

Final Assessment Report

German (BA, MA, PhD, Minor), Russian and East European Studies (Minor), Cultural Identities (Minor)

August 2022

Executive Summary

External reviewers found that the German (BA, MA, PhD, Minor), Russian and East European Studies (Minor), and Cultural Identities (Minor) programs delivered by the Department of Germanic and Slavic Studies were in good standing.

The University of Waterloo graduate programs in German are well known and highly respected across Canada and internationally... Through and through, we admire the Department's capacity to find recipes for success, when other programs of their size could not.

A total of four recommendations were provided by the reviewers, regarding the creation of a new major in cultural identities, two tenure retirement replacements, reevaluation of the PhD qualifying exams, and the development within Arts of an overall strategy for language departments. In response, the program created a plan outlining the specific actions proposed to address each recommendation as well as a timeline for implementation. The next cyclical review for this program is scheduled for 2026-2027.

Enrollment over the past three years*

	General	Honours	German Minor	REES Minor	German Diploma	Dutch Diploma	MA	PhD
2021-22	0	5	7	0	0	0	1	7
2020-21	0	5	7	2	0	0	1	9
2019-20	0	6	9	2	0	0	0	11

*Based on Active Students Extract in Quest, February 3, 2022.

Background

In accordance with the University of Waterloo's Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response of the German (BA, MA, PhD, Minor), Russian and East European Studies (Minor), and

Cultural Identities (Minor) programs delivered by the Department of Germanic and Slavic Studies. A self-study (Volume I, II, III) was submitted to the Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs on July 31, 2020. The self-study (Volume I) presented the program descriptions and learning outcomes, an analytical assessment of the programs, including the data collected from student and alumni surveys, along with the standard data package prepared by the Office of Institutional Analysis & Planning (IAP). The CVs for each faculty member with a key role in the delivery of the program(s) were included in Volume II of the self-study.

From Volume III, two arm's-length external reviewers were selected by the Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs: Dr. Kim Misfeldt, Department of Fine Arts and Humanities, University of Alberta, and Dr. David Gramling, Department of Central, Eastern, and Northern European Studies, University of British Columbia.

Reviewers appraised the self-study documentation and conducted a site visit to the University between January 18 and January 22, 2021. An internal reviewer from the University of Waterloo, Dr. Robert Gorbet, Knowledge and Integration, was selected to accompany the external reviewers. The visit included interviews with the Vice-President, Academic & Provost; Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs; Dean of the Faculty of Arts; Faculty Associate Dean of Graduate Studies; Faculty Associate Dean of Undergraduate Studies, Chair/Director of the Department, as well as faculty members, staff and current undergraduate and graduate students. The Review Team also had an opportunity to meet with representatives from the library, and Co-operative Education.

Following the site visit, the external reviewers submitted a report on their findings, with recommendations. Subsequently, the program responded to each recommendation and outlined a plan for implementation of the recommendations. Finally, the Dean responded to the external reviewers' recommendations, and endorsed most of the recommendations and resulting Departmental plans, but did not commit to filling the two recommended tenure-line positions. Rather, the Dean suggested that "Increased attention to interdisciplinary programming, together with the possibility of restructuring that would enhance and support such programming, may assist in furthering these goals."

This final assessment report is based on information extracted, in many cases verbatim, from the self-study, the external reviewers' report, the program response and the Dean's response.

Program Characteristics

Undergraduate Programs:

- [Honours German](#) (4-year program): Honours German consists of 16 courses, with eight required courses drawn from GER 201, 202, 211, 212, 250, 303, 304, 307, 308, 309, 331, 334, 350, 407, 431, 490, 495.
 - Honours German (Arts and Business Co-op and Regular): Students may combine the Honours German academic plan with Arts and Business. In addition to the Honours German requirements, students must also complete the Arts and Business requirements.
 - Joint Honours German (double major program): Students may combine the Honours German major with most other Arts majors or with majors in other faculties.
- [Three-Year General German](#): This is comprised of 12 German courses, with required courses: GER 201, 202, 211, 212 and two of GER 303, 304, 307, 308, 309, 331, 334.
- [German Minor](#): The German Minor is comprised of eight German courses, of which six must be German courses taught in German.
- [Diploma in German Language](#): The Diploma (formerly a Certificate) in German is comprised of any four German language courses, with the exclusion of courses taught in English.
- [Diploma in Dutch Language](#): The Diploma (formerly a Certificate) in Dutch is comprised of any four Dutch language courses.
- [Russian and East European Studies \(REES\) Minor: The Minor](#) comprises 8 courses, including RUSS 101 and 102, Croatian, REES courses as well as courses in other departments (e.g., History, and Peace and Conflict Studies). CROAT 101 and 102 have been and will be stable course offerings, considering that funding is coming from an endowed Croatian Fund. With regard to REES courses (Russian and Slavic literature and culture courses taught in English), the program has been able to provide these courses as cross-listed courses that combine and compare German-language and Russian- or other Slavic-language culture in translation: e.g. GER/REES 180 (German and Russian Literary Masterpieces), GER/REES 220 (Once Upon a Fairy Tale), GER/REES 261 (Understanding Conversation), GER/REES 262 (Multilingualism), GER/REES/FINE 364 (German and Russian Film Pioneers), and GER/REES 385 (Culture Behind the Iron Curtain).
- [Diploma in Russian Language](#) (formerly Certificate, discontinued as of Fall 2021)
- [Diploma in Croatian Language](#) (formerly Certificate, discontinued as of Fall 2021)

Graduate Programs

- MA in German (1-year program)

	Course-based option	Research Paper option	Thesis option
Term 1	GER 600	GER 600	GER 600
	GER 6xx	GER 6xx	GER 6xx
	GER 6xx	GER 6xx	GER 6xx
Term 2	GER 6xx	GER 6xx	GER 6xx

	GER 6xx	GER 6xx	GER/X 6xx
	GER 6xx	Prospectus	Prospectus
Term 3	GER 6xx	GER/X 6xx	Thesis
	GER/X 6xx	Research Paper	

PhD in German (Fields: Applied Linguistics; Literature and Film Studies)

		Courses/Study/Disseration	Milestones
Year One	Term 1	GER 600 GER 6xx	
	Term 2	GER 6xx GER 6xx	
	Term 3	<ul style="list-style-type: none"> ▪ Prep: oral qualifying exam ▪ Language study 	
Year Two	Term 4	GER 6xx GER/X 6xx	
	Term 5	<ul style="list-style-type: none"> ▪ Prep: written qualifying exam ▪ Language study 	Oral qualifying exam
	Term 6	<ul style="list-style-type: none"> ▪ Prep: dissertation prospectus 	Written qualifying exam
Year Three	Term 7	<ul style="list-style-type: none"> ▪ Writing: dissertation prep ▪ Writing: grant proposals 	Prospectus discussion Language exam
	Term 8	<ul style="list-style-type: none"> ▪ Writing: individual chapters 	First doctoral colloquium
	Term 9	<ul style="list-style-type: none"> ▪ Writing: individual chapters ▪ Writing: conference abstracts 	
Year Four	Term 10	<ul style="list-style-type: none"> ▪ Prepare first complete draft of dissertation 	Second doctoral colloquium
	Term 11	<ul style="list-style-type: none"> ▪ Submission of first draft; revisions ▪ Submission of dissertation 	Dissertation submission
	Term 12	<ul style="list-style-type: none"> ▪ Revisions as outlined by PhD committee ▪ Final submission of disseration 	Dissertation defense

GER 600 = methods course required in all graduate programs

GER = courses offered by GSS

GER/X = courses offered by GSS or other departments (GSS approval required)

Summary of Strengths, Challenges and Weaknesses based on Self-Study

Undergraduate programs:

Strengths

- Clearly structured and engaging language courses that adhere to the Common European Reference Framework both in-class and online.
- A variety of Germanic and Slavic languages taught by dedicated faculty.

- A broad spectrum of courses both in German and English that combine language and culture-specific topics with multilingualism and transculturality.
- Highly internationalized programs; study abroad opportunities at all levels.
- Flexibility in program design.
- Small classes provide superior learning and social experiences for students.
- Experiential learning components in a variety of course offerings.
- Ample opportunities to interact with faculty and graduate students.
- A high degree of enthusiasm and loyalty to the undergraduate programs by majors and minors.
- These strengths are reflected in the high level of retention exhibited by the program's students throughout the length of their academic careers, and by the consistent enthusiasm of their alumni.

Challenges

- The program's most significant challenge is the reduced number of students in language courses in general and German or Russian in particular. They are facing strong attrition rates, especially from first- to second-year *language* courses, in part due to the lack of language requirements, and to student perceptions that language courses are both difficult and not useful for their chosen careers. Although there are a larger number of students who are interested in German or Russian literature and culture in translation, these numbers, too, have been shrinking. Loss of enrolments in language courses starting with the second year has led to small classes that are in danger of being cancelled because of the Faculty of Arts minimum class size of 15. This has led to reductions in language classes offered, has provided less choice for German students, and requires these programs to inactivate or change Certificates in Croatian, Dutch, and Russian language. Another contributing and challenging aspect is the transition between upper levels: According to student feedback from surveys and focus groups, some students find the transition from 200- to 300-level courses a challenging and even awkward leap; others, however, very much appreciate the change in focus and intensity. Needing to cancel courses has not gone unnoticed by undergraduate students, who bemoan the lack of upper-year courses and the problems including the limited number of courses into their schedule (see Appendix 3: GSS Focus Groups).
- Loss of enrolments in the target language has prompted the development of English-language offerings; these, however, endanger some key aspects of these undergraduate programs, such as language proficiency, and have required creative solutions for the upper-level language class offerings. One creative solution can be seen in GER 303 (Interactive German Language and Culture), a course developed in conjunction with faculty at the University of Guelph and offered online by the two universities in alternating years, and through a tandem project with students in Germany. Another solution has been to allow advanced German UG students to take GER 431, a course held

concurrently with a graduate course. As the focus group feedback indicated, however, students sometimes find GER 431 challenging, since they find it difficult to conduct research in the German language. GER 331 (Exploring the German Language) and 334 (Exploring German Literature) were specifically designed to train research skills in the German language, but these courses are constantly below the 15-student minimum and can no longer be offered every year. While students still receive research training through courses taught in English, GER 431 (which is not a required course in the German Major) will likely be reserved for excellent Honours students and/or students with advanced German knowledge. A further challenge, made clear by the input of surveys and focus groups, is that students want to have more control to pursue their own interests. Offering students the choice of courses and corresponding flexibility in meeting degree requirements that would give them such control has become increasingly difficult as the program's resources have become more constrained, e.g. with the ability to offer only one GER 300-level course per term. Offering fewer language classes and shifting to classes taught in English has had an effect on teaching possibilities for graduate students and the PAD (teaching interns from Germany through the *Pädagogischer Austauschdienst*/Pedagogical Exchange Service). As the program has noticed that their German introductory courses are being taught increasingly only by graduate students and the PAD, they are currently making a concerted effort to assign at least one regular faculty member to a section of these language courses. This is difficult, however, as regular faculty members are in high demand for large-enrolment courses, developing online courses, and teaching graduate courses. In effect, the Department is rethinking the traditional model of having graduate students get their "start" in beginners' language courses before moving on to upper-year language courses and courses taught in English, including online courses. For upper-year courses, each graduate student is assigned a faculty mentor who has developed or taught the course and who is tasked with sharing the syllabus, reading list and course structure with the graduate student, discussing course goals and outcomes, and being available for consultation. This supervised rotation through different courses, instructional modes, and languages of instruction allows their graduate students to develop a varied portfolio of teaching experiences, which stands them in good stead in the academic job market and beyond. The downside to this model is that sometimes their graduate students must get up to speed on course material unfamiliar to them; moreover, they must take on full course responsibilities while completing their own course of study.

- Both Majors and Minors take advantage of study and work abroad opportunities, though not nearly as many as the program would wish, despite intense efforts to advertise these programs. Moreover, UW's very popular co-op program, which requires students to take several terms away on work placements at regular intervals, also makes it difficult for these students to enroll in study programs, and work abroad does not come as easily as local co-op jobs. Some of the program's exchange offerings have had to be cancelled due to lack of sufficient enrollment (e.g., the Bamberg Summer School in 2019). They

anticipate, however, that as it becomes more difficult to offer upper-level courses regularly, students who do not enroll in exchange or study abroad programs, whether due to co-op participation or for other reasons, will find it increasingly difficult to earn the necessary credits for the degree within the three or four years allotted. The REES Minor has already reached this tipping point and is in practice extremely difficult to earn. Students are aware of these issues and understand the constraints under which the Department is operating, but they are understandably apprehensive about declaring a Major or Minor in German or REES. Nonetheless, feedback from focus groups and surveys indicates that students are still interested in earning these credentials, and a substantial number of students with other Majors still foresee using the language and cultural knowledge programs on offer in their professional careers.

- The Department is faced with social pressures both inside and outside of academia that prioritize disciplines and courses that are seen—rightly or wrongly—as “practical” and leading to rapid, highly-paid employment; the challenge faced by this Department is to make clear that the knowledge and skills that they provide are also practical, “real-world” skills.

Weaknesses

- While the faculty’s experience and maturity in terms of research and teaching are an asset, the corollary is that most of the program’s faculty members are nearing eligibility for retirement; while there are increasing pressures from the provincial government to encourage retirement in the name of faculty renewal, arguments for replacement of any coming retirees will be difficult based on economic factors alone. However, non-replacement would be a loss for the University: it would weaken the research and teaching profile of the Faculty of Arts and reduce the knowledge available to Canadians about the disciplines studied in the department.
- With regard to online teaching, it has become clear that some faculty members are more interested than others in developing and teaching in an online environment. While these inclinations contribute to the overall strength and diversity of the Department in terms of modes of teaching and reaching a wider constituency, they also tend to exacerbate the problems mentioned above. One issue that has emerged is the need for online course authors to revisit their courses on a regular basis, update them or recast them, based on new research, emerging topics or student feedback. Another issue is the need for training instructors and graduate students to run these courses when the primary author is not available. Both these issues add to the workload of the original instructors and usually go uncompensated either financially or through teaching release. Developing and running online courses has thus emerged as a factor in the workload creep of instructors offering these courses.
- While enrollments in some of the languages are fairly high (e.g., first-year Dutch), the program cannot guarantee stability in these offerings, since these courses (Dutch,

Russian) lack a permanent or even long-term contract instructor. This also makes it extremely difficult to increase student recruitment and course enrollments, when, in turn, low enrollments provide weak arguments for hiring instructors. Croatian first-year courses have more stability due to financial means through Croatian endowment funds.

Graduate programs:

Strengths

- Dual emphasis on literary/media/cultural studies and on applied linguistics unique in Canada.
- Constant interaction between native German speakers and English speakers.
- Ample opportunities to interact with faculty, including a formal mentorship program and active advising from the Graduate Officer.
- Strong connections and joint programs with the Universities of Mannheim and Bamberg in Germany, with many opportunities for study/research in Germany.
- Rich opportunities to gain teaching experience in the Department as well as professional development opportunities at the Faculty and University level.
- Strong emphasis on research skills training and encouragement to disseminate research.
- Emphasis on transferable skills beyond academia via SkAATr (Skills Awareness and Articulation Training).
- These strengths are reflected in the success of graduates at both the Master's and Doctoral levels in finding jobs both inside and outside of academia.

Challenges

- The financial climate after the Government of Ontario's 2019 announcement of a 10% cut in tuition fees for undergraduate and graduate students effective fall 2019, a tuition freeze for 2019 and 2020, and an outcome-based funding model for universities, not only have an immediate impact on the university's budget situation, but may also impede the development or maintenance of programs that are not tied directly to the Province's new "performance metrics" (cf. Friesen, Joe. "[New Metrics for Ontario University and College Funding Include Employment and Graduation Rates.](#)" *The Globe and Mail*, April 16, 2019). UW's Faculty of Arts budgeting model, which factors in enrolment activity in assessing the resource needs of departments (resulting in a general caution and hesitation regarding interdisciplinary programming and new program development), coupled with the Government of Ontario's policy of almost exclusively funding Canadian students at the expense of international students, may come to undermine many of the above-listed departmental goals and objectives, especially at the graduate level.
- Although the quality of applicants to the graduate programs remains high, the number of applicants is lower than the department would like. These programs have done well in

terms of attracting domestic graduate students historically, and their strong relationships with other Canadian institutions have helped keep their graduate numbers stable; but the pool of potential applicants will shrink as both undergraduate and graduate programs at these other institutions undergo attrition. They continue nonetheless to recruit actively.

- The program is not in a strong position to attract international students at the MA level, other than German students via their joint ICGS MA with Mannheim. This is partly due to lack of funding at the provincial level. They are essentially in no position to attract international students at the PhD level, for the same reasons; they maintain their focus on their domestic and Mannheim pools for the MA and domestic sources for PhD students.
- Likewise, although their graduates, both at the MA and PhD levels, have historically done very well in terms of finding jobs both inside and outside of academia, the same attrition will make academic positions—especially full-time, tenure-track positions—increasingly scarce. Mindful of this, they continue to emphasize transferable and professional skills.
- Faculty retirements over the next seven years will increasingly stretch their resources, with implications for the flexibility and quality of the programs they are able to offer. Their plans to streamline and rationalize student workloads and course offerings are meant to offset these issues.

Weaknesses

- The relatively low enrolments in the undergraduate program make faculty renewal unlikely, thus endangering the Department’s well-enrolled graduate program in the medium to long term.
- While online courses may serve to increase their undergraduate enrolment, they are generally less well-suited for delivering graduate-level courses; however, as described above, the resource-intensive nature of online undergraduate courses means that creating and maintaining consumes faculty time and energy that is then less available for graduate courses.

Summary of Key Findings from the External Reviewers

The University of Waterloo graduate programs in German are well known and highly respected across Canada and internationally. There is a truly interdisciplinary approach that is unlike any other graduate program in Canada—combining additional language pedagogy and literature and cultural studies together with linguistics and applied linguistics in meaningful ways. The faculty members in the Department are to be commended for having boldly innovated when other peer institutions did not, and doing so at a caliber and intensity that few other departments were able to muster during the 1990s and 2000s. It is to this forerunner status that we attribute the Department’s ability to attract internationally renowned, cutting-edge faculty researchers who are only now approaching retirement age. Through and through, we admire the Department’s capacity to find recipes for success, when other programs of their size could not.

This department is, however, in what might be termed an existential crisis. Most Canadian institutions are witnessing a general suppression / diminishment of interest in instructed language learning in higher education contexts. This may turn out to be an historical anomaly of the current moment, about which we will need to puzzle retrospectively a few decades from now. But, for now, the general trend seems to be that institutions of higher learning in Canada are willfully disestablishing their language-forward departments through structural divestiture, blaming student disinterest rather than fostering multilingual knowledge-making for a globally minded curriculum. Instead, the heritage / immigrant languages that students already bring with them to the University of Waterloo setting are generally viewed as adequate replacements to previous curricular commitments to languages, though often the university does not accredit and evaluate those students' heritage / immigrant language proficiencies, nor draw them into the centre of the educational process. In all these ways, languages are left to fend for themselves, on the periphery of concern—from the provostial level down and out to the deans and associate deans. Precisely in this age of global intercultural knowledge-sharing, the university faces the prospect of giving away, over the coming years, one of its most expert research communities on matters of cultural difference and linguistic diversity

For us as external reviewers, it is therefore impossible to separate the program from the department, nor the program from the overall bearing of the university—on the evidence of its actions, if not on the letter of its strategic planning texts. That practical bearing at the university appears to be characterized by internationalization and globalization—without the benefit of instructed or institutionally supported languages, and often without international early career researchers (i.e. graduate students). We acknowledge that much of this irony has been shaped by provincial funding constraints.

Another concern is the financial decision to not financially support international graduate students, thereby damaging this department's ability to attract and retain students from the Masters program into the PhD program. It seems a bit like false advertising to be called the Department of Germanic and Slavic Studies if there is no institutional commitment to any tenure-track hire in Slavic Studies.

Given these constraints, we do not foresee a path forward for the German major. We believe Cultural Identities should be expanded into a major, with a 12-credit additional language proficiency component. The Graduate Programs in German are strong, indeed exemplary, and removing the German major from the equation will remove the need to group undergraduate students with graduate students in seminars. It will also alleviate the demoralization of having fewer majors than faculty members, so that those faculty members can focus on building a languages-forward major in Cultural Identities.

Indigeneity and fighting racism were highlighted as priorities for the Faculty of Arts, and likely for the University as a whole, and we are confident that the Cultural Identities programs will serve these priorities in creative and meaningful ways. The study of literature and film is essential to the study of culture and cultural identities. The Department needs to be meaningfully involved in the overall DEI endeavours of the university, including Black Studies, given that Black German studies and research by Germanists / Germans / Austrians of Colour offer a profound and often overlooked set of contributions to DEI, which is often conceived of as a domestic Canadian or North American (anglophone) effort alone.

Responses to External Reviewers' Recommendations

1. We recommend that the department continue to advance the creation of the new major in Cultural Identities with cooperation from other departments and perhaps even other faculties, i.e., knowledge integration.

Program Response

The Department in conjunction with the Departments of Classics, French, and Spanish and Latin American Studies submitted a Statement of Interest for a newly-conceptualized major to the Dean of Arts Office in December 2020. While support in principle for the proposal was indicated by both the Dean and the Associate Dean, UG, a rethinking of the proposal and a delay in the program development were advised. Revised timelines and steps for the program development are outlined in the implementation plan below.

Dean's Response

The Faculty welcomes the development of an interdisciplinary major, drawing on cross-faculty expertise. In our response to the preliminary statement of interest, we called for greater diversity in the understanding of cultural identity (from both a social perspective and from a methodological perspective), more deliberate consideration of the functional application of the education and impacts of research, and more firm and creative distinction from cultural studies. Subsequent meetings with the units involved have resulted in a green light for the development to move forward.

2. We propose two tenure line retirement replacements that will focus on large-lecture enrolments and interdisciplinary approaches that bridge the Department with Fine Arts, Anthropology, Engineering, Public Health, and other disciplines.

Program Response

The department supports this recommendation for two tenure line replacements and their interdisciplinary focus. If granted, these two tenure lines would not be additional hires but rather serve as replacements for two faculty colleagues that have either already left the University (Schulze 2017) or are about to retire (Kuzniar, 2021). As such, the recommendation does not address the urgent need for faculty renewal in face of upcoming retirements over the next assessment period. As the majority of retirements will be in the literature/culture field of our programs, it is urgent that a faculty replacement plan be developed in order to

ensure the continued integrity of existing undergraduate and graduate programs, and to provide the expertise necessary to staff new programs (Cultural Identities) and continue the Department's teaching support in other programs (e.g., Visual Culture, APPLS). It should also be pointed out that the current structures at UW which are predicated on faculty members belonging to one "home" department only make hirings that bridge departments and faculties difficult. That said, GSS is dedicated to an interdisciplinary approach to teaching and scholarship as both linguistics and cultural studies transcend narrow disciplinary boundaries.

Dean's Response

We recognize that the department is at a crucial point in its history, given that enrolments are not making the argument for replacement positions, but that enrolments cannot be secured without faculty to lead courses and program development. Decisions about faculty complement going forward can only be made with a plan in place to grow and sustain enrolments. Increased attention to interdisciplinary programming, together with the possibility of restructuring that would enhance and support such programming, may assist in furthering these goals; see further under Recommendation #4.

3. We recommend that the PhD qualifying exams be evaluated to determine if they are meeting the needs of the students and of the program.

Program Response

We agree with the recommendation and are currently implementing the changes as outlined in the review document. We are also in communication with other graduate programs in Canada to better align our qualifying examinations with those of other programs.

Dean's Response

No further comment.

4. We recommend that the University of Waterloo and Dean of Arts work with all the languages departments towards an overarching strategy and common goals, perhaps through a School of International Languages (SILLC) with a communications / outreach staff with expertise in languages.

Program Response

We agree with this recommendation, as we feel that the importance of language awareness and multilingualism are currently not sufficiently recognized and supported at the University. Language programs are spread across four departments in Arts and three of the Affiliated and Federated Institutions of Waterloo; finding ways of facilitating cooperation and programming among these groups would benefit Waterloo's students. The Faculty of Arts

Strategic Planning committee is considering structural changes to the Faculty, and this suggestion should be part of those discussions. Appropriate structural changes could also address the Department's concern about the impending retirement of our long-time senior administrator for whom no succession plan has been made to date.

Dean's Response

Faculty reorganization is being considered as part of the Arts strategic planning process, currently underway. The goal of such reorganization would be to enhance and facilitate interdisciplinarity, to reduce administrative pressures on small programs/departments, and to allow for more flexibility in complement planning whereby we can hire faculty members into positions less constrained by traditional disciplinary boundaries (see the Department's response to Recommendation #2 above).

Recommendations Not Selected for Implementation

None.

Implementation Plan

	Recommendations	Proposed Actions	Responsibility for Leading and Resourcing (if applicable) the Actions	Timeline for addressing Recommendations
1	We recommend that the department continue to advance the creation of the new major in Cultural Identities with cooperation from other departments and perhaps even other faculties, i.e., knowledge integration.	<p>Consultations with departments around the Faculty of Arts regarding the scope of the program</p> <p>Submission of the revised Statement of Interest & further consultations with stakeholders across the faculty.</p> <p>Development of the Proposal Brief, Volume 1. Submission to the Faculty Undergraduate Committee and the Dean for feedback. Submission to the Quality Assurance Office. (Phase 2 of the New Program Proposal development process)</p> <p>Development of Volumes 2 & 3 of the Proposal Brief.</p> <p>Approval Process (Phase 3 of the New Program Proposal development process)</p> <p>Approval by Faculty Council Committees, site visit (selection of external reviewers, organization of site visit).</p>	<p>GSS Chair, Chairs of other founding departments (Classics, French, SLAS)</p> <p>GSS Chair (Approval required from Associate Dean UG Dean of Arts)</p> <p>GSS Chair, GSS UG Chair</p> <p>Dean of Arts, Quality Assurance Office AVPA</p>	<p>Fall 2021</p> <p>Fall/Winter 2022</p> <p>Winter/Spring 2022</p> <p>Fall 2022-Fall 2023</p>

		<p>Review of External Reviewers' Review by the QA Office and AVPA.</p> <p>Preparation of a response to the reviewers' recommendations.</p> <p>Revision of the Proposal Brief (Volume 1) as required.</p> <p>Potential re-approval of Proposal Brief by the Provost, Faculty Council and the QA Office. Approval by Senate Undergraduate Council (SUC) and Senate.</p> <p>Submission of Program Proposal to the Ministry of Colleges and Universities (MCU) for approval.</p>	Quality Assurance Office	Winter 2024
2	We propose two tenure line retirement replacements that will focus on large-lecture enrolments and interdisciplinary approaches that bridge the Department with Fine Arts, Anthropology, Engineering, Public Health, and other disciplines.	<p>Development of tenure line proposals</p> <p>Discussions with Dean of Arts</p>	GSS Chair Dean of Arts	Fall 2021/ Winter 2022
3	We recommend that the PhD qualifying exams be evaluated to determine if they are meeting the	Student feedback update on needs of students.	Associate Chair, Graduate	Fall 2021
			Associate Chair, Graduate	Fall 2021

	needs of the students and of the program.	Discussions with other PhD granting German departments across Canada Implementation of qualifying examinations as outlined in brief.		
4	We recommend that the University of Waterloo and Dean of Arts work with all the languages departments towards an overarching strategy and common goals, perhaps through a School of International Languages, Literatures, Culture with a communications / outreach staff with expertise in languages.	Discussions among stakeholder programs in Arts to develop common goals and an overarching strategy for all language departments.	Dean of Arts Members of relevant Arts Departments	Fall 2021/Winter 2022

The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for the Implementation Plan.

Date of next program review 2026-2027
Date

Signatures of Approval



2022.09.22.

Chair/Director

Date

AFIW Administrative Dean/Head (*For AFIW programs only*)

Date

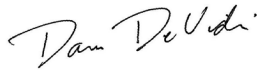


September 7, 2023

Faculty Dean

Date

Note: AFIW programs fall under the Faculty of ARTS; however, the Dean does not have fiscal control nor authority over staffing and administration of the program.



June 10, 2022

Associate Vice-President, Academic
(For undergraduate and augmented programs)

Date



August 17, 2022

Associate Vice-President, Graduate Studies and Postdoctoral Affairs
(For graduate and augmented programs)

Date