

## Final Assessment Report for the 2018-2019 Cyclical Program Review of Medieval and Medievalism Studies

### INTRODUCTION

In accordance with Laurier's Institutional Quality Assurance Procedures ([Policy 2.1](#)), this Final Assessment Report provides a summary of the review process for the Medieval and Medievalism Studies Program prepared by the Quality Assurance Office, along with an identification of strengths of the program(s) under review authored by the Dean of Arts. All recommendations made by the external review committee are listed in order, followed by a summary of the Program's response, and the Dean's response. Recommendations not approved for implementation have been identified, and those that have been prioritized are listed in the Implementation Plan.

The Final Assessment Report is reviewed and approved by the Associate Vice-President: Teaching and Learning and the Provost and Vice-President: Academic. Following completion of the Final Assessment Report, it is approved by the Program Review Sub-Committee and Senate Academic Planning Committee. Approval dates are listed at the end of this report. Final Assessment Reports are submitted to Senate as part of an annual report on cyclical reviews, and to the Ontario Universities Council on Quality Assurance for information. Final Assessment Reports and Implementation Reports are posted on the public-facing page of the [Quality Assurance Office](#) website.

The Implementation Plan for the recommendations prioritized in the Final Assessment Report can be found at the end of this report. Units will submit their first Implementation Report two years following approval of the Final Assessment Report at Senate. The Implementation Report will include comments from the unit on actions taken toward the completion of recommendations, comments from the relevant Dean(s) related to the progress made, and comments from the Program Review Sub-Committee, which is responsible for approving the Implementation Report and deciding if further reports are required. The Senate Academic Planning Committee will also approve the Implementation Report.

### SUMMARY OF REVIEW PROCESS

The Medieval and Medievalism Studies last cyclical review took place in 2010-2011. The program under review was the Honours BA Medieval and Medievalism Studies in Combination with another Honours BA Program. The Self-Study process was collaborative and was led by the Program Coordinator with contributions and feedback from participating program faculty. In addition to the Self-Study (Volume I), the Program also submitted a copy of faculty curricula vita (Volume II), a volume of course syllabi, and a list of proposed external reviewers (Volume III). A draft of the Self-Study was reviewed by the Quality Assurance Office and Dean of Arts prior to submission of the final version.

As per Laurier's IQAP, the external review committee for the review consisted of one external reviewer from outside the university, and one internal reviewer from Laurier but outside of the department. The review

committee was selected by the Program Review Sub-Committee on September 13, 2018, and the site visit was scheduled by the Quality Assurance Office for November 22-23, 2018.

The review committee consisted of Dr. Kevin Spooner from North American Studies / History at Wilfrid Laurier and Dr. Margaret McGlynn from the Department of History at Western University. During the two-day site visit, the review committee met with the following individuals and groups:

- Dr. Richard Nemesvari, Dean of Arts
- Dr. Chris Nighman, Program Coordinator
- Drs. Robert Gordon, Provost and Vice-President, Academic, and Kathryn Carter, Associate Vice-President, Teaching and Learning
- Drs. David Smith, Robin Waugh, Nicholas Must, Debra Foran, Kirsten Yri and Prof. Alicia McKenzie (faculty associated with the program from the departments of History, English, Archaeology and the Faculty of Music)
- Senior level students from the Medieval and Medievalism Studies Program
- Ms. Kristine Dyck, Senior Administrative Assistant
- Ms. Charlotte Innerd, Head of Collections and Mr. Greg Sennema, Liaison Librarian
- Ms. Jan Basso, Associate Vice-President: Experiential Learning and Career Development, and Ms. Lydia Awuah-Mensah, Program Co-ordinator, Career Development Centre

The review committee submitted their completed report on December 12, 2018. The executive summary from the report is provided below.

### **External Reviewers' Report Executive Summary**

Medieval and Medievalism Studies has effectively established itself as a distinctive program and has positioned itself well in the context of Laurier's strategic plan. It provides students with a good range of traditional and innovative courses in both areas, taught by well-qualified and enthusiastic faculty. Courses are well subscribed by both majors and elective students. The program has a tradition of innovation in both content and assessment: it combines the study of medieval texts with modern books, tv, movies and games and effectively uses assignments which develop digital and multi-media skills alongside traditional research papers. It has also taken an early and enthusiastic role in working with the Career Development Centre to emphasize the ways in which traditional Humanities skills are transferable to a variety of work contexts, thus providing a new model for thinking about experiential learning. It engages both the broader Laurier community and the KW community through activities such as residence learning communities and Medieval Day. At the same time, it provides a warm and supportive learning environment for its majors, and has clearly earned the gratitude of its alumni.

In short, Medieval and Medievalism Studies has demonstrated how much can be achieved by a group of committed faculty and students operating with limited resources – they are small but mighty. They are however, operating at the farthest edge of their resources, and the administration, which is clearly impressed with their achievements, should be keenly aware that any diminution of those limited resources would make the program

untenable. It is at something of a tipping point: there is room to expand into courses aimed at non-traditional students, whether mature students, retirees or the gaming industry, but any such expansion would require some injection of resources. For the time being, the program is sustainable as it stands, with the caveat that one CAS faculty member would be appealing to other universities looking to expand their experiential learning options, and two tenured faculty are likely to approach retirement before the next review. In a constrained resource environment, there are some possibilities for rearranging current resources to improve program capacity in the short term, but serious thought must be given to the medium term. It would be a shame to lose such a distinctive and innovative program for want of a relatively small injection of resources and planning.

Following receipt of the External Reviewers' Report, the Program Coordinator wrote the Unit Response, which was submitted on January 15, 2019.

**Dean's Note:** In assessing the recommendations provided by the External Reviewers, the Dean noted that Recommendation #11 entails the provision of additional resources. Although the Dean appreciates the Reviewers' discretion, in that they did not explicitly recommend an increase in the program's complement of instructors, the Unit's response clearly explores this possibility. Since resource issues are beyond the purview of the Cyclical Review, this recommendation is not prioritized.

## RECOMMENDATIONS AND RESPONSES

The External Reviewers' Report included 16 recommendations, grouped into six categories, which have been listed verbatim below, followed by the programs's full response, and the relevant decanal responses.

### Program Identity

**Recommendation #1:** Continue to maintain the current balance between Medieval and Medievalism Studies.

**Unit Response:** This is sensible advice that reinforces our curriculum planning strategies, but it should be noted that maintaining that balance does impact enrollments, because Medievalism courses tend to attract higher numbers of students than courses that deal strictly with the Middle Ages, as seen this year in comparing enrollments ML102 to ML100. So while maximizing enrollments is certainly an important goal, we will not do so at the expense of providing a well-balanced set of course offerings on an annual basis.

**Decanal Response:** Although generating a significant imbalance in the offerings of the Unit's two streams should be avoided, it might be worthwhile considering a sustainable and proportionate increase in those courses that are likely to attract more students.

### Pedagogy and Innovation

**Recommendation #2:** Maintain ML 402 as an innovative teaching/learning experience.

**Unit Response:** Since its launch by Dr. Renee Ward and early development under Waugh, this course has become one of our proudest achievements as it has evolved under McKenzie, and we reference it heavily in our recruitment efforts as a unique opportunity for select senior majors (and occasionally senior students in our Option or Minor programs) to take a pedagogy practicum course with an award-winning instructor. Each year since she took over the course, McKenzie has introduced new approaches or tweaked existing ones to enhance this already very successful course, and she will be encouraged to continue doing so.

Last year we added weekly tutorials to ML100 (with the cap rising from 75 to 125) and the Dean allowed us to offer paid IA positions in the course to two of the eight students who had completed ML402 in the previous term. That experiment was so successful that it is now an integral part of the Program that enhances our recruitment efforts.

**Decanal Response:** The Dean concurs with this recommendation and the Unit's response.

**Recommendation #3:** Consider the development of a team-taught ML 400 capstone course.

**Unit Response:** This is a helpful suggestion that will be on the agenda at our next Program committee meeting in February. However, there are a number of difficulties that mitigate against offering such a course. In accordance with the Part-Time Collective Agreement (Art. 16.3.2), the maximum courses a CAS member can teach in a term is three, so McKenzie (who teaches three courses every Fall term and every Winter term between the Program and the History Department) could only participate if the course were offered in Spring, which is impossible for ML400. Among the few qualified F/T members, there is a problem of specialization divergence, as Waugh is an early medieval literature scholar and Nighman is a historian of the late Middle Ages, so a course they might team-teach would have to be thematic rather than having a narrow chronological focus, which might not work very well for a capstone seminar. The involvement of Yri, the only full-time faculty member who is an expert in medievalism, in such a course might prove difficult because she is in the Faculty of Music, whereas all the other faculty (CAS and F/T) are in the Faculty of Arts. One possibility would be Foran and Fletcher co-teaching a course on Byzantium on overload half-stipends, but both would have to be both available and willing during the same term. Still, these obstacles might be overcome, and the strong collegiality and goodwill that exists among the faculty associated with the program would certainly be conducive in attempting a collaborative teaching initiative such as this.

**Decanal Response:** The pedagogical advantages of a team-taught capstone course are not made explicit in the Reviewers' Report, although perhaps those advantages are so widely recognized as to require no justification. The Unit's recognition of the logistical challenges involved in such an arrangement are legitimate, and need to be considered. It is worthwhile exploring this recommendation further, in order to decide whether it can be implemented successfully.

**Recommendation #4:** Support further iterations of the travel course (or new courses).

**Unit Response:** Our pending curriculum proposal (submitted in December) includes changes to the Calendar description of the ML299 travel course, including the reduction of the course credit from 1.0 to 0.5 credit so it can be used for future travel courses taught by CAS faculty. Our other travel course, ML388, will continue as a 1.0

credit course for instruction by F/T faculty. This reform brings the program into accordance with both the CAS and F/T collective agreements and the Dean of Arts' staffing policy for travel courses. Our proposed offerings for 2019/20 include the ML299 travel course in Intersession 2020, when we plan to offer essentially the same course McKenzie taught with great success in Intersession 2018 as AF288c. Following Nighman's planned sabbatical in 2020-21, he intends to offer an ML388 travel course on Florence in the Renaissance with a 10 to 12-day trip to Italy, possibly in conjunction with Dr. Monica Stellin in Languages and Literatures. The travel course McKenzie taught in 2018, "Roman *Britannia* and 'Dark Ages *Engelonde*", has been cross-listed for both the Ancient Studies Program and the Archaeology program. If Stellin and Nighman team-teach the Florence course, they will request cross-listing with Languages and Literatures.

**Decanal Response:** The Dean concurs with this recommendation and the Unit's response.

**Recommendation #5:** Ensure that innovation in pedagogy and assessment is consistently aligned with program-level learning outcomes.

**Unit Response:** This is one of the key roles of the Program Co-ordinator and one of the major reasons that faculty are required to submit their syllabi to Chairs and Co-ordinators for review in advance of the beginning of a term. McKenzie has been very generous in sharing her innovative teaching methods with colleagues and her influence is apparent in the program beyond her own courses.

**Decanal Response:** The Dean concurs with this recommendation and the Unit's response.

**Recommendation #6:** Consider more carefully the range of skills that students bring to non-traditional assignments and explicitly scaffold learning in labs and tutorials.

**Unit Response:** We intend to continue working closely with our colleagues in Teaching & Learning and the Career Development Centre to enhance pedagogy in the Program's courses. Moreover, the Co-ordinator will enlist the assistance of McKenzie and Smith in helping Foran revise her course on Experimental Archaeology (ML302: The Middle Ages Again) for Fall 2019, in particular, with regards to employing the 3-D printer in the Library's Makerspace as part of the students' collaborative practicum projects. The students will also produce conference-style posters that they will be invited to present, along with objects they create with the 3-D printer, at our Medieval Day colloquium in March 2020, which will have material culture as its theme. Due to limited resources, scaffolding assignments in large classes with major writing assignments is very difficult, but more can certainly be done in smaller classes. To this end, Nighman is planning to incorporate a series of process-writing assignments leading to the final term paper in ML400 for Fall 2019.

**Decanal Response:** The Unit's connection to the Career Development Centre is one of its strengths, and maintaining that link should be a priority. The recommendation to incorporate scaffold learning connects with the Faculty of Arts' initiative to define and increase the number of Writing Intensive Courses, and the Unit's efforts in this direction are appreciated.

Administration

**Recommendation #7:** Improve the relationship between cognate and ML courses and course offerings:

- a. Consistently and transparently cross-list courses offered in Medieval Studies.
- b. Give students better information on course availability.
- c. Drop “zombie” courses from the listing in the interests of transparency.

**Unit Response:** The Academic Calendar is quite clear in listing the program requirements, and the cognate courses that supplement ML Program courses. We also provide students with an annual Undergraduate Student Handbook, which is sent out to majors in Spring to help them with course selection for the coming year. In the next issue we will add information on when students can expect each ML program course to be offered, but with a caveat that these plans are only tentative. The Handbook already provides a list of all cognate courses from other departments, as well as information on the instructor and day/times for those to be offered in that particular year. Smith undertook a major format revision when he created the 2018 Handbook, and Nighman will consult with him on how we might further improve the format to make this information more easily understood by students. Moreover, now that we have access to the names of declared Option and Minor students, they will be added to the ML email listserve to be sent the Handbook, the Newsletter, and other communications from the Co-ordinator about course offerings. In addition to sending this information to them via email, we will also add a link to the program’s webpage so the Handbook can be downloaded from there as well. We really only had one “zombie” course (ML401: The Medieval Book) and it has been removed as part of our pending curriculum reform proposal. The only other current “zombie” courses are two of the cognate courses Nighman and McKenzie formerly taught in History: HI101 and HI102. Nighman will recommend their removal from the Calendar next Fall for the next round of curriculum reforms.

**Decanal Response:** The Unit’s response addresses the concerns of this recommendation.

**Recommendation #8:** Examine the benefits of moving the program’s administration to an associated program: any such move should be careful to respect the autonomy of the program and its distinctive profile.

**Unit Response:** This is an option that we have explored in the past and the consensus among faculty stakeholders has been that it is not in the Program’s interest to become associated administratively with either English or History (the only departments in the Faculty of Arts with F/T tenured medievalists) as such a move could erode the interdisciplinary nature of the program. Moreover, while we recognize that other interdisciplinary programs – Cultural Studies and North American Studies – have successfully merged with their parent departments (Communication Studies and Political Science, respectively), they are significantly smaller than the medieval program in terms of majors, while Women/Gender Studies, with roughly the same number of majors as the Medieval/Medievalism Studies program, remains independent. In addition, while our number of majors has remained stable, the Program has become administratively more complex, as the recent launch of the Medievalism Option made the Program the only interdisciplinary program in the Faculty of Arts to host an Option, and a number of students have already declared the Option. Finally, the circumstances for Medieval/Medievalism Studies are significantly different from those of Cultural Studies and North American Studies, as the program originated in English but currently History contributes more in terms of faculty teaching

(McKenzie and Nighman), yet this situation could easily swing back towards English depending on a number of contingent factors. For example, Waugh previously taught ML100 occasionally, but was unable to teach in the Program while he was Chair of English and Film Studies (2014/15-2017/18); he is considering teaching ML400 in 2020/21 during Nighman's planned sabbatical, and may return to teaching ML100 occasionally in following years. Moreover, if Nighman retires before Waugh and there is no F/T permanent replacement, and if Nemesvari joins the English Department as a full-time instructor after concluding his tenure as Dean, English could once again become the primary contributor to the Program in terms of faculty teaching. While the future is uncertain on these points, the creation of the Medievalism Option significantly enhanced the contribution of the English Department to the Program, as it provides three cognate courses that are offered regularly (EN231, EN237 & EN238), while History contributes only one cognate course that it is offered irregularly (H1260: History on Film), and it only counts towards the Option when the content is relevant (as it was when McKenzie taught it a few years ago). Thus, there is no obvious "natural" departmental home for the Medieval/Medievalism Studies Program, as there was for Cultural Studies and for North American Studies. Despite these misgivings, this recommendation will be considered at our next Program committee meeting in February to see whether the faculty believe that the potential benefits of such a move might outweigh these concerns, and, if so, to determine whether English or History would be the better "home" for Medieval and Medievalism Studies.

**Decanal Response:** The possibility of an administrative combination with another academic unit should be given serious consideration, and it is useful that the Unit is willing to explore such an option. It is worth noting that the Women and Gender Studies Program, which the Unit invokes as a parallel program, is currently seeking such a combination. This approach to sharing resources appears as a proposed Action Item in the draft Faculty of Arts Strategic Plan.

### Staffing

**Recommendation #9:** Examine the options for stabilizing the staffing of the program:

- a. cross-list one (or more) of the tenured faculty in Medieval Studies, possibly on a rotating basis;
- b. provide key CAS faculty in the program with as much stability as practically possible.

### **Unit Responses:**

- a) A temporary cross-appointment to the Program is certainly a possibility for Waugh and Nighman, though it would be much more tenable if English or History still had a second medievalist, as they had when the program was founded over a decade ago. For that reason, it is likely that the relevant department would only agree to a 25% cross-appointment to ML for a limited period. Nighman has already mentioned to his Chair the possibility of undertaking a three-year 25% cross-appointment to ML, and this proposal will be raised at the February meeting of the Program committee, before asking for a meeting with the History Chair and the Dean to discuss it formally. However, because Nighman expects to be on a full sabbatical in 2020/21, it might make more sense to wait until after his return. Waugh, having just concluded a three-year term as Chair during which he taught only a few courses for the English Department, is not interested in a cross-appointment at this time, though he might reconsider that position if it were tied to his next term as Program Co-ordinator.

- b) McKenzie, as a long-serving and highly-valued CAS member whose contribution to the Program is vital to its continuing success, currently has a significant level of job security, with a renewable standing appointment (shared with History) and seniority in all of our annual offerings (ML100, ML100OC, ML200, and ML402). We will request 2-year renewable appointments in ML100OC (Summers 2019 & 2020) and ML200 (Winters 2020 & 2021). If the new CAS Collective Agreement affords any additional avenues to secure her employment further, we will certainly try to enhance her security as a continuing CAS member.

Foran has taught for the program both as a CAS member and as part of a shared LTA. Nighman recently proposed a second joint 1-year LTA with Archaeology for her, though due to the greater needs of Archaeology/Heritage Studies next year, he agreed to a 1-4 split this time, but on the understanding that we would expect any future shared LTA positions to be on a 2-3 basis, as in the past.

Must is still actively applying for post-doctoral, limited-term and tenure-track positions throughout North America. He currently lacks seniority in any specific ML courses at this time; the courses he taught in Fall 2018 (ML201 & ML301) are on 3-year rotations, which makes attaining seniority in those courses a very long process.

**Decanal Response:** The Dean concurs that any discussion of a potential cross-appointment for Dr. Nighman should wait until his return from sabbatical. As noted by the Unit, Dr. McKenzie's position as a CAS instructor has significant security under the current Collective Agreement, although it was not possible to provide an LTA position for the 2019-2020 as requested by the Unit.

**Recommendation #10:** Encourage the reallocation of resources to allow tenured faculty to teach more regularly in the program.

**Unit Response:** Given the limited number of tenured faculty who are qualified to teach in the Program, and the administrative and teaching demands of their home departments, as well as their own research agendas, there is very little that can be done in terms of resource reallocation to encourage more teaching in the Program by the current complement of permanent F/T faculty. However, there are some prospects that we are pursuing:

- Nighman is currently teaching ML100 for the first time, and expects to teach it a couple more times before retirement, but not the online version in Summer due to his research agenda. He will be teaching ML400 next Fall, and will probably teach it again at least once before retirement. He is also considering teaching ML301 the next time it is offered, probably in 2021/22.
- Chiasson has offered to teach an ML300 special topics course on Feudal Japan, but he is in high demand as the only F/T Asian historian in the History Dept. and next year he will begin a 3-year term as Graduate Officer in History, which has traditionally carried a 2-course teaching release, so he will probably not be able to offer that course until 2022-23, at the earliest.
- Fletcher is in high demand as one of only two F/T faculty in the Ancient Studies program, so it is unlikely that History would release her to teach an ML course as part of her regular teaching load, and her heavy research agenda precludes teaching on overload. One of the possible team-teaching matches would be an ML400 seminar on Byzantium she could co-teach with Foran (provided Foran has an LTA or permanent F/T position at the time), and she might consider an overload stipend as part of that team-

taught course. Although it is unlikely that she would ever teach an ML course on her own, Fletcher has developed a new History course for next year that we have added to our list of cognate courses, as about half of the content is medieval.

- Smith, as the only F/T business historian, is likewise in very high demand in the History Department, and also has a very busy research agenda that would preclude teaching for ML on overload, so it is unlikely that he would teach in the program either, except possibly in a team-taught ML400 seminar. However, he has revised the History Department's course on the Reformation (HI311) to put more emphasis on reform movements in the medieval church and also on the medievalism of 16th-century reformers' characterization of medieval Christianity. We have already added that course to the list of ML cognate courses and number of ML majors are currently taking the course with him this term.
- Waugh, as mentioned above, is considering teaching ML400 in 2020/21 during Nighman's expected full sabbatical (when he will likely also be the Acting Program Co-ordinator), and may return to occasionally teach ML100 thereafter. But as the only tenured faculty member in the English Department who covers the period before 1800, it will be difficult to convince the Chair of English/Film Studies to release him, and his busy research agenda also precludes his teaching on overload.
- Yri would surely not be released from Music to teach an Arts course as part of her regular load, and is not interested in teaching overload at this time due to her pressing research agenda, though may be willing to do so in the future.
- Nemesvari has been invited to teach an ML300 special topics course on Victorian medievalism, and we hope that he will agree to do so after his tenure as Dean ends and he becomes a full-time teaching member of the English Department.

Of course, none of these possibilities addresses the systemic problem that causes the Program to rely too heavily on CAS instructors. Even if Waugh or Nighman were to accept a temporary cross-appointment, the impact on teaching would be nil since both are planning to teach in the program regardless and the Co-ordinator's course release would comprise the 25% of the member's teaching load. The solution would be a F/T hiring, as discussed below in the response to Recommendation #11.

**Decanal Response:** The Dean concurs with the Unit's detailed explanation of why the reallocation of resources suggested in the recommendation is not a viable approach. As stated in the Dean's Note above, resource allocation falls outside of the purview of Cyclical Review recommendations, and therefore the last sentence in the Unit's response to this recommendation is likewise beyond the mandate of the External Review.

**Recommendation #11:** Plan for faculty renewal in medieval and/or medievalism studies in the medium term.

**Unit Response:** The reviewers' report correctly identified the inherent weakness of the Program as the fact that there are only two tenured medievalists in the Faculty of Arts. This is a problem that has plagued the Program since Jim Weldon retired from English in July 2014 and was not replaced by another medievalist (the previous Dean moved his position to Global Studies). Thus, we regard the hiring of a third medievalist in the Faculty of Arts not as a growth position, but rather as a delayed retirement replacement; it is therefore appropriate to

discuss our plans to propose the hiring of a tenure-track medievalist in the medium term in terms of faculty renewal.

Two years ago Nighman collaborated with the Chair of Archaeology & Heritage Studies in proposing a joint tenure-track Professional Teaching Position for a medievalist, which would have resulted in two F/T courses taught annually in Medieval/Medievalism Studies. Instead, they were granted a shared LTA position, which indicates that a permanent shared position with AHS is a viable possibility, and we are therefore optimistic that our pending request for a renewal of that shared LTA with AHS will be approved. Therefore, when the Dean once again invites chairs and co-ordinators to propose tenure-track positions (which was not the case this year), we intend to renew that proposal for a shared PTP hire with AHS.

Another possibility we have considered for a joint tenure-track medievalist position would be with History, specifically for the Applied Digital Studies Option, which would build on our success in offering ML305: Medievalism in Video Games (which attracted nearly 80 students in Winter and Intersession 2017, and is fully enrolled with students on the waiting list for the current term), and expected success with our forthcoming new special topics course on “Medievalism and the Digital” in Intersession 2019 (ML300a). However, we believe that this approach is less viable at this time than a hiring proposal that would build upon our established partnership with Archaeology; when Nighman recently suggested to the Chair of History that we propose a joint LTA for next year to cover DH100, DH200, DH300, ML305 and a regularized ML300a, he turned it down. Nevertheless, circumstances in the medium term may change to make this approach the more viable opportunity in meeting our goal of restoring the third F/T medievalist position in the Faculty of Arts, though in this case the field would likely be Medievalism.

The other potential for F/T faculty renewal in the medium term would be a replacement position when either Waugh or Nighman retires, provided that the retiree’s home department can be convinced to propose a cross-appointment for a medievalist. There is a good chance that such a proposal would be accepted by the relevant department, provided that the proposed position were a PTP with a 6-course annual teaching load and a cross-appointment split of 4-2 in that department’s favour, because the retiree’s home department would not lose any annual course allotments and a proposal for a shared PTP position would have a much better chance of approval.

If two PTP cross-appointments, presumably one with Archaeology and the other with either History or English, can be filled before the next cyclical review, the sustainability of the program in terms of a reasonable level of F/T staffing would be ensured for the long term.

**Decanal Response:** See Dean’s Note above.

### Careers/Alumni

**Recommendation #12:** Maintain the relationship with the Career Development Centre and refine the career development objectives to cohere with program learning outcomes.

**Unit Response:** We fully intend to continue and expand the CDC’s Career-Integrated Learning (CIL) initiative in the Program’s courses, building on McKenzie’s pioneering example.

**Decanal Response:** The Dean concurs with this recommendation and the Unit’s response.

**Recommendation #13:** Continue to promote the transferable skills developed in the program.

**Unit Response:** Convincing prospective students and their parents, as well as current students, of the relevance and value of studying the Middle Ages and Contemporary Medievalism will continue to be a major aspect of our recruitment message: study a subject that you are passionate about and you will develop excellent critical thinking, research, and writing skills that are highly valued by employers throughout the economy.

**Decanal Response:** The Dean concurs with this recommendation and the Unit's response.

**Recommendation #14:** Focus on tracking alumni 5-10 years out of the program to get a better sense of long-term outcomes.

**Unit Response:** This is not a difficult proposition because our most successful alumni are very loyal to the program and maintain contact with us through social media. Our annual newsletter (essentially a recruitment document) already features a story on a successful alumnus/-a who is typically about 4-5 years out.

**Decanal Response:** The Dean concurs with this recommendation and the Unit's response.

#### Future Directions

**Recommendation #15:** Examine the possibilities for developing advanced learner non-credit courses tailored to the needs of the gaming (or other entertainment) industry.

**Unit Response:** Nighman has passed on this suggestion to McKenzie and Smith and they are considering how it could be done. It is likely that such a course or courses would be offered evenings during Intersession to appeal to those who are fully employed in the gaming industry. Such a course would likely combine elements from ML305 and our new ML300a course for Intersession 2019.

**Decanal Response:** The development of non-degree, cost-recovery course offerings is an Action Item in the draft Faculty of Arts Strategic Plan. The Dean encourages the Unit to pursue such possibilities as appropriate to its discipline.

**Recommendation #16:** Examine the possibilities for collaboration with Game Design on the Brantford campus.

**Unit Response:** Nighman's previous attempt to collaborate with the Brantford Game Design program in 2017, when he proposed jointly sponsoring a visiting speaker who is a leading expert on medievalism in video games (Dr. Kevin Moberly, Old Dominion University), was rejected by the Program Coordinator in a manner bordering on rudeness. It is likely that he was probably worried that we might poach students from his program, considering that he might have felt threatened by the launch of McKenzie's "Medievalism and Video Games" course that term (ML300x), which had full enrollment with a number of students on the waiting list. McKenzie's new course "Medievalism and the Digital" in Intersession 2019 may exacerbate that perception. Nevertheless, if

an occasion for such collaboration arises again, we would pursue it but may enlist Smith to act as a liaison in the hopes of a better result.

**Decanal Response:** The Dean concurs with this recommendation, and is willing to assist generating the type of Faculty-to-Faculty connection suggested if the resistance described is repeated.

## STRENGTHS OF THE PROGRAM(S)

- clearly identified and appropriate program outcomes
- strong integration of two program streams
- very good alignment with Laurier's Strategic Academic Plan
- positive connection with Career Development Centre and commitment to experiential learning

## OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

- student concerns about course availability
- diversity of students in program

## SIGNATURES

Dr. Richard Nemesvari

May 15, 2019



Dr. Kathryn Carter

June 12, 2019



Dr. Robert Gordon

June 13, 2019



Approved by Program Review Sub-Committee:

September 23, 2019

Approved by Senate Academic Planning  
Committee:

October 7, 2019

Submitted to Senate (for information):

March 11, 2020

Implementation Report Due Date:

March 11, 2022

## RECOMMENDATIONS PRIORITIZED FOR IMPLEMENTATION AND ACTION PLAN

Recommendation to be Implemented	Responsibility for Implementation	Anticipated Completion Date	Responsibility for Resourcing (if applicable)	Additional Notes
#1 Maintain current balance between Unit streams	Department	Ongoing		Dean suggested consideration of a possible, carefully calibrated shift in stream offerings based on student demand
#2 Maintain ML402 innovative teaching	Department	Ongoing		
#3 Consider team-teaching ML400	Department	September 2019		Unit will discuss possibility for 2019-2020 academic year
#4 Support further travel courses	Department and Dean	Ongoing	Dean	The process for determining the number of travel courses in the FoA is already in place
#5 Ensure innovative pedagogy and assessment is in line with program learning outcomes	Department	Ongoing		
#6 Consider range of skills for students and created scaffold learning in appropriate classes	Department	September 2020		Connected to FoA draft Strategic Plan

#7 Improve information about course offerings	Department	Ongoing		
#8 Explore benefits of administrative combination with another academic unit	Department and Dean	September 2020		Connected to FoA draft Strategic Plan
# 9 Examine options for stabilizing instructional staff	Department and Dean	Ongoing		
#10 Reallocation of resources to allow tenured faculty more teaching opportunities	Department and Dean			Additional resources are not available, and reallocation opportunities are very limited
#11 Plan for faculty renewal in medium term				Not prioritized
#12 Maintain relationship with Career Centre	Department	Ongoing		
#13 Continue to promote transferable skills	Department	Ongoing		
#14 Keep track of alumni	Department	Ongoing		
#15 Develop non-credit courses connected to gaming or other entertainment industry	Department and Dean	January 2021		Connected to FoA draft Strategic Plan
#16 Examine possibilities for collaboration with Game Design on Brantford campus	Department and Dean	September 2020		