is out of the Department's control and rests with the Faculty of Arts.	Arts agrees and supports the Department's decision to implement blended learning for its improvement

	<p>The rationale for shifting to blended learning for most of the language instruction we offer is threefold. First, by shifting to a blended learning model, we are able to reduce in-class instruction from five to three hours per week. This benefits our students who have reported having difficulty when trying to accommodate a five-hour class in their schedules, and we hope that it might also prove helpful in attracting students from other Faculties. Second, it ensures that our ATS instructors are paid equitably in relation to their peers in other departments, since new pay scales introduced by the Faculty of Arts did not distinguish between three-hour and five-hour courses. Third, a blended model allows students to take a more self-regulated approach to language learning by providing flexibility around the completion of online components. Some students are also motivated by the use of technology in a blended learning environment.</p>	<p>of equity, accessibility, and scheduling.</p>
<p>Implement the blended approach selectively to avoid hurting students' proficiency in a target language.</p>	<p>We piloted the blended learning model first in Ukrainian in 2015 with very positive results. Subsequently, we started developing learning resources for other languages, based on research and successful models in the field. Other pilots followed with all other first year</p>	<p>Arts agrees; we have been impressed by the success of the Ukrainian blended language-learning model and we agree that while the blended approach should be monitored and materials adjusted accordingly, the</p>

	<p>language courses introducing blended learning in 2020. Based on initial student feedback, the results are predominantly positive. Currently we are studying instructors feedback in order to address any issues that would enable us to enhance our approach.</p> <p>We would like to underscore that the blended learning approach is a sound pedagogical model (Mizza & Rubio, 2020) that, according to research in the field of second language acquisition, does not result in students' lower proficiency in the target language (Rubio, 2014). Learning outcomes are also maintained for our lower level language classes (Chenoweth et al., 2006; Young, 2008).</p> <p>Blended learning does not mean a reduction in the exposure and practice of the target language, but rather it is the "thoughtful integration of classroom face-to-face learning with on-line learning experiences" (Garrison and Kanuka, 2004: 96).</p>	<p>pedagogical choice is a sound one and proficiency is not harmed.</p>
<p>Unify the implementation of grading scales, avoiding independent decisions by Departments regarding grading.</p>	<p>Conversations regarding a unified grading scale across the Faculty of Arts is ongoing, but out of our hands at the Department level. We are in favour of a unified Faculty of Arts grading scale and have suggested this to the Faculty of Arts in the past.</p>	<p>Arts agrees and the Associate Dean Teaching & Learning has been tasked with reviewing the cross-Faculty interest in a unified grading scale.</p>
<p>Clarify what a "significant experiential learning component related to the language(s) studied"</p>	<p>Our course syllabi clarify what constitutes a significant experiential</p>	<p>Arts agrees.</p>

<p>means. We suggest including a list of courses that comply with the definition.</p>	<p>learning component in language as well as content courses (15% or greater of the overall course grade component). Namely, the syllabus for each course that includes experiential learning clearly explains the component and what is expected from the students.</p> <p>A list of courses that incorporate experiential learning components is already provided on our website. Currently, we are also working on advising guides, which will address an experiential learning component and what a significant experiential learning might entail.</p>	
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Faculty Profile

<i>Recommendations</i>	<i>Response by the Department of MLCS</i>	<i>Response by the Faculty of Arts</i>
<p>Assure faculty renewal. Retirements and other faculty departures should be replaced as soon as possible. Limited availability of courses is identified as a problem by undergraduate students and by the Self-Study document.</p>	<p>We are in agreement with this recommendation, and hope that the resources for faculty renewal will soon be made available to us. We have already submitted a request for the hire of a faculty member with specialization in Indigenous Francophone literature and cultural studies.</p>	<p>Arts has committed to developing a transparent process for the allocation of tenure-track positions that supports the Faculty's strategic goals. While we must do so in the context of radical hiring restraint in the immediate, we recognize the need in MLCS, particularly in the area of French.</p>
<p>Strengthen the communication lines among the different constituent groups within the Department: Professors, Associate Professors, Assistant Professors, ATS, ATSC and other course lecturers.</p>	<p>Department Council provides a forum for all members of the department to communicate and offer feedback, as well as to vote on important matters. Other opportunities for communication and</p>	<p>Arts agrees.</p>

	collaboration are regularly offered, such as ATS townhalls, our critical pedagogies series, research series, and workshops and training as needed (e.g., blended learning, remote teaching).	
Diversify the Faculty Profile to increase diversity amongst faculty members and their fields of study.	We have submitted a request for the hire of a faculty member with specialization in Indigenous Francophone literature and cultural studies. We would welcome the opportunity to hire more positions in order to work towards a more diverse, by discipline and rank, faculty profile. We could look at collaborations with other units in order to increase diversity among faculty members and their fields of study.	Arts is committed to increasing representation of underrepresented equity-deserving groups in the Faculty.

Program Environment

<i>Recommendations</i>	<i>Response by the Department of MLCS</i>	<i>Response by the Faculty of Arts</i>
The mice problem should be addressed as soon as possible.	We would call upon the university to address this health and safety hazard as soon as possible.	Arts is aware that this problem persists across campus and has taken steps to mitigate the problem.
The building's cleanliness should be reviewed, even though the administrative staff has let us know that a new contractor has been hired and positive changes have begun to be seen. However, this issue should be closely monitored.	As noted in the self study reports, the sanitary conditions of the Arts Building are a point of great concern for all department stakeholders (and other units in the building). We are in agreement that basic standards of cleanliness are not being met, and feel that we have a right to expect a clean and healthy work environment.	Arts takes health and safety very seriously and agrees that a clean work environment is essential.

<p>The building needs to be modified to facilitate universal access as soon as possible. Meanwhile, temporary modifications should be put in place to allow access to all groups.</p>	<p>We will continue to call upon the university to make modifications that make our building accessible to all. Much work has already been completed. A new wheelchair door has been installed on the universal bathroom, for example.</p>	<p>Arts agrees and is supportive of universal design for building upgrades.</p>
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Additional Notes from Department/Faculty:

We greatly appreciate our reviewers' detailed study of our program and their careful feedback and recommendations. We are particularly pleased with their overall positive assessment of our program, our new major in Modern Languages and Cultural Studies and our ability and success in offering "an admirable array of languages and cultural studies," generating also "strong support from multiple community organizations in the Edmonton area." We welcome our reviewer's praise of the new B.A. in MLCS as "a creative and exciting program that goes beyond being a solution to low enrolments." Our reviewers note that even though we cannot draw conclusions at this point, our new Major is seen as attractive to students. Our innovative major is succeeding in delivering "a solid cultural competence" to our students, which grows from our well-established and diverse language learning and teaching, our multidisciplinary cultural studies curriculum, and now with a valuable experiential learning component of the degree. We are also leaders in providing international and immersive cultural experience for our students, and truly hope for University's and Faculty's support in sustaining our study abroad programs. The reviewers also applaud us for providing students with a variety of foreign languages in which students can pursue their study, and this variety really makes us unique with respect to our comparators. In fact, the reviewers stress that "the variety of languages taught is one of the Department's strengths and should be supported." Moreover, we are fortunate to have the excellence of our teaching staff and we are committed to cultivating our teaching culture and our innovative pedagogies moving forward.

Difficulties facing our program include, most prominently and urgently, our rapidly shrinking faculty cohort. In this respect, relying on University's support, we truly hope that our urgent priority will be addressed to ensure the future success of the program.

Regardless of challenges and difficulties noted above, we are committed to continue building on and refining our new Major, which is already heaving the influence on other program designs in Canada, pointing to its rigour, innovation, and appeal.

Graduate Program Review

Programs: MA Modern Languages and Cultural Studies – Applied Linguistics
 MA Modern Languages and Cultural Studies – Media and Cultural Studies
 MA Modern Languages and Cultural Studies – Translational Studies
 MA Modern Languages and Cultural Studies – Transnational and Comparative Literature
 PhD Modern Languages and Cultural Studies – Applied Linguistics
 PhD Modern Languages and Cultural Studies – Media and Cultural Studies
 PhD Modern Languages and Cultural Studies – Translational Studies
 PhD Modern Languages and Cultural Studies – Transnational and Comparative Literature

Review Date: March 23 & 24, 2021

Reviewers: Alessandra Santos (Chair, Graduate), University of British Columbia; Alan Underhill, FGSR member; Fernanda Macchi (Chair, Undergraduate), McGill University; James Young, internal member, University of Alberta

Program Strengths

MLCS' graduate programs boast many strengths, most notably the exceptional administrative staff; the diversity of faculty; the interdisciplinary offerings and the breadth of knowledge of the Department which has a strong teaching culture. Graduate students demonstrated a high level of satisfaction despite funding and structural issues. The scholarly activities and faculty research contributions are praiseworthy including hosting 5 academic journals.

Teaching and Learning Environment

<i>Recommendations</i>	<i>Response by the Department of MLCS</i>	<i>Response by the Faculty of Arts and/or the Faculty of Graduate Studies and Research (FGSR)</i>
Full revision of the 4 streams model.	MLCS is aware that our graduate program is not sustainable due to the steadily declining budget and other factors. The four streams were developed during a very different financial and political situation. The MLCS Graduate Committee has	Arts agrees; the graduate program is highly unique and carefully thought through, but not sustainable in its current form with current faculty staffing and student funding levels. Arts will be happy to support the Department in exploring options.

	<p>already discussed a number of options for revising the current graduate program structure, although the ongoing large-scale university reorganization makes it difficult to know how we should revise our program to improve its sustainability. Once the restructuring process is complete, it will be possible to consider specific options, including a full revision of the four stream model.</p> <p>It should be noted that our streams are already areas of specialization within the MA and PhD programs in Modern Languages and Cultural Studies (see below).</p>	
<p>Full revision of the course requirements.</p>	<p>Full curricular revision will be considered in combination with the stream model restructuring. Any potential curricular changes will have to be approached carefully, keeping in mind our current staffing challenges as a result of a number of recent retirements and lack of faculty renewal. We hope, however, that once the process of university restructuring is complete, we will be able to benefit from new opportunities and networks of collaborations between academic units (e.g., eliminating curricular duplication [i.e. sharing courses across units], cross-listing of graduate courses, sharing teaching expertise across units, etc.).</p>	<p>Arts agrees that revision must proceed carefully and applauds the idea of more co-sharing of core courses. Arts is ready to address any barriers to such sharing identified. We also support the excellent MLCS PD program and believe this shows the future direction of the Humanities.</p>

	<p>The reason our students are satisfied with the program is that it offers a positive student experience through a cohort model, with courses for the important milestones. These aspects of the program need to be maintained, while the professional development courses are also unique. This part of the program shows leadership and could become a model for other programs in Humanities and Social Sciences. These courses could be open to other departments for more sustainability.</p>	
<p>It is recommended to abolish the four streams, and to offer one MA program and one PhD program, with individualized programs depending on student interest. Under this model, instead of having four separate streams with specific courses and programs, the department would offer areas of specialization. Each year, MA and PhD students would form one cohort instead of four. The areas of specialization would not be lost. A student could potentially work on Transnational and Comparative Literature, Media and Cultural Studies, Translation Studies, or Applied Linguistics during the Comprehensive Examination period, individual research and thesis/dissertation preparation.</p>	<p>MLCS already offers Course-Based and Thesis-Based MA programs and a PhD program in Modern Languages and Cultural Studies. These programs were inaugurated in the 2016–2017 academic year. The four disciplinary streams (Applied Linguistics, Media and Cultural Studies, Translation Studies, and Transnational and Comparative Literatures) are effectively areas of specialization within these degrees, as opposed to distinct programs.</p> <p>Full revision of the stream curricula is needed to transition to a single cohort model. A new single-cohort curriculum could consist of the required core courses (across all areas of specialization) and elective courses that students will be able to take outside MLCS (subject to approval by</p>	<p>Arts agrees that the MLCS MA (course and thesis) and PhD are already structured in the manner suggested; we are supportive of a single cohort model, should this be in the interest of the Department.</p>

	the Graduate Associate Chair) and other graduate courses in MLCS depending on year and interest in the cohort.	
If the four stream model is abolished, required courses need to be revised. It is advisable to keep seminars that apply to any specialization as a requirement, for instance MLCS 795, and avoid duplication of skills. Once the majority of mandatory courses are eliminated, graduate students will be able to tailor their own course program according to the curriculum offered in a given year, and to their own interest and chosen specialization.	The nature of curricular revision will be informed by the revision of the stream model as well as other factors, such as staffing challenges and limitations. One option already under consideration by the departmental Graduate Committee calls for a set of required core courses for the entire cohort and elective courses in the areas of specialization that students will be able to take outside MLCS (see above).	Arts agrees.
Under this model, a regular number of graduate seminars could still be offered each year on a rotation basis, and graduate students would have the freedom to choose which courses to take to fulfill their programs within the timeline established for each program (MA or PhD).	See above.	Arts agrees.
Alternately, it is recommended to combine the four streams into two streams: 1. Comparative Literature, Media and Cultural Studies; 2. Translation Studies and Applied Linguistics. This possibility would allow for streamlining and revision of course offerings with more flexibility. The challenge of keeping two streams would still be populating the two cohorts every year, and filling the required seminars.	The model proposed here does not work well as the Translation Studies stream has been more closely aligned with the Translation and Comparative Literatures and Media and Cultural Studies streams. The Translation studies offered in MLCS does not have a linguistics emphasis. Instead its focus is the translation of literary texts. Applied Linguistics as a disciplinary stream stands alone and cannot be easily combined with any of the other	Arts agrees and supports the continued exploration of cross-departmental collaboration.

	<p>three streams. Indeed, preliminary discussions in recent years about attempting to design a single course that could work for both Applied Linguistics and Translation Studies failed to yield a satisfactory result, convincing us of the nonviability of this option. We hope to make this stream more sustainable through collaboration between units (e.g., Linguistics, East Asian Studies, Anthropology, Education).</p>	
<p>Because of budgetary limitations, it is recommended to continue to offer graduate courses cross/listed with undergraduate fourth years courses.</p>	<p>Cross-listed courses are a useful tool because they allow us to offer courses in languages other than English to graduate students. This is normally impossible due to the requirement that a graduate course have five students enrolled to avoid cancellation. We note, however, that students in the past expressed dissatisfaction with our previous programs' heavy reliance on shared undergraduate-graduate courses. For this reason and others, our 2010 Quality Assurance review recommended we avoid this practice. We expect to continue offering such cross-listed courses for the foreseeable future, but will maintain a strong preference for offering dedicated graduate-level courses to our MA and PhD students.</p>	<p>Arts agrees.</p>
<p>It is also recommended to continue the practice of allowing MLCS graduate students to take a limited number of seminars in different related departments.</p>	<p>MLCS graduate students are currently permitted to fulfil their six-credits in electives by taking courses offered by other units, subject to approval by the</p>	<p>Arts agrees.</p>

	Graduate Associate Chair. We have no plans to discontinue this practice.	
Clarify how experiential learning applies towards the graduate program. Continue to incorporate graduate students into the experiential learning mandates as GTAs.	MLCS will continue to provide students with an array of GTA and GRA options through courses and research projects that emphasize experiential learning and community involvement. Our departmental creative pedagogy series is open to all members of the department; it has been attended by graduate students and featured graduate instructors. Another noteworthy tradition is our annual MLCS 299 graduate competition that allows our graduate students to compete for the opportunity to teach a course of their own design. We will encourage contestants to include experiential learning components in their course planning. We will continue seeking out new opportunities for incorporating graduate students into the experiential learning mandates.	Arts agrees.

Student Experience

<i>Recommendations</i>	<i>Response by the Department of MLCS</i>	<i>Response by the Faculty of Arts and/or the Faculty of Graduate Studies and Research (FGSR)</i>
The funding model for the graduate programs needs revision. Ideally, graduate program funding should not depend on undergraduate enrolment.	As outlined in our self study, we are keenly aware that the Faculty of Arts' graduate funding model has resulted in a precipitous decline in the budget on which we rely to fund our students. This is regrettably beyond our control,	Arts agrees and recognizes this concern; a transparent and robust funding allocation model is essential for sustained and strategic future growth of graduate programs, and Arts has committed

	<p>but we agree that graduate program funding should not rely on undergraduate enrolment. We would welcome the implementation of a formula that is less harmful to our program.</p>	<p>to reviewing the current model (now in its fifth year) for potential adjustments.</p>
<p>Once the four stream model is revised and modified, a sustainable financial model will be potentially feasible.</p>	<p>A 4-5 year budget planning process is already in place. This ensures our ability to meet the commitments we have already made to students, and informs our decision as to how many new students we can extend funding offers to each year. Although we are in agreement about the need to revise our program structure, we note that such changes alone will not put the program on firmer financial footing. It will also be important to find a way to halt the yearly contraction of our budget allocation from the Faculty of Arts--and, ideally, to reverse this trend.</p>	<p>Arts agrees and will support the Department in such budget planning through the teaching plan process.</p>
<p>Achieving a new graduate model will require input from all key stakeholders.</p>	<p>As always, we will work within a collegial governance framework, and there will be a process of consultation at all levels, from the MLCS Graduate Committee and Department Council to the Faculty of Arts and the Faculty of Graduate Studies and Research (FGSR). As noted in our self-study report, graduate students are included on our governance bodies, and their voices have been instrumental in shaping the program revisions carried out over the past decade.</p>	<p>Arts agrees.</p>

<p>Negotiate a stable source of GTA funding.</p>	<p>We will explore a range of options for maintaining a stable source of GTA funding and providing our students with opportunities to contribute to teaching in our department. One of the important strategies will be to work on graduate recruitment that emphasizes competence in languages taught in MLCS (i.e. bringing in students who can teach in our language areas). We will also look at other options, such as establishing a graduate teaching rotation in Comparative Literature courses. The Transnational and Comparative Literatures stream has been key in sustaining a stable cohort each year, and providing a stable source of teaching in this area will be helpful overall.</p>	<p>Arts agrees and supports the Department in this creative rethinking of GTA rotation.</p>
<p>Maximize the use of MLCS faculty grant funding to GRA hires within the department. Allow MLCS faculty to hire their own graduate students as GRA using their personal research funds.</p>	<p>MLCS is already relying on faculty grant funding to a significant extent. Depending on student interest and availability, MLCS faculty are always welcome to hire their own graduate students as GRAs using their personal research funds. There is, however, a disconnect between the recruitment timeline / making offers to strongest applicants on the one hand, and announcement of SSHRC competition results on the other. Moreover, the release of grant funds to faculty members does not always coincide with the start of the fall semester. These timing challenges,</p>	<p>Arts agrees with the timing challenges outlined here; we make special note of the recent successes of MLCS faculty in the SSHRC IG program.</p>

	<p>which are out of our hands, sometimes mean that students are no longer available to be hired by the time a faculty member is ready to do so. Another important factor to consider is that applicants recruited by faculty may not always be admissible (i.e. they may not meet the MLCS and/or FGSR entrance requirements).</p>	
<p>Utilize the several endowments available to the department through community partners to fund graduate students. Create fellowships, scholarships, grants or awards to graduate students who pursue research within the areas of the endowments, such as Scandinavian Studies or Ukrainian Studies.</p>	<p>We have a number of graduate scholarships that already exist (e.g., Metro Gulutsan Graduate Scholarship, Eva Dannhauer Summers Memorial Scholarship, Slavic and East European Studies 75th Anniversary MA Scholarship, Jana Hennessy Memorial Graduate Scholarship), but do not always have eligible nominees for them. We maintain a strong working relationship with the Kule Centre for Ukrainian and Canadian Folklore. For example, in this year's admission cycle, the Kule Centre has funded three incoming students (2 PhDs and 1 MA). It is important to note, however, that the centre's endowments are not available for us to use directly. We will explore additional funding possibilities with our community partners. Our current donor efforts have been focused primarily on the undergraduate program.</p>	<p>Arts agrees and is happy to provide support for reviewing the terms of scholarships and cultivating appropriate donors from within the community.</p>
<p>Boost recruitment efforts through national and international publicity via social media, scholarly</p>	<p>MLCS already has a rigorous annual recruitment campaign through social media. We also advertise through</p>	<p>Arts agrees.</p>

<p>associations, journals, websites and email lists in all areas relevant to the department.</p>	<p>major national and international scholarly associations and networks and professional and scholarly listservs in the areas relevant to the department. However, as mentioned above, we see the value in increasing our direct recruitment of students who have particular language skills. We will start engaging in more targeted national and international recruitment activities, such as recruiting via specific departments and strong undergraduate and graduate programs that are of disciplinary relevance to our department.</p>	
<p>Recruit graduate students from the MLCS undergraduate programs and from other units at the University of Alberta, at least to the MA program. Recruit MLCS MA students to the PhD program.</p>	<p>MLCS already recruits graduate students from the MLCS undergraduate program as well as from other units at the University of Alberta. We always encourage our faculty to seek out strong undergraduate students, support their interest in graduate studies (provide information etc.) and make them aware of the strengths of our graduate program. We also hold an annual recruitment event for honors students.</p> <p>The above strategies target recruitment to our MA program. We generally discourage getting all three degrees (BA, MA, PhD) from the same institution for our students but do have MA students who bypass into the PhD program. Such bypasses, however, create potential problems as</p>	<p>Arts agrees.</p>

	<p>they do not help with meeting the minimum enrollment requirements in our graduate courses (as the required courses would already be taken by the new PhD students as part of their MA program).</p>	
<p>Optimize alignment of undergraduate and graduate programs.</p>	<p>Our undergraduate and graduate programs are already aligned in terms of the overall scope and focus (all degrees are in Modern Languages and Cultural Studies), but also in terms of disciplinary engagement (e.g, our undergraduate program offers foundational knowledge in all four areas of graduate specialization).</p> <p>Any closer alignment is not a goal for us as we want the programs to be distinct while connecting in a progressive way (building toward higher language and cultural competency, in-depth engagement with theory and research methods etc.).</p>	<p>Arts agrees with the Department's assessment and sees the synergies between the undergraduate program and graduate programs to be positive overall.</p>
<p>Offer greater involvement of all faculty in graduate student recruitment. For example, faculty could establish links with potential students in their area of expertise through pre-application consultations.</p>	<p>The Graduate Committee has already started a discussion about possible ways of optimizing faculty engagement in graduate student recruitment. We will encourage our faculty to establish connections with potential students and support more communication with these faculty members regarding their early recruitment efforts (in the pre-application stage). We also need to</p>	<p>Arts agrees and wishes the Department success in energizing faculty members in the recruitment process.</p>

	think of innovative ways to do recruitment to reach more students.	
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Faculty and Supervision

<i>Recommendations</i>	<i>Response by the Department of MLCS</i>	<i>Response by the Faculty of Arts and/or the Faculty of Graduate Studies and Research (FGSR)</i>
Secure funding for faculty renewal and to fill retirement lines. Hire Assistant Professors as soon as possible.	We are in agreement with this recommendation, and hope that the resources for faculty renewal will soon be made available to us.	As above, Arts is committed to continued renewal of its faculty complement within the limits of a constrained budget and looks forward to working with Department Chairs on identifying priorities.
Provide better use of existing faculty expertise. Find a balance in the distribution of student supervision.	Encouraging targeted recruitment by faculty members will help to ensure better use of existing faculty expertise. Graduate students at the University of Alberta have the right to choose their supervisor(s). It has been noted that students tend to create connections with the faculty who teach their courses. The Graduate Committee may consider putting a cap on the number of graduate students a faculty member can supervise to address the issue of a more balanced distribution of student supervision. The Graduate committee is also thinking about ways of introducing students to the variety of research being done in the department.	Arts agrees and supports the exploration of the suggested measures while also prioritizing student choice.
Establish a rotation system for graduate seminar teaching.	This system is already in place. Faculty members are generally assigned to teach graduate courses	Arts agrees and is supportive of the Department's two-year rotation.

	<p>for two consecutive years, to ensure that the opportunity to teach at this level is available to all tenure-track and tenured members of the department who wish to do so. Although our program is only in its fourth year, we have so far been mostly successful at rotating faculty members through the core courses, although there have been a small number of cases in which a faculty member was asked to teach a course for a third year due to a last-minute change in the teaching plan or a lack of other interested parties.</p>	
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Resources

<i>Recommendations</i>	<i>Response by the Department of MLCS</i>	<i>Response by the Faculty of Arts and/or the Faculty of Graduate Studies and Research (FGSR)</i>
Graduate student funding revision (as listed above).	As indicated above, we have no direct control over the graduate funding formula, but support its revision.	As above, Arts is committed to reviewing the formula in the coming academic year.
Provide a lounge for Administrative Staff.	We support this recommendation and will consider how best to implement it after the ongoing Service Excellence Transformation process is complete, as this administrative reorganization is expected to change the size and space needs of our administrative staff.	Arts agrees and will support the Department Manager in exploring such opportunities.
Pressure the university to solve cleaning problems, to provide pest control and efficient and regular janitorial services.	As noted in the self study reports, the sanitary conditions of the Arts Building are a point of serious concern for all department stakeholders. We are in	As above, Arts takes health and safety seriously and will continue to monitor.

	agreement that basic standards of cleanliness are not being met, and feel that we have a right to expect a clean and healthy work environment.	
Provide office space, even if shared, to Adjunct Professors.	Office space for Adjunct Professors is already available, as an option, upon request. Space varies depending on the year and space allocation and is subject to the MLCS office policy and priority process.	Arts agrees with the existing office policy.

Additional Notes from Department/Faculty/FGSR:

We are grateful to the QA reviewers' careful study of our graduate program and their detailed and constructive feedback and recommendations. We are very pleased with the reviewers' positive assessment of many aspects of the program and, particularly, its many strengths, such as the high level of satisfaction with the program among graduate students, the department's strong teaching culture, the diversity of faculty and their research contributions, and the exceptional quality of the administrative staff. We welcome the reviewers' acknowledgement of the "sense of community" and the "supportive environment" fostered in our graduate program. The reviewers also stress that "the interdisciplinary offerings and the breadth of knowledge" offered to our graduate students is "commendable" and the department's scholarly activities are "praiseworthy." Overall, the MLCS department offers "research excellence, and a commitment to teaching and training at the graduate level."

We are committed to building on the successes and strengths of our discipline- and cohort-based innovative graduate program and will work toward ensuring its long-term sustainability. Our program faces many challenges, including our rapidly shrinking faculty cohort and extreme financial constraints that are part of the decreasing university budget and the ongoing process of reorganization. Notwithstanding these challenges and limitations, we will explore multiple opportunities to network and collaborate at the faculty and university levels to revitalize and strengthen the structure and content of our graduate program and to ensure its future success.

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Undergraduate and Graduate Program Quality Assurance (QA) Review: 2020-2021

Department of Women's and Gender Studies

Faculty of Arts

Excerpted Report

Undergraduate Program Review

Programs: BA - Major in Women's and Gender Studies
BA - Honors in Women's and Gender Studies

Review Date: February 9 & 10, 2021

Reviewers: Erica Lawson, University of Western Ontario, (Chair, Undergraduate); Angela Bayduza, FGSR member

Program Strengths

The Department of Women's and Gender Studies' (WGS) vision aligns perfectly with the objectives outlined within *For the Public Good*. Although small, WGS boasts highly accomplished scholars at the ranks of Assistant, Associate, and Full Professors with enviable interdisciplinary profiles that include political science, education, history, cultural studies, and philosophy, as well as excellence in teaching, leadership, and community engagement. These are evidenced by faculty awards, grants, research activities, publications, and connections with local and international partners. The Academic Teaching Staff (ATS), graduate and undergraduate students, and alumni express enthusiasm and excitement about the program, articulated the many ways in which they felt supported by the Department, and noted that the uniqueness of the program is its commitment to social justice values and community partnerships.

Program Structure

<i>Recommendations</i>	<i>Response by the Department of Women's and Gender Studies</i>	<i>Response by the Faculty of Arts</i>
<p>Engage interdisciplinary or interdepartmental partnerships to work through the challenges for recruitment of students to the WGS Major and Honors program.</p>	<p>Our self-study reports steady increase in both enrollments and numbers of program students (i.e., WGS Majors). That trend has continued to Winter 2021, with the highest number of declared majors in our program's history. Though there is institutional necessity to increase the number of majors, we believe that the steady increase of program students and enrollments are a strong indication of interest in the field, which are themselves a response to ongoing recruitment initiatives. Certainly, we do agree that the matter of recruiting students into the Major is an important priority and our work on this front continues.</p> <p>Our Honors program remains small, with only a few students taking this option each year. WGS anticipates that recent Faculty of Arts initiatives to expand Honors enrollments will have a positive impact on recruitment into our small but mighty Honors program.</p>	<p>Arts agrees and is pleased to see this steady increase in WGS Majors. Arts will support WGS in monitoring the impact of the Faculty-level shift to direct entry in the Honors program.</p>
<p>Pursue data driven and targeted recruitment initiatives for diversifying student enrollment that aligns with and assists in achieving the targets of the EMP. This could take the form of a 3 to 5-year plan.</p>	<p>The self-study was an opportunity for us to collect data about our undergraduate student body. Using this data, and information provided by USS, the current chair is eager to develop enrollment targets and recruitment strategies. The advice for a department-driven Enrolment Management Plan that is undergirded by a "mindset of sustainable growth" (p. 3 of Undergraduate Reviewers' Report) is welcome and actionable.</p>	<p>Arts agrees.</p>

<p>Develop collaborations and affiliations with departments that can assist in meeting the leadership needs of the program (i.e., UG Associate Chair, Grad Associate Chair), as well as administrative commitments to protect the stand alone, self-directed vision for the department.</p>	<p>As noted, central to our vision for Women's and Gender Studies is the continued existence as an autonomous, stand alone Department in the Faculty of Arts. We are deeply appreciative of the support that the current Dean has for this and believe that our unit will thrive under these conditions of autonomy.</p> <p>Certainly, leadership needs are a challenge for a small department. The last three Department Chair appointments have been internal appointments, but we do have a history of being open to, and indeed benefitting from, external leadership. In a new shared services model at the faculty level, we anticipate working closely with related social science departments to share both administrative duties and to develop efficiencies in leadership positions.</p>	<p>Arts agrees and will assist WGS and other social science departments in developing workable, longer term arrangements for administrative and leadership efficiencies as needed.</p>
<p>Manage and provide quality assurance for program structure and the development of WGS course offerings (i.e., establishment of a broader but strategically aligned and smoother list and pathway for program completion of cross-listed courses).</p>	<p>The self-study process has been a program level quality assurance process that provides an extremely valuable global view of our programs, courses, and position within the Faculty of Arts and University of Alberta more generally.</p> <p>Rationalization of WGS course offerings can be achieved through a review conducted by a Curriculum Committee. Among other things, this committee will support faculty -- especially those who joined our unit recently -- to develop course offerings that both reflect their expertise and complement existing courses and program structure.</p>	<p>Arts agrees.</p>

	<p>As noted in the self-study, we have long had a cross-listed course initiative. Reviewers report reveals the need for better communication to students about the existence and more importantly the value of the cross-listed course opportunities for students as they pursue an interdisciplinary degree program. This can be remedied through better communication on our website. We note that our promotional materials provide an excellent model for grouping WGS courses and cross-listed courses along categories.</p>	
<p>Develop undergraduate embedded certificates in partnership with other Faculties on campus; diversify and increase course offerings in ways that provide greater flexibility for program completion as was expressed by current and former students alike. It appears that the Faculty of Native Studies is a 'good fit' for an embedded certificate, although there are other faculties that can also be considered.</p>	<p>In a new college model, courses shared with or developed for students in Education, Law, and Business are a great idea. That said, it may prove difficult for a small department with limited teaching capacity to further diversify our course offerings while still ensuring students are able to complete the requirements of current curriculum. An embedded certificate in Sexuality Studies that draws on existing courses and on the enthusiasm and expertise of interdisciplinary scholars is an idea long explored in WGS. Urged by the Reviewers Report, this is now the time to formally develop a Sexuality Studies certificate.</p>	<p>Arts agrees that such a certificate will provide interdisciplinary visibility for WGS and is happy to support such an initiative.</p>
<p>Explore the development of an option for students to pursue an "Individualized Major" in WGS. The Associate Chair, Undergraduate, could develop, manage, vet and review (approve/deny) requests.</p>	<p>This is an interesting idea, but not one for which we currently have the administrative capacity to entertain. Moreover, we believe that the BA renewal activities recently undertaken by the Faculty of Arts mean that the BA in WGS is already an extremely flexible program.</p>	<p>Arts agrees.</p>

	<p>Featuring the benefits of cross-listed courses for WGS Majors on our website and promotional material (see above) may function to highlight the already flexible nature of our programs.</p>	
<p>Manage and provide quality assurance for WGS course delivery (i.e., Instructor mentorship, professional development and training; course outline review; ensure relative consistency in assessment expectations, term weightings, adherence to academic calendar regulations; establishment and maintenance of program and course level achievement of learning outcomes by ensuring course content is interdisciplinary, diverse, and inclusive). These tasks will also help to address any confusion that students have about degree completion requirements so that they are ready for graduation.</p>	<p>This is a surprising set of recommendations that combines student concerns about degree completion with suggestions related to program level oversight of undergraduate courses. We believe that many of the tasks outlined in this suggestion are already being performed.</p> <p><i>Instructor mentorship:</i> ATS and pre-tenure teaching is assessed annually by continuing faculty members; this is an opportunity for mentorship of junior colleagues, but also an important learning opportunity for senior faculty members who are exposed to innovative teaching methods.</p> <p><i>Course outline review:</i> conducted annually by the chair, who provides suggestions to instructors about assignments while recognizing that diverse content and topics demand diverse modes of assessment</p> <p><i>Learning outcomes:</i> these have been developed carefully over the past 18 months with involvement of all continuing instructors. More vitally, we strongly maintain that our current course content is interdisciplinary, diverse, and inclusive.</p>	<p>Arts agrees with the department that these recommendations are already being performed. A more robust use of the website as noted above, including the posting of course- and program-level learning outcomes, may help remedy student concerns.</p>

Teaching and Learning Environment

<i>Recommendations</i>	<i>Response by the Department of Women's and Gender Studies</i>	<i>Response by the Faculty of Arts</i>
<p>Offer a more focused curriculum less dependent upon individual faculty and in ways that leverages other courses both within and outside of the Faculty; though time to completion information in the undergraduate program was not included in the completed self-study, feedback provided by both current and graduated students suggests greater clarity in course sequencing, seeing the inclusion of cross-listed courses, and an increase in transfer credit recognition, are options recommended to explore.</p>	<p>We're a bit surprised by this recommendation, which is at odds with the request below that we offer a more diverse curriculum and a broader range of senior level courses.</p> <p>As mentioned above, we do have a long-standing cross-listed course program. Transfer credit recognition is largely governed provincially through a system that is, in our view, strong and generous. Finally, as regards sequencing, our program has always been extremely flexible with few course-level prerequisites and no formal approach to course sequencing. Better communication to students about this flexibility should clear up confusion about course sequencing.</p>	<p>Arts agrees that the issue lies in communication.</p>
<p>Strategic collaborations with "sister"/ "natural fit" programs to support research and program delivery and rising to the Institutional leadership role in EDI; the strong and competent history of work with Equity, Diversity, and Inclusion means the Department is well positioned to take a leadership role in this area.</p>	<p>Members of our unit are emerging and established leaders in EDID on campus and are prepared and committed to support EDID initiatives at the Faculty and Institutional level.</p>	<p>Arts agrees and is appreciative of the leadership on EDID from within WGS.</p>
<p>Recent appointment of an Indigenous scholar to the Department could also support development of Indigeneity and Decolonization initiatives.</p>	<p>At the departmental level, we offer a range of courses that focus on Indigeneity and decolonization; the recent hire of an Indigenous scholar, and our anticipated collaboration with the Faculty of Native Studies to hire an Assistant Professor with a joint appointment will only increase this focus.</p>	<p>Arts agrees and supports these initiatives.</p>

	<p>We continue to build relationships with the Faculty of Native Studies through shared course offerings. At an institutional level, we will work with the Office of the Vice-Provost (Indigenous Programming and Research) to establish ceremonial space that will accommodate our new colleague's community engaged research practice. Establishment of a ceremonial space that can be accessed by members of our campus community is a decolonization initiative that we are keen to support.</p>	
<p>Continue to build upon and increase the strong Community Service Learning (CSL) and Work Integrated Learning (WIL) opportunities through WGS course offerings</p>	<p>CSL is integral to our graduate program and is integrated into one of our two first year courses. We agree that there are opportunities for increased connection to CSL.</p>	<p>Arts agrees.</p>
<p>Consider a study abroad option for WGS students as part of future growth.</p>	<p>Though this is difficult to imagine in a time of fiscal restraint, we are still managing to establish strong international connections. As an example, research and training collaborations with the Gender Studies program at the University of Bielefeld in Germany have led to a Spring 2021 course on Queer Theory. The course is offered online to a class that combines WGS students and students at Bielefeld. This is an excellent cross-cultural learning opportunity for our undergraduate students that takes advantage of educational technologies.</p>	<p>Arts agrees.</p>
<p>More course options (especially at the fourth-year level).</p>	<p>More course options at all levels are possible only with additional funding for ATS and new hires. Our department must balance student</p>	<p>Arts agrees that WGS has done an excellent job ensuring diverse course offerings while</p>

	<p>desire for a wide range of fourth year options with the need to provide fourth year courses that will attract sufficient student numbers. With liberal use of a 400 level topics course (WGS 498), we have been able to provide a diverse range of courses with very little repetition from year to year.</p>	<p>also remaining within the constraints of the teaching plan budget.</p>
<p>Emphasis on marketable skills (courses; career days; job shadowing alumni, use of technology to facilitate alumni participation in mentoring student; collaboration with career centre to identify what can be done with WGS degree). This recommendation is in line with the emerging emphasis on WIL and CSL in upper year course work with potential for strengthened practicum development.</p>	<p>The self study reveals that students in WGS - - and we would argue that students who graduate with the BA more broadly -- are keen to develop language to describe their marketable skills. The Career Centre is doing excellent work on this, and we are currently partnering with them on a pilot project on Career Integrated Learning, or CIL, in our first year course. The CIL program reviews course syllabi and works with the instructor to identify marketable skills. In this way, the expertise of the Career Centre staff are embedded in each course.</p> <p>We strongly support an alumni mentorship initiative and note that this is something that was a priority for the former Associate Chair Undergraduate, who regularly matched up senior students with alumni to discuss career pathways. Career pathways of our graduates are featured on our website and promotional material. Alumni are invited to share advice with current students at career events, which we hold in conjunction with the Career Centre every other February. The self-study revealed to us that our alumni “are passionate about the department and eager to take on a more active role in its development” (p.5). WGS</p>	<p>Arts agrees and commends WGS for their work to ensure the visibility of career pathways for students through CIL and alumni mentorship initiatives.</p>

	<p>must nurture these strong ties to our department and will develop mentorship activities that benefit both our graduates and our undergraduates.</p>	
<p>Offer a career-style mentorship day.</p>	<p>The Reviewers' Report notes that former students "talked about how they use the skills acquired in the program in their professions ranging from law to social work, education, non-profit organizations, and policy development" (p. 5). These are great folks to reach out to for our next career event, which is planned for Winter 2022.</p>	<p>Arts agrees.</p>
<p>Re-think intersectionality (a signature of the program) to ensure that it remains responsive to a changing social and political environment (e.g. more courses on disability issues including a focus on intellectual disabilities).</p>	<p>We would argue that this is something that we are constantly doing through course redevelopment at the junior level and through the offering of a wide range of bespoke courses at the senior level. Note that we have a robust approach to disability, including a new online asynchronous version of WGS 244 and a Sex and Disability topics course.</p>	<p>Arts agrees.</p>
<p>Diversify and increase course offerings to provide greater flexibility for program completion.</p>	<p>As above, we can only do this with additional resources. As it stands, in any single year we rarely offer more than one section of a class. In fact, the only time that we offer multiple sections of a class is when there is particularly high demand for a class (i.e., if the daytime section of WGS 220 Feminism and Popular Culture fills up, we offer an evening section of the course. Note that with the closure of Special Sessions, our capacity to open a second evening section of any popular course is limited)</p>	<p>Arts agrees and will continue to support the department in their creative approaches to the teaching plan.</p>

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Teaching Environment and Support

<i>Recommendations</i>	<i>Response by the Department of Women's and Gender Studies</i>	<i>Response by the Faculty of Arts</i>
Take a scan of how potentially triggering course materials are taught and ask Instructors what they need so that this can be done with consideration.	WGS professors cover complex and often personally challenging material in our classrooms. It is not at all unusual for students to disclose experiences of mental illness, sexual violence, and intergenerational trauma to their instructors. Fall term orientation for ATS and continuing instructors includes presentations from the Sexual Assault Centre with an emphasis on how to handle disclosures. The suggestion that we take a scan of instructors' needs is well taken and we will use the annual orientation as an opportunity to provide formal supports for instructors.	Arts agrees and sees this work as essential to the professional development and support of instructors for the betterment of our community.
Offer existing ATS trauma-informed pedagogical approaches to meet their mental health needs.	The Chair has already reached out to CTL to gather advice for best practices regarding the mental health support of instructors.	Arts agrees.
Consider how to creatively utilize the skills and expertise of the ATS to support course (and other program needs/options) without exploiting an already precarious labour pool.	WGS benefits from a small army of truly excellent though undercompensated and precariously employed ATS. ATS contribute in immeasurable ways to the learning environment of our undergraduate students. One way that we utilize the skills and expertise of ATS is through junior and senior level topics courses, which provides ATS the opportunity to develop bespoke courses and teach in their area of expertise.	Arts agrees.

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Additional Notes from Department/Faculty:

FROM THE DEPARTMENT: WGS appreciates the opportunity to produce the undergraduate self study and to meet, virtually, the review team. The review process reveals to us that although our undergraduate programs remain small, they are strong, they are vital to the work of the Faculty of Arts, and they are growing. Alumni report high levels of satisfaction with their degree programs, and the overwhelming majority agree that the degree is both worthwhile and applicable to a wide range of careers. As noted by the Review team, WGS is well aligned with the institutional goals at both the Faculty and University levels.

The Undergraduate Reviewers' report notes that "If WGS and the U of A have a strong commitment to institutionalize EDI within the program/university, there is no way to do this without hiring, investing in, and retaining faculty members to change institutional culture and curriculum." (p. 2). Securing an autonomous hire in the area of transnational feminism remains a key goal of our unit. This is a goal that will not only fill in a long-standing scholarly gap in our unit; it will also meet the vital institutional commitments to EDI.

Graduate Program Review

Programs: MA Women's and Gender Studies (Gender and Social Justice Studies) (GSJ)
MA Women's and Gender Studies (Gender and Social Justice Studies – Digital Humanities)

Review Date: February 9 & 10, 2021

Reviewers: Scott Morgensen, Queen's University, (Chair, Graduate); Frances Plane, FGSR member

Program Strengths

The GSJ program is a leader in Canadian graduate instruction in gender, its intersectionality, and the grounding of research in social justice, interdisciplinarity, and community engagement. The Department of Women's and Gender Studies (WGS) includes stellar scholars with broad national and international reach whose research expertise advances a vibrant intellectual culture. Among the many

strengths delivered to the University by WGS, its commitments to equity, diversity, and inclusion (EDI), indigeneity, interdisciplinarity, and experiential and community-engaged learning position the Department as a key support in advancing these areas of teaching, learning, research, and community. The GSJ program benefits from the interdisciplinarity of women’s and gender studies as represented by both core faculty and external faculty. The significant goodwill of “faculty friends” for WGS reflects well upon the importance of the Department beyond its bounds and the productive relationships that have formed among core and external faculty. The program’s intellectual and ethical labor thrive within the institutional spaces that the Department creates and wishes to expand. The program attracts outstanding students with an increasingly marked diversity. Graduates who take up work outside of the academy are directly utilizing their training, often by applying their studies in the same sectors where they partnered during the MA. Graduates who pursue further studies are receiving advanced training in fields spanning the social sciences, humanities, arts, natural sciences and law. The GSJ MA has proven quickly to be a practical and versatile graduate degree; it supports varied applications by diverse students as launching points for social engagement and career pathways both within and beyond the academy.

Teaching and Learning Environment

<i>Recommendations</i>	<i>Response by the Department of Women’s and Gender Studies</i>	<i>Response by the Faculty of Arts and/or the Faculty of Graduate Studies and Research (FGSR)</i>
To enhance gender research as a university Signature Area while building from the established strengths of graduate education in GSJ, the Faculty of Arts and university should support and advance the interdisciplinary graduate Research Certificate in Gender and Intersectionality proposed by WGS and Intersections of Gender.	WGS is working with the Intersections of Gender signature area to propose an Interdisciplinary Graduate Research Certificate. We agree that the initiative requires institutional support and extensive consultation with stakeholders across the campus. We anticipate that the Faculty of Arts will share the review team’s support for this exciting interdisciplinary initiative.	Arts agrees and is supportive of this initiative as it underscores Arts’ strengths in interdisciplinary intersectional research; we applaud WGS for their leadership in this work.
The graduate program and department should reassess the master’s thesis stream and consider modifying its course load and timeline to support completion and advancement of students beyond the master’s degree into further studies and careers.	We share concerns expressed by the reviewers about times-to-completion for the thesis-based program. Though we appreciate the suggestions to change the course load and timeline, ultimately, the Graduate Committee does not believe	Arts agrees with the department’s approach.

	<p>that this would change the problem of students not completing the thesis in a timely manner.</p> <p>For the current and upcoming academic year, our approach has been to focus our attention and resources on the course based program. As the Graduate Reviewers' Report points out, "Canadian universities have shown rising interest in the one-year course-based masters degree model." Students from the course-based GSJ program finish on-time and well-prepared for both further graduate study or meaningful work.</p>	
<p>Building from the department's shared commitments to intersectional and social justice teaching and learning, connections should be enhanced between the graduate and undergraduate programs.</p>	<p>Currently, connections between the graduate and undergraduate programs take the form of (a) graduate teaching assistants in junior courses and (b) slashed 400/500-level seminars in which graduate and undergraduate students learn together.</p> <p>We welcome the suggestion of enhanced connections and imagine that this could be part of a formal laddered mentorship program that involves alumni, graduate students, advanced Major and Honors students, and lower division undergraduates, including those with undeclared majors.</p>	<p>Arts agrees.</p>
<p>Market GSJ to all undergraduates enrolled in the department.</p>	<p>This is an excellent observation and we intend to more directly market the</p>	<p>Arts agrees.</p>

	graduate program to our Majors, Minors, and Honors students.	
Recruit top undergraduate WGS students to increase GSJ applications and admissions from within the department.	Another excellent suggestion. Marketing the program to our undergraduates will increase applications. The Graduate Committee is excited to identify and encourage strong seniors who could be supported in the preparation of SSHRC and other graduate funding applications.	Arts agrees.
When marketing the department's undergraduate offerings at the entry level, offer a vision of learning within WGS spanning undergraduate to graduate study that connects introductory learning to graduate advancements and professional applications.	We currently treat the graduate and undergraduate programs as separate entities in our promotional materials. This is a welcome observation for the value of thinking about the connections between our undergraduate and graduate programming.	Arts agrees.

Student Experience

<i>Recommendations</i>	<i>Response by the Department of Women's and Gender Studies</i>	<i>Response by the Faculty of Arts and/or the Faculty of Graduate Studies and Research (FGSR)</i>
In line with program commitments to teach intersectionality and social justice, and in support of student learning and mentoring, the department should receive institutional support to increase the diversity of core faculty, notably by race/ethnicity, and to increase course offerings in studies of race/ethnicity, anti-racism, and transnationalism, in particular, among other EDI areas.	<p>We wholeheartedly support this recommendation!</p> <p>As noted in the self study, "For more than a decade, we have asserted the need for a hire in transnational feminisms for more than a decade. Our most recent proposal for a tenure track hire in this area was approved by the Dean of Arts in August 2019, but has not yet come to fruition.</p>	Arts has committed to developing a transparent process for the allocation of tenure-track positions that supports the strategic goals of the Faculty in increasing the number of faculty members from underrepresented equity-deserving groups. While we must do so in the context of radical hiring restraint in the immediate, we recognize the

	We strongly urge the university to follow through on the Dean of Arts' 2019 approval for a tenure track hire in the area of transnational feminism.	urgent and long-term need in transnational feminism.
The program should pursue methods to increase the number of in-program graduate course offerings.	<p>A challenge to a small program is that enrolments in existing sections are impacted with the addition of each new course. One solution is combined graduate courses (i.e., NS 504 and GSJ 598 were taught in conjunction in the Winter 2021 term; MACE 597 will be taught in conjunction with GSJ 598 in the upcoming year).</p> <p>Another solution is to offer courses that meet the needs of our graduate students while also appealing to graduate students in other departments and faculties. Additionally, with more faculty members, we can anticipate offering a wider range of graduate course offerings without negatively impacting our undergraduate programs.</p>	Arts recognizes and appreciates the creativity with which WGS meets these challenges.
The department can review its capacity for total annual graduate course offerings by core faculty and determine if it can be increased.	The self-study has enabled the Graduate Committee to review our capacity for graduate course offerings. We have determined that continuing faculty are teaching as many courses as possible without negatively impacting the undergraduate program. We are able to offer a range of graduate offerings through combined undergraduate and graduate courses. We generally do not assign ATS to graduate courses given	Arts agrees and is appreciative of the leadership WGS shows in collaborating with other units.

	<p>the additional and unremunerated labour associated with graduate training. In some cases, we have seconded faculty members from other units (i.e., Dr. Kolopenuk from Faculty of Native Studies, Dr. St. Pierre from Political Science) to teach specialized graduate courses in our program. Though these arrangements are costly, we view them as excellent opportunities to build connections between units, and to provide students with interdisciplinary learning experiences.</p>	
<p>Reviewers noted the enthusiastic support for WGS among faculty located in other departments (see Faculty and Supervision, below). The program and department should invite and assist faculty friends of WGS in developing existing or new graduate courses as formal cross-listings.</p>	<p>Graduate students are able to take up to three non-GSJ classes, and the graduate student survey indicates that these are generally (though not universally) excellent experiences. What we take from this suggestion is a need for increased communication with graduate coordinators in order to have the most up to date knowledge about relevant graduate course offerings. A recent course information-sharing initiative amongst graduate coordinators will be extremely helpful in this regard.</p> <p>Though we feel that it is not appropriate for our unit to invite our colleagues to develop courses for our unit, we do see team teaching as a potential for developing graduate courses that would benefit multiple units.</p>	<p>Arts agrees and appreciates the need for increased communication across graduate programs on course offerings. Arts also sees the need to address and remove barriers to co-teaching.</p>

<p>To serve existing part-time students--and, if part-time students continue to be recruited and enrolled--the program should commit to expanding, and sustaining the accessibility of graduate courses to part-time students' scheduling needs, which may include full-time work and/or parenting and childcare.</p>	<p>Scheduling is a perennial challenge that requires attending to multiple factors. Among those factors are the need to ensure that graduate courses are not in conflict with TA assignments; recognizing that students who parent often have different availability than students who work full time; we also need to recognize the parenting and childcare responsibilities of faculty members.</p> <p>Recognizing these challenges, we remain committed to sustaining accessibility to required courses especially. Our current commitment is to offer at least one course each semester as an evening course.</p> <p>Of note to this recommendation is that in our work with Intersections of Gender, we are proposing the development of an online and potentially asynchronous GSJ course on Intersectional Gender Research Methods.</p>	<p>Arts agrees.</p>
<p>While professional development requirements are set by FGSR, the program and department can and should develop GSJ-specific PD offerings. Their topics can be determined by canvassing students and graduates about their program-specific PD needs and by translating the distinctive focus areas of GSJ instruction into instruction for its postgraduate application.</p>	<p>As the program has grown, GSJ has been able to produce a long list of approved PD activities. Circulation of this list will support students as they meet FGSR regulations. We note that exemptions to the PD requirement are possible and have been extended by FGSR to GSJ students. Ultimately, we view this matter as an FGSR responsibility.</p>	<p>Arts agrees and supports WGS in developing and publicizing integrated PD opportunities.</p>

<p>The program should devise guidelines for the creation, assignment, guidance, and evaluation of graduate student research roles within faculty research projects, so as to enhance clarity and communication among student and faculty research partners.</p>	<p>This is a recommendation that we welcome and very much look forward to implementing. As a starting point, we will reach out to FGSR to find out what general resources are available. Advice will be gathered from larger and more established graduate programs, which may have similar initiatives. Finally, we anticipate building a workshop led by successful supervisors from within our unit as well as those drawn from “friends of WGS” that will provide guidance for best practices around graduate research roles.</p>	<p>Arts agrees and sees WGS approach as an excellent starting point.</p>
<p>The limited amount of in-program graduate scholarship leaves GSJ exposed to funding shortfalls if it were to face reductions in funding from FGSR or from student sourced funds.</p>	<p>As noted in the report, students in our program have had remarkable success in securing external funding. Nevertheless, funding is a major worry for the graduate committee. Graduate budgets provided by the Faculty of Arts are small and directed exclusively toward the installation of TAs in junior level undergraduate classes. At a time when university budgets are shrinking, this is a difficult problem to solve, but one our graduate committee must address.</p>	<p>Arts agrees and recognizes this concern.</p>
<p>FGSR graduate funding commitments should be sustained and should expand with future program growth.</p>	<p>We cannot argue with this! The self study has revealed to us that we have been extremely effective in training students, particularly in the one year course based MA program. We have supervisory capacity to increase our admissions to this program, but growth is hampered by limited graduate funding. Some of our</p>	<p>Arts agrees and recognizes this concern; a transparent and robust funding allocation model is essential for sustained and strategic future growth of graduate programs, and Arts has committed to reviewing the current model</p>

	very best applicants have been lured away by programs that are able to offer significantly larger, and often year round, funding packages.	(now in its fifth year) for potential adjustments.
The department can continue to pursue the development of in-program graduate scholarships, such as in partnership with institutional advancement.	We are certainly open to developing graduate scholarships. We have already developed the Dallas Cullen Memorial Award, and ongoing faculty donations support an annual graduate student travel fund. The Department Chair has recently met with staff in Advancement to discuss fundraising initiatives.	Arts agrees and will provide continued support through Advancement where possible.
When recruiting undergraduates to GSJ, the program can mentor interested and eligible WGS undergraduates in producing external grant applications that could support their application to GSJ.	This is an excellent suggestion that we wholeheartedly support and will initiate in Fall 2021.	Arts agrees.

Faculty and Supervision

<i>Recommendations</i>	<i>Response by the Department of Women's and Gender Studies</i>	<i>Response by the Faculty of Arts and/or the Faculty of Graduate Studies and Research (FGSR)</i>
The department, the Faculty of Arts, and the university should partner to advance the department's primary need, and goal, in the area of faculty and supervision: increase the core faculty by increasing its racial and ethnic diversity and core faculty research expertise in studies of race/ethnicity, anti-racism, and transnationalism.	YES! we agree. as above.	As above, Arts is committed to working with departments on a transparent process for meeting our goals of increased diversity in the Faculty complement.
As part of core faculty growth and diversification, the department should emphasize securing women's and gender	Again, we agree wholeheartedly.	Arts agrees.

<p>studies scholars with expertise in social science and/or qualitative research methods, and who can support methods instruction in community-engaged research.</p>		
<p>To support the welcome hire of two assistant professors conducting Indigenous research, the department should affirm and advance their Indigenous research programmes in partnership with university units supporting Indigenous research (VP Indigenous Programming and Research; Faculty of Native Studies).</p>	<p>WGS and GSJ very much value its relationships with the Faculty of Native Studies and appreciate the recommendation that we develop similar relationships with Vice-Provost Dr. Glanfield.</p> <p>With the recent resignation of an Indigenous scholar, NS and WGS have identified an excellent candidate for a PhD-to-Professor position that will be held jointly between our units. Providing support to Indigenous colleagues involves continued recognition of the value (and challenges) of community engaged scholarship and research.</p> <p>Support for Dr. Whiskeyjack specifically has involved securing studio space and in the future, identifying appropriate ceremonial and meeting space for community partners and knowledge keepers.</p>	<p>Arts agrees and is very supportive of the important and sustained relationship between WGS/GSJ and the Faculty of Native Studies.</p>
<p>As part of distributing graduate supervisions more evenly among core faculty, the program should endeavor to recruit and support graduate students with the skills and interest to pursue research in the varied areas of research expertise among core faculty.</p>	<p>We agree that an even distribution of students amongst graduate supervisors is a reasonable goal. In practice, however, this desire is trumped by a commitment to permit students to work with the supervisor who is best suited to their specific project. The fit between a</p>	<p>Arts agrees and supports the department in balancing supervisory responsibilities with student interest.</p>

	<p>student and supervisor may be topical, methodological, or theoretical. On a broader level, the Graduate Chair notes that students rarely complete the projects proposed in their applications -- we encourage their intellectual transformations and growth</p>	
<p>Building upon the program's openness to graduate supervision by external faculty, the program should consider devising and pursuing means to facilitate external faculty graduate supervision and possibly other forms of external faculty service to the graduate program.</p>	<p>External graduate supervision is a great way to expand learning opportunities for GSJ students. As a first step, in the upcoming year, we will reach out to faculty members who have worked with our students as supervisors or instructors of cross-listed or double-numbered courses to learn more about the kind of arrangement that is desired.</p>	<p>Arts agrees.</p>
<p>GSJ should consider creating a graduate supervision handbook that will present best practices for supporting diverse students' achievement in the program and in postgraduate applications of the degree.</p>	<p>In responding to this recommendation, our first step will be to reach out to FGSR to see what resources they have developed. We are particularly interested to identify EDI-attentive supports.</p>	<p>Arts agrees.</p>
<p>GSJ and the department should name and promote core faculty members' individual and shared areas of research expertise, in the graduate handbook and/or on the department website, to aid in attracting applicants who seek to be mentored within faculty areas of expertise, and to clarify for admitted students whom they should approach when seeking particular kinds of research training or supervision.</p>	<p>The Reviewers observe that our promotional material and website do not adequately promote the research expertise of our continuing faculty. This is an oversight that we can remedy through a review of the current website.</p>	<p>Arts agrees.</p>

Resources

<i>Recommendations</i>	<i>Response by the Department of Women's and Gender Studies</i>	<i>Response by the Faculty of Arts and/or the Faculty of Graduate Studies and Research (FGSR)</i>
The university and Faculty of Arts should protect the departmental integrity of WGS, and of its graduate program when considering any forms of administrative restructuring during university reorganization.	We agree with the observation that WGS ought to remain an autonomous department and appreciate the efforts of the Dean of Arts to maintain the current department structure in our faculty.	Arts agrees and will remain attentive to WGS/GSJ needs in the restructuring of administrative supports and processes in the coming year.
The department, the Faculty of Arts, FGSR, and other partner units in supporting graduate study should work together to create more robust, secure, and predictable streams of graduate funding for the current complement of GSJ graduate students and for the program's future growth.	As noted above, graduate funding is a perennial worry for the Graduate Committee. We'll need to find creative solutions to maintaining the level of graduate funding required to really grow into a nationally and internationally recognized graduate program.	Arts has committed to a review of the existing model for graduate funding allocation to assess whether the needs of programs, also in terms of strategic program growth, are being met in the most transparent way possible within budget constraints.
The department should be given the opportunity to grow into new space that offers more cohesion, while sustaining and expanding the qualities of current space that enhance teaching, learning, research, community engagement, and collaborations.	Though there are few faculty members who aren't keen to move their bookshelves, there is general support for a physical move that would move us into one shared space.	Arts is supportive of a more global reassessment of space following administrative restructuring should the need arise.
The department and appropriate institutional partners at the university should consider acquisition of new technology, or physical or spatial resources to support and advance distinctive areas of faculty research and teaching, such as the department's emergent strength in Indigenous studies.	With the addition of two new faculty members, it's a good time to survey faculty and students to see what resources they require.	Arts agrees and is happy to support the department in identifying appropriate funding sources.
The established synergy between support staff and WGS faculty and programs should be valued and taken into consideration as part of any potential administrative restructuring.	WGS and GSJ have benefitted from working with administrative staff who deeply support the motivations and goals of our programs. Will be sad to lose these connections in restructuring.	Arts will continue to work to maintain those ties where possible.

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Additional Notes from Department/Faculty/FGSR:

FROM THE DEPARTMENT. We are grateful to the review team for the careful and thoughtful consideration of our graduate program. We are particularly satisfied to read the following: 'GSJ is a leader among Canadian women's and gender studies master's programs for its successful development of intersectional social justice research through the use of experiential and community-engaged learning.' It is an enormous accomplishment for us to have a national reputation only 5 years into the life of the degree. The self-study process provided a welcome opportunity to assess the program, and Reviewers' Report provides excellent suggestions for how we can move forward to enhance and promote the successes of this small but mighty MA.

We reiterate the comments made by the Graduate Reviewers' Report regarding vital need to expand our department through autonomous, self-directed hiring. The Reviewers Report explains: "During challenging times, the university must continue to support EDI and indigeneity as part of fulfilling its commitments in these areas: and it can recognize WGS as a unit where such commitments can be placed or linked, so that they may be effectively realized." As noted in our response to the Undergraduate Review Report above, securing an autonomous hire in the area of transnational feminism remains a key goal of our unit.

Undergraduate and Graduate Program Quality Assurance (QA) Review: 2020-2021

Department of Philosophy

Faculty of Arts

Excerpted Report

Undergraduate Program Review

Programs: BA Philosophy; Ba Philosophy (Honors)

Review Date: February 23 & 24, 2021

Reviewers: Mark H. Waymack, Loyola University Chicago, (Chair, Undergraduate); James Hammond (University of Alberta); Audrey Yap (University of Victoria); Sean Robertson (University of Alberta)

Program Strengths

Given recent and current constraints, the Department of Philosophy has done an admirable job. Faculty remain effective (and praised) in the classroom and as mentors, and continue to have impressive scholarly CVs, with regular production of high quality scholarship. Students spoke very highly of the faculty's involvement in student events outside of the formal classroom. With additional support, the Department could broaden its horizons, capture additional student enrollments, and be a real contributor to the University and to the community.

Program Structure

<i>Recommendations</i>	<i>Response by the Department of Philosophy</i>	<i>Response by the Faculty of Arts</i>
Expand applied ethics offerings that have wide student appeal.	We currently offer courses in healthcare ethics, environmental ethics, and ethics and artificial intelligence. "Humans and Animals" also has an applied ethics component. We are considering the addition of courses in Business and Professional Ethics. This would only	Arts agrees.

	be possible, however, with increased staffing.	
Efforts are recommended to further expand engagement with other disciplines: e.g., expanding bioethics, environmental issues, philosophy of science, philosophy of psychology, etc.	Without added teaching capacities, offering more sections of these courses is not possible. Increasing enrollments in current sections might be an option but only with added TA support. In several cases, learning outcomes were already developed in collaboration with other programs (for example, this year we reviewed the content of PHIL 325: Risk, Choice, and Rationality in consultation with Economics). We will continue to collaborate with other departments and faculties to ensure that our service courses respond to the needs of these other units.	Arts agrees and applauds the Department's creative efforts to expand engagement with other units in a time of resource constraint.
Expand how issues of equity, diversity, and inclusion are present in the curriculum. This may be addressed by additional courses focusing on some of these themes; or by re-working syllabi in existing courses, such as Introduction to Philosophy, Ethics, Epistemology, etc. to have more inclusion course content. This can also be addressed by considering pedagogical methods in terms of diversity of students in the classroom.	Because of budgetary constraints and teaching capacity, adding additional courses to our teaching schedule is not possible at this point. Our focus in the next year will be to finalize learning outcomes for all courses, making sure to place a special emphasis on diversity of content and approaches. (This work was interrupted in Spring 2020 by the pandemic). We will also continue to offer workshops on inclusive pedagogy. We have taken steps to enhance the diversity of our guest speakers. We	Arts appreciates the focus on diversity in content and approach to Departmental activities, which supports Arts' strategic efforts in EDI.

	<p>also have a very active chapter of MAP (Minority and Philosophy), which organizes events and reading groups about diversity in philosophy.</p> <p>We address steps to diversifying current course content below.</p>	
<p>We would encourage the Department to revisit its description of desired learning outcomes for the Philosophy major. We, the reviewers, sincerely believe in the value of a philosophical education; but the Department could benefit by a clearer articulation of what they see as the desirable outcomes. Very few of our philosophy majors actually go forward to pursue and complete a PhD dissertation in Philosophy and then snag one of the few full time jobs in academia. So, in more concrete terms, how does the philosophy major benefit the many students who will choose other pathways than becoming professional academic philosophers. Once the Department has revisited that issue, then a re-examination of the undergrad curriculum might be in order to ensure that what the Department does succeeds at maximizing those desired outcomes.</p>	<p>The learning outcomes for our undergraduate programs (BA, BAH, Certificate) were developed in 2019. Our plan is to revisit these outcomes once our course learning objectives are in place, emphasizing more what is specific about our degree offerings.</p> <p>Degree learning outcomes have to remain fairly general because our major has flexible requirements. We believe that one of the ways we can showcase the variety of paths available to our majors is by featuring alumni of our programs more prominently (on our webpage and also in events),</p> <p>The Career Centre organizes presentations (“Careers in Philosophy”) for our majors and minors about preparing for their post-secondary careers. We had not previously thought of consulting with them regarding our department’s learning outcomes but will do so and apply their suggestions to our next learning outcomes review.</p>	<p>Arts is supportive of connecting learning outcomes to career pathways and agrees with this approach.</p>

Program Measures and Comparative Analysis

<i>Recommendations</i>	<i>Response by the Department of Philosophy</i>	<i>Response by the Faculty of Arts</i>
<p>As noted in the previous section, the review committee believes it would benefit the Department to revisit its aspirations for the BA program, including a clearer articulation of the desired outcomes for students.</p>	<p>We welcome the suggestions of the QA committee and will revisit our learning outcomes in light of the course objectives to ensure alignment between the two and better articulation of the usefulness of our major.</p>	<p>Arts agrees.</p>
<p>Although it will be noted in a subsequent section of this report, it is worth noting here as well that the review committee is of the opinion that the current faculty are stretched thin. Their class sizes have increased significantly. And to accommodate student needs and interest, several faculty have routinely taken on a large number of independent studies and other such tasks quite beyond normal expectations of faculty.</p>	<p>We have indeed lost a significant percentage of our faculty complement in recent years, which has increased the teaching and service burdens on those who remain. We are revisiting our internal administrative structure in order to respond to these challenges. We have already taken steps to rationalize our teaching plan and are constantly revisiting our course offerings.</p>	<p>Arts agrees and appreciates the creative approaches taken by the Department to mitigate the effects of the reduction of teaching capacity.</p>
<p>We, the committee, believe there is room for growth in student enrollments, most especially in terms of serving the interests of students who are formally in other Majors. But, given the burdens on current faculty, this can hardly be a feasible endeavor at present.</p>	<p>More targeted advertisement of course offerings and better course scheduling has helped our enrollments in certain courses in the recent past and we are committed to finding new and better ways to advertise our courses outside of Arts. The increase in workload that comes with higher caps and higher enrollment, however, needs to be acknowledged. This burden could be mitigated by providing TAs for larger</p>	<p>Arts agrees.</p>

	courses (PHIL 120, a larger section of PHIL 265 or 325). This requires that we ration our use of TAs in the PHIL 101 and PHIL 102 supersections.	
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Teaching and Learning

<i>Recommendations</i>	<i>Response by the Department of Philosophy</i>	<i>Response by the Faculty of Arts</i>
Students expressed considerable interest in a wider breadth of courses, including more non-Western philosophy, more applied ethics classes, courses on race, courses on feminism, even philosophy and film/literature, and more inclusion of diversity in the course curriculum and course syllabi.	<p>We offer one survey course in feminist philosophy every year and would support upper-level courses in the area if staffing permits. We have just piloted a new course in Islamic philosophy and would be interested in developing other courses (e.g., in Chinese or African philosophy), but our current staffing does not allow us to do so at the moment. We also offer a course in Film and Philosophy every few years.</p> <p>Many of our current courses include non-Western, or feminist or race theory components (PHIL 102, 217, 265, 270, 280, 355 as well as some upper-level seminars such as PHIL 410 or 412). We will continue to work with all instructors to expand the inclusion of feminist, race theory, and non-Western approaches in our courses.</p>	Arts agrees and supports the suggested approach to non-Western curriculum diversification within current budgetary means.
Students expressed genuine interest in philosophy and community engagement. There could be real opportunities here in terms of further development	The ethics bowl is in its early stages but the first (online) event in March 2021 was a success. As the ethics	Arts celebrates the community outreach successes of the

<p>of the high school ethics bowl project, or even some social justice issues or organizations.</p>	<p>bowl becomes a more popular extra-curricular activity in high schools across the city, we hope to be able to involve our students as trainers by integrating a Community Service-Learning component in a section of core ethics course, PHIL 250.</p> <p>The revival of philosophy summer camps for K1-9 is also an opportunity we are looking into. This would require a revision of the programs as well as support (financial and in-kind) until the camps achieve financial sustainability again.</p> <p>In order to grow our offering in practical ethics, support the ethics bowl and the Eureka summer camp, the Department plans to request a full-time ATS position starting Fall 2022.</p> <p>More explicit collaboration with and support for activities organized by our two student groups (UPA and MAP) once we are back in person is also a priority since we believe that community engagement should be student-driven.</p>	<p>Department and agrees with the plans for the future.</p>
<p>Hiring a BIPOC faculty member is one clear wish. But there is also much room in current courses for more diversity awareness/reflection/issues. In the end, diversity is not going to be “solved” by one or two faculty hires. It needs to be addressed</p>	<p>We are still hoping that we will be able to go forward with the hire for a TT position in Indigenous approaches to a core area of philosophy. This hire was approved</p>	<p>Arts looks forward to discussing future hiring priorities of the Department as the budgetary landscape becomes clearer and agrees with the approach</p>

<p>throughout the curriculum. Course content for many courses could be updated to seriously include work and perspectives from non-white, non-western, feminist, post-colonial authors and concerns.</p>	<p>by the Dean in 2019 but put on hold for budgetary reasons.</p> <p>We remain as excited about this hire as we were two years ago. Our Department is in dire need of a junior hire (our last junior hires were in 2009). Furthermore, a hire in Indigenous approaches to philosophy would bring a fresh perspective to our discipline.</p> <p>Again, while a hire is an exciting prospect, the Department is committed to diversifying its current course offerings. Our best tool to ensure this is done consistently are course learning outcomes, since instructors and faculty members are in charge of building their own syllabi and reading lists in line with learning outcomes.</p> <p>As we mention below, we will also review and expand our current resources on diversity and inclusive pedagogy and make sure they are more readily available to all instructors.</p>	<p>of threading of diversity and inclusive pedagogy throughout the curriculum.</p>
<p>There is also the possibility of some self-education of faculty on what diversity in the classroom and in the profession means for learning and teaching styles.</p>	<p>We will continue to encourage not only faculty members but also ATS and PhD students to take advantage of all resources about inclusive pedagogy available through the Centre for Teaching and Learning.</p>	<p>Arts agrees; inclusive pedagogy and building antiracist classrooms is a key priority of the Faculty and we appreciate the Department's initiative on this front, which could be a model for others.</p>

	<p>The Department held an inclusive pedagogy workshop in Fall 2020. It will continue to schedule discussions of inclusive pedagogy and diversifying the curriculum in its own activities. Specific support and resources need to be provided for ATS and graduate students. A list of resources specific to philosophy as well as documents on alternative forms of assessments are already accessible in Google drive but the importance of building more inclusive classrooms and diverse content needs to be communicated better and resources need to be more readily accessible.</p>	
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Faculty Profile

<i>Recommendations</i>	<i>Response by the Department of Philosophy</i>	<i>Response by the Faculty of Arts</i>
<p>It must be acknowledged that the shrinkage in the full-time faculty over several years has put a real strain upon the Department. We fear that the current faculty is at risk of burn-out. They remain committed to quality work in and out of the classroom, but the increased demands in terms of quantity of time and taking a toll.</p>	<p>Fortunately, we do not expect any retirements in the near future.</p> <p>In the next few years, we need to think carefully about the activities that are necessary to sustain the quality of our programs and focus our energy on these. We must also build relationships with other Departments and see whether some activities can be organized in collaboration with other units (e.g., honors workshops).</p>	<p>Arts agrees.</p>

	<p>The Department is also committed to ensuring the fair distribution of departmental service load and to acknowledge disparities in supervisory load (including reading courses, honors theses, and capstone projects).</p>	
<p>It is important that the Department takes a serious look at succession planning in terms of their leadership team.</p>	<p>The various restructurings underway in Arts and at the University level will have an impact on the administrative roles in the Department (Chair, Associate Chair Graduate, Undergraduate Program Director). Since we are not anticipating any retirements in the near future, we have a little bit of time to get a better sense of the implications of the restructuring before we need to act on this recommendation.</p>	<p>Arts agrees and looks forward to supporting the Department in reviewing leadership structures as the restructuring projects are implemented.</p>

Program Environment

No recommendations provided.

Graduate Program Review

Programs: MA Philosophy; PhD Philosophy

Review Date: February 23 & 24, 2021

Reviewers: Audrey Yap (University of Victoria), Chair, Graduate Committee; Sean Robertson (University of Alberta); Mark H. Waymack (Loyola University Chicago); James Hammond (University of Alberta)

Program Strengths

The Department of Philosophy has strong research and teaching, and is a collegial environment in which students also have good relationships with their faculty mentors and feel included in overall department life. Graduate students find a good atmosphere in which they are supported by faculty and each other. A particular program strength is its emphasis on teaching training. Several graduate students cited this as a reason they chose the program in the first place, and find the structure of their TA training and transition to teaching very helpful.

Teaching and Learning Environment

<i>Recommendations</i>	<i>Response by the Department of Philosophy</i>	<i>Response by the Faculty of Arts and/or the Faculty of Graduate Studies and Research (FGSR)</i>
<p>PhD completion time remains longer than ideal, and students do have relatively heavy teaching loads, which seem to be their primary sources of funding.</p>	<p>We believe that five to six years for completing a PhD in philosophy is a reasonable expectation. Students who take longer often encounter hurdles that are not linked with teaching load but with motivation, mental or physical health, personal and family issues, etc. Students are often reluctant to take medical or compassionate leave from their program. Supporting and advising students who are struggling to make progress through their degree is a commitment of the Department. One of our tasks going forward is also to be clearer about expected time through degree and limits to funding with incoming and current students.</p> <p>It is true that teaching assistantships are an important source of financial support for our students. These are however limited to 12-hour/week and</p>	<p>Arts agrees.</p> <p>FGSR recommends that the Department reduce the reliance on PhD students to teach undergraduate classes. This may go some way in reducing times to completion.</p>

equivalent in workload to research assistantships. Faculty members take TA workload very seriously.

Our PhD students are only assigned their own courses once they have completed their comprehensive exams and only after they have taken part in our collaborative teaching training program as Teaching Assistants.

Teaching load as primary instructor for graduate students is limited to one course per year (Fall or Winter - Spring/Summer teaching is only offered to students making good progress in their degree). This is true even of students who are past guaranteed funding. This teaching load is lighter than in many other departments where teaching is the only available funding source for PhD students past guaranteed funding.

We are committed to providing opportunities for our students to teach three courses as primary instructors during their PhD program to give them the experience they need as teachers. Such experience is essential for the kinds of positions our graduates apply for.

Many of our students look for teaching opportunities at other institutions in

	Edmonton (or occasionally in other departments in Arts). This is not something we can prohibit even though we often advise students against it.	
The Department has recently introduced a new course-based MA program. While it is too early to make any recommendations about this program at this point, we would encourage the department to review its MA offerings and determine whether both MA streams are effectively meeting their objectives.	<p>We plan to review the course-based MA program in a few years (probably in Spring 2023, after at least three cohorts have graduated). At this point we also plan to review whether both streams are necessary and meeting their objectives.</p> <p>The Department has developed learning outcomes based on the templates provided by FGSR. While these are useful, we also plan to develop a version that can be more easily communicated with students and can be posted on our webpage. As with the undergraduate programs, better advertisement of outcomes will be combined with communication about alumni successes and less conventional career paths.</p>	Arts agrees.
We would encourage the department to review its capacity to offer a PhD program at current staffing levels.	<p>Currently the advantages of having a PhD program far outweigh the added workload that comes with supervision. (All our graduate courses are open to MA and PhD students as well as advanced undergraduates). Our current placement record also testifies to the success of our PhD program.</p> <p>The main issue is not staffing but the stability of funding provided by the</p>	Arts agrees.

	<p>Faculty, FGSR (Recruitment Scholarships), and the Province (AGES). Improving time to completion and applying stricter funding principles will allow our PhD program to remain viable in the future provided funding remains consistent.</p> <p>We strongly believe that a top-5 research university in Canada should offer a PhD degree in philosophy. We do have to articulate better what is distinctive about our program to ensure that we recruit not only excellent students but also those who fit best with our teaching and research strengths.</p> <p>The worry that the PhD program is too small is mitigated by the fact that our MA and PhD programs are well integrated and the overall graduate community is vibrant.</p>	
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Student Experience

<i>Recommendations</i>	<i>Response by the Department of Philosophy</i>	<i>Response by the Faculty of Arts and/or the Faculty of Graduate Studies and Research (FGSR)</i>
<p>There are existing resources provided at the university level for professionalization, but it is not clear that students find them especially useful.</p>	<p>Beyond what is offered by FGSR, the Department supports its students by offering professionalization opportunities that are more specific to humanities disciplines. These are mostly related to academic work</p>	<p>Arts agrees and supports the connection with alumni and collaboration with other units to expand humanities-appropriate PD opportunities.</p>

	<p>(workshop on publishing in journals, placement service, etc.).</p> <p>For professionalization not focused on academic work, the Department will rely more on alumni and collaborate with other humanities departments that might already have developed initiatives in this regard.</p>	
Explicitly develop alumni networks so that current students can connect to and network with former students.	Featuring alumni stories with conventional and less conventional career paths on our webpage is a priority.	Arts agrees.

Faculty and Supervision

<i>Recommendations</i>	<i>Response by the Department of Philosophy</i>	<i>Response by the Faculty of Arts and/or the Faculty of Graduate Studies and Research (FGSR)</i>
Faculty seem to be doing an excellent job of running graduate programming with relatively few resources, but there are currently too few faculty members to offer the kinds of programming that they have on the books.	<p>Graduate seminars are already combined with 400-level courses. Reading courses, capstone projects and thesis supervision are expected in faculty workload.</p> <p>Thanks to institutional agreements we are also able to call upon the services of philosophy faculty at Augustana and St. Joseph's College to support our graduate programming.</p> <p>We have streamlined the process for course-based comprehensive examinations. Given the number of PhD students taking take-home comprehensive examinations each</p>	Arts agrees and especially supports the focus on collaboration.

	<p>year, the workload is sustainable but the process could be streamlined more (e.g. by making sample reading lists readily available for students to consult online).</p> <p>For extra-curricular programming (professionalization workshops, placement service, etc.), as with undergraduate events, the Department plans to build relationships with other units and see whether some activities cannot be organized in collaboration with them.</p>	
<p>There needs to be clear documentation of policies and procedures with regard to particular administrative roles that faculty hold. This seems to be increasingly necessary as administration becomes increasingly centralized.</p>	<p>Work related to the undergrad programs (performed previously by Associate Chair, Undergraduate and now by the Program Director) is documented but needs updating. Graduate administrative work needs to be documented, records need to be organized, and processes spelled out to ensure continuity. This work will be undertaken in summer 2021.</p>	<p>Arts agrees and believes this documentation will be essential as the restructuring of services is implemented.</p>

Resources

<i>Recommendations</i>	<i>Response by the Department of Philosophy</i>	<i>Response by the Faculty of Arts and/or the Faculty of Graduate Studies and Research (FGSR)</i>
<p>The department has excellent administrative staff, but administrative roles are currently changing as part of ongoing restructuring processes. We recommend in general that there remain consistent administrative support, and current levels of support seem at minimum what is required for a well-</p>	<p>The Department is following restructuring initiatives at various levels very closely and is worried not only about maintaining the level of administrative support currently in place but also increasing support for</p>	<p>Arts is working diligently to recognize and respond to these needs and concerns in the restructuring process.</p>

functioning department.	the Chair (who does not have EA/AA support) and increasing support in the area of marketing and communication (designing posters, advertising talks, etc.). Finally the Department is concerned that, being the only Humanities department in the ASH building, it will be cut off from the administrative staff supporting it and will become isolated.	
Several administrative staff members are shared between different departments with different cultures and overall practices. We recommend that the department ensure that central administrative roles' duties and practices are well documented, both for the sake of staff, but also for succession planning.	This is currently being done as part of the administrative restructuring happening in Arts.	Arts agrees and confirms that departmental cultures and practices are key parts of the administrative restructuring initiative.
Many front line staff require extensive knowledge of departmental cultures, histories, and practices. We recommend that the centralization currently underway in the university as a whole maintain front line staff members who are shared between a minimum of departments in order to maintain this expertise, which seems crucial for maintaining student success.	This is something that is unfortunately outside of the control of the Department but the Chair of the Department and the Assistant Chair, Administration are actively involved in Faculty restructuring.	Arts agrees and confirms the central consultative role that Chairs and Assistant Chairs Administration hold in the administrative restructuring initiative.

Additional Notes from Department/Faculty/FGSR:

We are grateful to the members of the committee for the time and effort they invested in developing their thoughtful report. The Department would also like to thank the Interim Dean of Arts, Steven Patten, and the Vice-Dean of Arts, Carrie Smith, for their helpful guidance through the quality assurance process. We have learned much and look forward to implementing many of these suggestions in the near future.