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***SUBMITTED TO OUCQA FOR INFORMATION – May 31, 2017***

***SUBMITTED TO SENATE FOR INFORMATION – May 2, 2017***

# CYCLICAL PROGRAM REVIEW COMMITTEE (CPRC)

# FINAL ASSESSMENT REPORT & IMPLEMENTATION PLAN

**ANCIENT GREEK & ROMAN STUDIES**

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| **DEGREE PROGRAMS BEING REVIEWED** | **BA Ancient Greek & Roman Studies** |
| **EXTERNAL REVIEWERS** | **Dr. Allison Glazebrook, Brock University**  **Dr. Claude Eilers, McMaster University** |
| **INTERNAL REPRESENTATIVE** | **Dr. Colleen O’Manique** |
| **YEAR OF REVIEW** | **2016-2017** |
| **DATE OF SITE VISIT** | **November 10-11, 2016** |
| **DUE DATE FOR IMPLEMENTATION REPORT BY AGRS** | **March 1, 2018** |
| **DATE OF NEXT CYCLICAL REVIEW** | **2023-2024** |
| **DATE PREPARED BY CPRC** | **March 29, 2017** |
| **DATE APPROVED BY PROVOST & VP ACADEMIC** | **April 1, 2017** |
| **SIGNATURE OF PROVOST & VP ACADEMIC** | Provost Muldoon |

Ancient Greek and Roman Studies exposes students to the foundation of modern western civilization, and provides students with the understanding of why and how we function as a society today. Curriculum explores issues of state and empire, warfare, class struggles, the economy, religion, gender, cultural heritage and the human spirit. The Program is interdisciplinary, in that it encompasses literature, history and archaeology.

Reviewers commented on the ‘vibrancy of the undergraduate community in Classics’ and noted that ‘AGRS is a strong program with well qualified dedicated faculty and vibrant and engaged students’.

The Program provides excellent opportunities for students interesting in exploring the world of the ancient Greeks and Romans. The curriculum ensures that students are well educated in the different pillars of Classics while providing students the opportunity to develop those critical and creative skills that will transfer for success in other aspects of their studies and lives.

**SUMMARY OF PROCESS**

During the 2016-2017 academic year, the BA Ancient Greek and Roman Studies underwent a review. Two arm’s-length external reviewers (Dr. Claude Eilers, McMaster University and Dr. Allison Glazebrook, Brock University) and one internal member (Dr. Colleen O’Manique, Trent University) were invited to review the self-study documentation and then conducted a site visit to the university on November 10th and 11th, 2016.

This Final Assessment Report (FAR), in accordance with Trent University’s Institutional Quality Assurance Policy (IQAP), provides a synthesis of the cyclical review of the undergraduate degree program. The report considers four evaluation documents: the Program’s Self-Study, the External Reviewers’ Report, the Program Response, and the Decanal Response.

A summary of the review process is as follows: the academic unit(s) completed a self-study which addressed all components of the evaluation criteria as outlined in Trent’s IQAP. Appendices included: Curriculum Vitae; Course Syllabi; Learning Outcomes; Enrolment, Retention and Student Data; Calendar Copy; University Degree Requirements; TUFA Collective Agreement; and Student Surveys. Qualified external reviewers were invited to conduct a review of the two degree programs which involved a review of all relevant documentation (self-study, appendices, IQAP) in advance of the site visit. A two-day site visit took place where reviewers met with senior administration, faculty and students.

Once the external reviewers’ report was received both the Program and Dean provided responses to the report. The Cyclical Program Review Committee (CPRC) reviewed and assessed the quality of the degree programs based on the four review documents and reports on significant program strengths, opportunities for improvement and enhancement, and the implementation of recommendations.

The Implementation Plan identifies those recommendations selected for implementation, and specifies: proposed follow-up, who is responsible for leading the follow-up, and the specific timeline for addressing the recommendation, if applicable. Academic units, in consultation with the respective Dean(s), will submit an Implementation Report in response to the recommendations identified for follow-up. The Report is due March 1, 2018.

**SIGNIFICANT PROGRAM STRENGTHS**

* Interdisciplinarity is an important strength of the AGRS degree. The program successfully “combines and cross-fertilizes” elements from the different fields (literature, language, archaeology, history, and philosophy) encompassed in the interdisciplinary field of Classics in ways that are “consistent with the best practices in Classics in the English speaking world.” Faculty from multiple academic units support the delivery of courses that count towards the AGRS degree.
* A robust curriculum. Students majoring in AGRS at Trent receive a strong foundation in the three traditional pillars of Classics (literature, history, and archaeology) and an appreciation of how the pillars are related in combination and in isolation. In their upper-years, students develop specialized knowledge in at least one of the three pillars of the discipline.
* The student association is strongly endorsed by the reviewers and is ‘a way in which student learning can be enhanced by building a strong community’ and learning environment of students and instructors.’ Students are regularly involved in the many extra-curricular activities related to Classics, most notably through the student society and the Classics Drama Group.
* AGRS students have opportunities for experiential learning and transformative experiences beyond what are usually possible in the traditional classroom environment. Students are provided with experiential learning opportunities to travel, study, and work abroad through summer field work courses in the Mediterranean.
* A commitment to excellence in teaching and attention to individual students. It is apparent that faculty are committed to engaging with students in both classes and seminar, and routinely incorporate their research into their teaching—especially in the senior seminars that are designed to introduce students to ongoing research processes and projects.
* The high calibre of students is recognized and appreciated by graduate schools and employers. AGRS majors have gone on to success both in academia and in the world of employment. The degree, given its interdisciplinary focus, prepares students for a variety of other careers, in journalism, cultural heritage management, NGOs, business, teaching, and enrollment in professional programs, including law school and museum studies.

**OPPORTUNITIES FOR PROGRAM IMPROVEMENT AND ENHANCEMENT**

Many of these opportunities are included as part of the formal recommendations however highlights would include:

* Sustainability of the three pillar structure should be considered to allow for increased student flexibility and to better reflect faculty resources.
* Increasing enrolment through the introduction of courses that attract students from across the university.

* The offering of Latin and Greek courses should be carefully considered and reflect the needs and interests of students.
* Reducing course prerequisites to allow student more flexibility.
* The Program should continue to pursue the cross-listing of courses, specifically with the Departments of History and Anthropology.

**COMPLETE LIST OF RECOMMENDATIONS**

**RECOMMENDATION 1**

**That the curriculum be reviewed to specifically address ‘pillars’ and the incorporation of Greek, Latin and Philosophy. Options would include:**

**a) One possibility would be to remove the ‘pillars’ and allow students to complete a degree more flexibly from multiple lists of courses.**

**b) In another possibility, new pillars could be added while allowing students to choose (say) two or three of four or five new pillars.**

**c) In a third possibility, Greek, Latin, and/or Philosophy could be included within the Literature or History ‘pillar’.**

**d) At the very least, the requirement that joint-­‐majors take all three ‘pillars’ should be relaxed. The current curriculum unduly constrains their choices and hinders them from pursuing Greek and Latin.**

Program Response

The Program will revisit curriculum and its design around the three ‘pillars’ of archaeology, history and literature. The Program has begun discussions on allowing students to count Greek and Latin courses towards the major. Requirements of students completing the joint major degree will be reviewed.

Decanal Response

Option a) was identified by the Dean as providing students with the greatest flexibility. Not all students wish to go to graduate school, and they may wish to follow their interests in a particular area over gaining the kind of breadth most advantageous for graduate school. For students who wish to attend graduate school, academic advising would be important to ensure adequate coverage of archaeology, history, literature, and languages.

Option b) would unnecessarily complicate degree requirements.

Option c) would be a reasonable alternative

Option d) should be implemented as soon as possible to allow greater flexibility for joint-major students.

**RECOMMENDATION 2**

**That the program consider improving overall enrolment by offering courses that serve the needs and interests of the wider university community.**

One such course could be a large course in Classical mythology (enrolment of 200+), perhaps at the first or second year level. Another possibility is to offer a course in etymology or medical terminology (again, 200+).

Program Response

The Program is discussing changes to existing courses (ie AHCL 2350H: Greek and Roman Mythology) and the introduction of new courses (ie course in etymology or bio-medical terminology) that could be used to increase overall enrolments while serving the needs and interests of the wider Trent community. The Program will also consider revisions to the design and packaging (i.e. renaming and/or updating the description) of other courses that might increase students’ interest in our existing courses.

Decanal Response

AGRS faculty have been encouraged to pursue an introductory course in Greek and Roman Mythology and a course in medical and legal terminology and etymology. The course enrolment gains are likely to be positive.

**RECOMMENDATION 3**

**a) That the offering of courses in Ancient History be more flexible.**

**b) That the program consider whether it wants to keep its second year survey courses.**

Program Response

1. The Program is considering changes to the courses in ancient history, including the survey courses in Greek and Roman History offered at the second-year level. The aim will be to increase flexibility for students and faculty without diminishing opportunities for students to pursue their interests in ancient history.
2. Survey courses will be considered as part of the overall curriculum review, as this decision would impact program degree requirements for our Program as well as students enrolled in the BA Archaeology with a Specialization in Classical Archaeology.

Decanal Response

It will be important to explore possible options in response to this recommendation. It is clear that some streamlining for students is needed in relation to second year surveys.

**RECOMMENDATION 4**

**a) That the offering of courses in Literature be more flexible.**

**b) That the program consider offering a range of courses with no prerequisites.**

Program Response

1. An anticipated permanent position in the area of ancient literature will provide students with greater options.
2. The removal of prerequisites will be considered as part of the overall curriculum review.

Decanal Response

It will be important to choose course areas carefully to support breadth so far as is possible, while still offering courses on a regular basis. Students are frustrated when courses are not offered regularly, and it can actually benefit a program to offer fewer courses offered on a more regular basis. Curriculum revisions should be made where possible to keep course rotations to a minimum. The unit should consider deleting courses that have not been offered for more than three years sequentially.

**RECOMMENDATION 5**

**That the Program be revised to allow Greek and Latin to be counted towards degree requirements.**

Program Response

The Program will explore different ways of incorporating Greek and Latin language courses into the AGRS degree structure with an aim to maintain the integrity of the degree and increase flexibility for students. This will be important for both joint-majors and for students intending to apply to graduate programs in Classics.

The Program will explore the possibility of introducing an “option” and/or a “specialization” in Greek and Latin Languages whether in addition to, or as a replacement for, the GLLL minor.

Decanal Response

This is a reasonable recommendation and should be implemented. It is also worth considering how the new language centre (in development) can facilitate the delivery of Latin and Greek language instruction and increase enrolments in these courses.

**RECOMMENDATION 6**

**That curriculum be reviewed, specifically reviewing 3rd year offerings, required prerequisites, and courses not offered on a regular basis.**

Program Response

The removal and reduction of prerequisites will be reviewed by the Program. The Program is addressing the issue of courses no longer being offered and this will be reflected in the 2017-2018 Academic Calendar.

Decanal Response

The dean supports this recommendation. The program’s approach to the issues raised is appropriate.

**RECOMMENDATION 7**

**That Latin and Greek courses at the 3000- and 4000- levels be collapsed and offered at the same level.**

Students will then be able to enrol in any Latin and Greek offering after second year.

Program Response

Currently, 3000-level language courses are offered together with 2000-level language courses. We offer 4000-level language courses only occasionally and in conjunction with 3000-level language courses. The Program is keen to identify ways of delivering upper-year language courses in a manner that will serve our students’ interests well without overstretching faculty available to teach these courses.

Decanal Response

The program will need to consider this recommendation carefully, as the solution will need to be tailored to the enrollment issues (these courses are very low enrollment) and instructor availability. Every effort will be made, however, to improve and streamline language delivery at the 3000-4000 year level. Note also that impact on GLLL minors will be quite minimal given the very low numbers of students enrolled. An option in GLLL may be more appealing and it is good that the program is exploring this possibility.

**RECOMMENDATION 8**

**That Latin and Greek courses beyond the second level be offered each term.**

Program Response

The Program is considering ways of providing students more opportunities to study Latin and Greek beyond the 2000-level. The Program is committed to exploring options that will serve student interests.

Decanal Response

It is unlikely, given resources and student enrollment, that we will be able to support the delivery of courses beyond the 2000 level each term. We will, however, investigate ways to increase the frequency of offerings in keeping with student demand and instructor availability. The program is encouraged to explore alternatives.

**RECOMMENDATION 9**

**That given the interdisciplinary nature of Classics, the program pursue cross-listing of courses with other departments, particularly History, English and Cultural Studies.**

Program Response

Many of the Program’s courses are cross-listed, however the Program will continue to pursue further opportunities.

Decanal Response

Cross-listing can be helpful to students and the program is addressing this issue. It may be most useful (and practical) to target cross-listing towards courses appealing to a larger segment of the student population.

**RECOMMENDATION 10**

**That the Program explore ways to maximize use of the Bagnani fund to benefit students and support Classics.**

Program Response

The Program Coordinator will continue to work with the Trustees of the Bagnani Fund to maintain support for Classics at Trent.

Decanal Response

The program is encouraged to consider new and innovative ways to use the fund to benefit students. While the fund provides opportunities for exceptional learning experiences abroad, effort should be made to consider new opportunities for enrichment. These new opportunities could alternate with more traditional uses of the funds. The Program should also explore fundraising opportunities made possible through Bagnani-supported student experiential learning.

**RECOMMENDATION 11**

**That continuity of the Program Coordinator be considered given the current changes to the structure of the program and faculty dynamics.**

Program Response

The current Program Coordinator is working with the Dean of Arts and Science—Humanities to identify options for 2017-18 that will allow for some continuity in future years.

Decanal Response

The decanal office regards program coordinator continuity as important and works to achieve continuity. While such continuity is not always possible in very small units, we have reason for optimism about continuity for at least the next few years.

**RECOMMENDATION 12**

**That the responsibilities of the Program Coordinator be clearly outlined, including membership on university committees, i.e. Faculty Board, Humanities Decanal Council.**

Program Response

This recommendation falls outside the scope of the Department however the Program Coordinator will work with the relevant Deans to identify the responsibilities and work related to this position. Faculty involved in the delivery of AHCL courses (including cross-listed courses) will have information communicated to and from Faculty Board by the Chair of their home departments. In addition, we think it best that the Program Coordinator does not end up doing all of the same committee work as Departmental/Program Chairs.

Decanal Response

Program coordinator duties are quite clearly delineated, as are the differences in duties between coordinators and chairs. It may be that greater communication about these differences is required for the program. It is not necessary for coordinators to participate in university-level meetings as Chairs take on this role and report to departments. Chairs also communicate with program coordinators directly.

**RECOMMENDATION 13**

**That the program review its internal governance and consider creating a curriculum committee with appropriate representation from all areas of the degree program, ie different ‘pillars’.**

Program Response

The current Program Coordinator is working with the Dean of Arts and Sciences—Humanities to identify and implement an appropriate model for governing the AGRS program following the closure of the Department of Ancient History and Classics. In consultation with all faculty involved in the delivery of AHCL courses, the Program Coordinator will work with the appropriate Deans to formalize some form of program committee to govern the AGRS program. This committee will be involved in making strategic decisions related to the design and delivery of the AGRS curriculum. The design of this committee will reflect and respect the responsibilities faculty have in their home departments while ensuring that all faculty involved in the delivery of AHCL courses are allowed a voice in decisions related to the delivery of the AGRS program. The design of this committee will further respect the position and work of curriculum committees in other divisions and departments/programs.

Decanal Response

This recommendation will be easily met for the foreseeable future.

**IMPLEMENTATION PLAN**

**The applicable Dean, in consultation with the Department Chair/Director of the relevant Academic Unit shall be responsible for monitoring the Implementation Plan. The Reporting Date for submitting a follow-up Implementation Report is indicated below and is the responsibility of the Academic Unit in consultation with the Dean.**

**DUE DATE FOR IMPLEMENTATION REPORT: MARCH 1, 2018**

The Implementation Report should be submitted to the applicable Dean(s) who will then forward the Report to the Office of the Provost.

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| Recommendation | Proposed Follow-Up  *If no follow-up is recommended, please clearly indicate ‘No follow up report is required’ and provide rationale.*  *Indicate specific timeline for completion or addressing recommendation* | Position Responsible for Leading Follow-up  ie Chair, Director, Dean |
| CURRICULUM REVIEW  That the Program conduct a comprehensive curriculum review addressing a number of concerns raised through the review, including, but not limited to:    a) sustainability and/or restructuring of the three ‘pillar’ structure which in Classics has traditionally included: literature, history, archaeology (Rec #1)  b) increased flexibility in the offering of courses in Ancient History (Rec #3) and in Literature (Rec #4)  c) consider status of survey courses in 2nd year (Rec #3)  d) review of 3rd year course offerings (Rec #6)  e) Latin and Greek:   1. content be incorporated into the curriculum or pillar structure (Rec #1) 2. courses be counted toward degree requirements (Rec #5) 3. courses at the 3000- and 4000- levels be collapsed and offered at the same level (Rec #7) 4. courses beyond the second level be offered each term (Rec #8)   f) reduction or removal of prerequisites for some courses (Rec #4, #6)  g) removal of courses not offered on a regular basis (Rec #6) | Expected date of implementation September 2018.  Appropriate consultation should take place with impacted academic units, degree programs, or courses included in specializations, options, and/or emphases. | Program Coordinator with Curriculum Committee (Rec #13) |
| Recommendation 2  That the program consider improving overall enrolment by offering courses that serve the needs and interests of the wider university community. | Update to be provided. | Program Coordinator |
| Recommendation 9  That given the interdisciplinary nature of Classics, the program pursue cross-listing of courses with other departments, particularly History, English and Cultural Studies. | Update to be provided. | Program Coordinator |
| Recommendation 10  That the Program explore ways to maximize use of the Bagnani fund to benefit students and support Classics. | No follow up report is required.  This does not have a significant impact on program quality. | Program Coordinator |
| Recommendation 11  That continuity of the Program Coordinator be considered given the current changes to the structure of the program and faculty dynamics. | No follow up report is required.  This does not have a significant impact on program quality. | Dean - Humanities |
| Recommendation 12  That the responsibilities of the Program Coordinator be clearly outlined, including membership on university committees, i.e. Faculty Board, Humanities Decanal Council. | No follow up report is required.  This does not have a significant impact on program quality. | Dean - Humanities |
| Recommendation 13  That the program review its internal governance and consider creating a curriculum committee with appropriate representation from all areas of the degree program, ie different ‘pillars’. | Program to provide update. Suggested date for completion April 2017. | Program Coordinator and Dean – Humanities |