

**SIMON FRASER UNIVERSITY**  
**Office of the Registrar**  
**MEMORANDUM**

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**To:** Members of Senate  
**From:** Alison Watt, Secretary to the Senate Committee on Academic Planning  
**Subject:** Canadian Studies External Review  
**Date:** 3 September, 1996

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The External Review of the Canadian Studies Program took place on March 30-31, 1995. The External Review Committee was composed of the following members:

**Chair:** Professor Leslie Armour  
Department of Philosophy, University of Ottawa

**Members** Professor Greg Kealey  
Department of History, Memorial University of Newfoundland  
President of the Social Sciences Federation of Canada

Mme. Béatrice Kowaliczko  
Former Director-General of the Association for Canadian Studies  
Director-General of the Royal Society of Canada 1993-1995.

**Internal Member** Dr. Clyde Reed  
Department of Economics

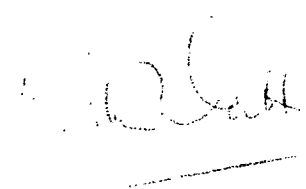
The Committee submitted its report in June 1995 and it was sent for consideration by the Canadian Studies Steering Committee in July 1995. Unfortunately, due to illness, the consideration of the report took longer than usual. The report was forwarded to SCAP in May, 1996 and was received by SCAP at its meeting on June 5, 1996.

The following documents are attached for the information of Senate:

1. The Executive Summary and the specific recommendations from the External Review Report.
2. Response by the Canadian Studies Steering Committee.
3. Response by the Department of French.
4. Memo from L. Evenden, Director, Centre for Canadian Studies

Any Senator wishing to consult the full report of the External Review committee should contact Bobbie Grant, Senate Assistant.

Attachments



## SUMMARY :

### THE SIMON FRASER CANADIAN STUDIES PROGRAMME Report of the Programme Review

Visiting Committee: Leslie Armour, Béatrice Kowaliczko, Greg Kealey  
Internal Member: Clyde Reed

This is a successful programme with 35 majors who can draw on the substantial resources of a number of strong departments in the social sciences and the humanities. The students we met are articulate, intelligent, and well-focused. But the programme is also desperately short of internal resources. Recently its core courses have often been given only in a "Distance Education" format, its students rarely see one another and lack an arena in which to make their needs known. Its administrators are over-worked and often engaged in other activities.

#### RECOMMENDATIONS

It seems clear that there must be additional "core faculty". Certainly at least one person should be assigned full time to the programme. A second full-time equivalent should be assembled from faculty members seconded on a part-time basis from other departments.

The Programme needs the full time services of the Programme assistant. The Director's position should be revitalized and given more time free of other duties.

These recommendations may be phased in over a reasonable period of time but at least one full-time position should be added immediately.

The Director should be made a member of the Dean of Arts' Advisory Committee. The steering committee should be made more effectively representative. Students and instructors in the programme should be included on the Steering Committee.

The curriculum needs to be re-ordered with a view toward more variety in core courses, more emphasis on projects which can be team taught -- more course which will bring the departments together -- and more emphasis at the upper level on courses in which students can be involved in "hands on" research, emphasising the view from British Columbia. Attention needs to be paid to French language needs.

There is a feeling of rootlessness among the students which could be ameliorated by the development of a better advising system. Each student should be provided with a faculty member who will act as advisor and is associated with the programme, and another who is an academic associated with a discipline with which the student feels a strong tie.

Enrolment is increasing. It would certainly be higher if it was not relying mainly on chance and the efforts of the Programme Assistant. We recommend a recruiting strategy be put in place.

#### CONCLUSION

This is a valuable and necessary programme which shows the university in a good light and has a potential for generating new resources. But our recommendations refer to additional resources which in our view must be forthcoming if the programme is not to lose its credibility and, along the way, damage the university's credibility too.

RECOMMENDATIONS:

1. Staffing

It seems clear that there must be additional "core faculty". Certainly at least one person should be assigned full time to the programme. A second full-time equivalent should be assembled from faculty members seconded on a part-time basis from other departments.

This has two different but important effects. the first gives the Centre someone who is dedicated to it; the second strengthens the connections of the programme to the competing departments. It really amounts to putting the programme in a position to "buy" services.

The "distributed" position should be fairly easy to arrange within the resources of the humanities and social science structure. The position assigned to Canadian Studies specifically requires a significant administrative commitment. But the value of the programme and the quality of its students warrant it.

The programme really needs the full time services of the Programme Assistant. It seems to be accepted already as a settled administrative matter that more time needs to be allotted to the tasks involved.<sup>15</sup> The students in a programme such as this suffer from homelessness in any case. They urgently need someone they can rely on to be there all day every day.

People in the programme feel strongly that the Director's position should be revitalized by restoring the released time allowed for it last year. They also think that it would be an asset if the Director was teaching in the programme. These are important questions, but they could be reviewed in the light of the resources produced by additional appointments. The Dean's concern for overall administrative consistency should be respected, though he would be the last to think it an end in itself. If there were a full-time faculty appointment within the centre, if the assistant's post were expanded, and if it could be arranged for the Director to teach in the programme, people in the programme might see this issue differently at least to the extent that the changes could be phased in. A full-time faculty appointment now seems to be the most pressing need. With better advertising of the programme, this would in any case increase enrolments still further and underline the justification for a full-time Director.

Thought should be given to an endowed chair, and the university's fund-raising resources should be marshalled to this end, but this is

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<sup>15</sup> The division of the time of the present programme assistant -- who works in more than one programme -- is an internal administrative matter on which the committee obviously cannot formulate an opinion. A decision will have to be made as whether or not it will be necessary to have a staff change in order to expand the time allocated to these tasks.

not the first priority.

## 2. Organization

First and foremost the Director should be made a member of the Dean of Arts' Advisory Committee.

The steering committee should be made more effectively representative. Students and instructors in the programme should be included. As it stands now, the committee is primarily a device to keep administrative order and make sure that the programme does not get off the tracks. But it needs to be a more active force in initiating activities. Tying it to people who are actively involved in it and including students would go a long way toward achieving this. One of the major tasks of the steering committee has to be to make sure that those departments which are truly central to the programme -- the French department, for instance -- are in fact deeply and actively involved.

The committee should frequently review the use of the operating budget -- but this assumes that there is a budget whose activities merit watching over. The present \$500 for a speaker programme is, for instance, totally inadequate.

The ultimate goal should no doubt be to make Canadian Studies a department, the plan adopted for Women's Studies. The programme is unlikely to achieve its share of resources until this is achieved.

## 3. Curriculum

The curriculum needs to be re-ordered with a view toward more variety in core courses, more emphasis on projects which can be team taught -- more courses which will bring the departments together -- and more emphasis at the upper level on courses in which students can be involved in "hands on" research, emphasising the view from British Columbia.

Interdisciplinarity is the essence of the programme, and a course focusing on the development of the relevant disciplines in Canada is an ideal way to achieve this. Courses which allow students to do significant research and a course integrating the study of indigenous people into the context of Canadian Studies issues are both essential.

Some disciplines should be more fully involved. Philosophy is one. The history of science and technology is another. Better integration with programmes as diverse as Women's Studies and French Language and Literature should also be sought.<sup>16</sup>

Given the central place of French-English relations in very many of the concerns which animate Canadian Studies, serious consideration should be given to the implementation of an effective French requirement.

Thought should be given to a graduate programme only after the changes which this review suggests have been implemented. The potential is there, but the programme needs a solid base on which to proceed.

#### 4. Teaching and Research

Both teaching and research need to be utilized to bring people together across the disciplinary lines.

Team taught courses are one way of doing this. Workshops within which individual members of the concerned departments explain their research are another.

The Centre needs to play an active role as a catalyst for research. This implies, of course, more time on the part of people now seriously over-worked. The creation of a full-time position in the programme would provide someone -- not necessarily the Director -- who could

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<sup>16</sup> The development of a French requirement in the programme would obviously entail more extensive liaison with the French department.

be expected to act as such a catalyst.

Much better use needs to be made of the facilities for "distance education". Students must be brought together not just with the tutor-markers in telephone conferences, and major use must be made of computer networks for e-mail conferences.

#### 5. Contacts beyond the campus

The Programme should continue to participate strongly in the existent Canadian Studies national structures and to take advantage systematically of what the network has to offer, especially exchanges and speakers. Evidently resources for these activities are hard to come by, but the network of Canadian Studies contacts can help. It can also help identify possible sources of funding to bring speakers to SFU. The forthcoming Canadian Studies Programme Administrators meeting in Sudbury, October 12 and 13, will provide an opportunity to share concerns with other Canadian Studies programme administrators.

Relations within British Columbia need to be developed. Simon Fraser could take leadership in identifying joint concerns and endeavours. Canadian Studies Programmes are not the only possible contacts. There are other academic interest groups whose concerns overlap with Canadian Studies. The programme might also find other potential "clients" for itself.

A clear strategy should be developed for services offered to the foreign clientele. The clientele must be well identified. These services can be seen as providers of income to the programme.

It would also be in the interest of the Programme to establish contacts with potential public or private sector employers of graduates. They might be persuaded to add to their job advertisement that a degree in Canadian Studies would be an asset. (Potential employers are also prospective donors.) It is clear that the Centre has to adopt an "entrepreneur" approach if it wants to expand its activities.

Fundraising is an important dimension which plays in both directions: it helps to open the Centre to the outside world and it involves the community at large (besides sometimes bringing money for valuable projects). The Centre should also identify and establish a liaison with potential local employers.

#### 6. Contacts within the University

In order to overcome its institutional isolation, the Centre should develop numerous contacts with the diverse components of the university such as the B.C. Studies Programme. It could play a role as a resource and information centre for Canadian Studies on the campus.

A privately sponsored lecture series, jointly organised with other departments, could bring prestigious speakers to the university and raise the profile of the Programme while making new contacts outside.

#### 7. Student Services

The feeling of rootlessness among the students could be ameliorated by the development of a better advising system. Each student should be provided with a faculty member who would act as advisor and is associated with the programme and another who would be an academic associated with a discipline with which the student feels a strong tie. One of the advisors could guide the student throughout the complex maze of the Canadian Studies. The other would be his or her tie to a recognized discipline.

Keeping data on the careers of students who graduated in Canadian Studies would be a useful tool.

Enrolment is increasing. It would certainly be higher if it was not relying mainly on chance and the efforts of the Assistant. We recommend a recruiting strategy be put in place not so much because the Programme needs more students as because -- given the enrolment



which is achieved by chance -- it seems highly likely that there are students who could benefit from it but who are probably only dimly aware of it.

Students are not represented on the Steering Committee and have little chance to meet between themselves or with the instructors and administrators as a group. There is no common room which would facilitate contacts. The fact that the office of the Centre is only open half the week does not help. A common room should certainly be at the disposition of the students and office hours should be expanded.

The students should go ahead with their plan to create a Canadian Studies Students Association (and they should make contact with Canadian Studies Students Associations, for instance at Trent and McGill). They should take advantage of the facilities of the Association for Canadian Studies and of student representation on the ACS board to benefit from the expertise, networking and support of the Canadian Studies national constituencies.

#### CONCLUSION

This is a valuable and needed programme which shows the university in a good light and has a potential for generating new resources. But our recommendations refer to additional resources which in our view must be forthcoming if the Programme is not to lose its credibility and, along the way, damage the university's credibility too.

We were asked to be realistic and to bear in mind the University's resources. Most of the recommendations we have made are not costly and can be achieved with existing resources. One of them -- that there be a full time appointment to the Centre -- does imply one full new salary unless someone can be transferred from an existing departmental post. A second post, described as a "full-time equivalent" position to be assembled from people in associated departments is not necessarily costly, though ideally it is not cost free. Something like a half salary for an administrative assistant is also involved, but this, we understand, has been partly envisaged

already.

It is clear that in the present climate of opinion this may involve difficult administrative decisions. Understandably, the individual departments feel their own needs strongly and will press their own needs first. The proposals we are making, though, are so structured that the benefits beyond Canadian Studies should be obvious. A "full-time" equivalent position distributed among the departments clearly does this but a full-time teaching position within the Programme will also add strength to at least two existing disciplines if someone with a serious interdisciplinary interest is chosen.

A small amount of additional space also seems essential as does a careful review of the library's ability to cope optimally with the situation.

The other things we suggested are either minor administrative rearrangements -- changes in the Steering Committee for instance -- or curricular developments which can be dealt with quite easily in the existing framework.

The report does suggest additional activities which will place more burdens on the Director and the Assistant unless more resources are forthcoming. We think, to repeat, that more resources must be forthcoming.

## CENTRE FOR CANADIAN STUDIES

### Response to the External Review of Spring 1995

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#### Committee composition

The Centre for Canadian Studies was reviewed in late March, 1995. The external examiners were:

Professor Leslie Armour, philosopher, University of Ottawa, who chaired the committee and wrote the final report, using contributions from other members;

Professor Greg Kealey, historian, Memorial University, editor of *Labour/Le Travail* and President of the Social Sciences Federation of Canada;

Mme. Béatrice Kowaliczko, for many years the executive director of the Association for Canadian Studies and, at the time of the review, recently appointed executive director of the Royal Society of Canada;

Professor Clyde Reed, Department of Economics, SFU, internal member of the review committee.

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#### Recommendations

Recommendations were summarized in the report as a series of short statements, as may be seen on the attached copy. Because there are points of overlap, however, they have been re-ordered and numbered for clarity here, although the original wording is retained. Each is followed by a statement of response as developed by the steering committee for the Centre. Items in the smaller font size are taken directly from the response that will be received in Senate. Discussion in the larger font size, under *Comment to the Dean*, are intended for the Dean and other members of the administration.

##### *Recommendation 1.*

"It seems clear that there must be additional "core faculty". Certainly at least one person should be assigned full-time to the programme."

##### *Response:*

The Centre concurs. With more than 40 Majors and over 60 Minors, and over 600 students enrolled annually in the Centre's courses, there are now appreciable numbers of students committed to Canadian Studies. But there are no faculty appointments.

*Comment to the Dean:* The Steering Committee is unanimous in its conviction that faculty should be appointed to the program, and in this we fully support the reviewers' recommendation. This is one of the larger Centres in the country in terms of its student enrolments and other activities, yet it is one of the

few Centres of consequence without its own faculty. The field is now well-enough developed to provide the basis of faculty career development. Our approach in recommending faculty would be to focus upon the strengths of the program, which to date have been in social, cultural and political economy areas.

Recognizing that this is a difficult time to consider such appointments, it is requested:

a) that such academic staffing for the Centre be set as a matter of priority in anticipation of the moment when faculty resources become available, and, further, that such appointment(s) be made within a year.

During difficult times, such as the university faces just now, this may seem to be a request that cannot be considered. But we are convinced that Canadian Studies should be made a unit of priority: the field of study justifies such an allocation of resources, given the climate of affairs in the country today; student demand is consistently good; the curriculum requires development and up-dating virtually immediately, a process that cannot take place properly without faculty.

b) that, in accordance with the review, at least one full-time appointment be made (the Steering Committee's first priority) and other joint appointments also be made. We are in a position to discuss either or both of these immediately, given the identification of subject area priority above, and the potential interest on the part of other units for a shared position;

c) that in the short term, and as a short term solution to the crisis of teaching staff in the Centre, existing sessional lectureships be merged into lectureships. (Evenden to Alderson, September 20th, 1995; Alderson to Evenden, September 26th, 1995) The September 20th memo suggested that two such lectureships be formed. This is seen as a short-term move to allow the teaching program to be stabilized while further planning of the Centre and curriculum is undertaken. In any case, the individuals involved must be considered for this.

(d) Beyond the short term, curriculum planning cannot occur without faculty appointments.

***Recommendation 2.***

"A second full-time equivalent (position) should be assembled from faculty members seconded on a part-time basis from other departments."

***Response***

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The Centre concurs, recognizing that this will require discussion through the Dean's office. Such a position would be advantageous in that it would strengthen the interdisciplinary character of academic work in the university through collaboration between units.

*Comment to the Dean:* This recommendation is addressed above (#1).

*Recommendation 3.*

"The programme needs the full-time services of the Programme Assistant."

*Response:*

The Centre concurs. Action has already been taken on this recommendation in two ways: first, the hours have been extended from 17.5 to 21; second, circumstances have made it possible to keep the office open on a full-time basis from December, 1995, with the Assistant working part-time for the Dean's office but from the Centre.

*Comment to the Dean:* The Steering committee expresses appreciation of the recent granting of extra hours for the Program Assistant and for the arrangement by which the Centre can remain open on a full-time basis.

The Committee also recommends that this position be changed from CUPE to APSA. This would recognize the level of responsibility carried, especially in respect of the advising of students and in the handling of their affairs, the planning of course offerings, the hiring of sessionals, and the management of finances and physical property of the Centre.

*Recommendation 4.*

"The Director's position should be revitalized and (he/she should be) given more time free of other duties."

*Response*

The Centre concurs, noting that this would provide more time for academic leadership in the Centre and liaison with the wider Canadian Studies community of scholars in Canada and abroad. (Canadian Studies is now taught in some 30 countries, and there is significant interaction at the international scale.)

*Comment to Dean:* In the realignment of SFU administrative positions, carried out in 1992, (P & P - A 13.04) the position of Director was summarily down-graded. The steering committee agrees with the recommendation that it should be restored to something close to its former level. Inevitably, the effect of the down-grading is to deny the unit of its leadership.

Future consideration should be given to having the Director perform some of his/her teaching duties in Canadian Studies. This would go in the direction of providing academic leadership. With the appointment of faculty, the issue of leadership would partly resolve itself, recalling that the present Director's first memo to the Dean on this subject, (Evenden to Brown, July 10, 1992 "Future Plans ..." p.5) noted that any appointee should have the capability of becoming Director at some stage.

Given the way in which Canadian Studies has developed, the Steering Committee would note the importance of the Director's activities in linking the Centre and SFU with the 'wider world'. At the national level SFU has been well-served in this regard, Lorimer and Koroscil having served as president of the Association for Canadian Studies and Seager as an elected member of the national board. Evenden was recently elected to the board, succeeding Seager. International links are being forged at a rapid pace through the ACS and the International Council for Canadian Studies, and the Director is and must be *au courant* with these developments.

Through all this there is opportunity to bring the world to the students of SFU, perhaps through regional links such as are forged by the Asia-Canada program, thus linking with the Faculty of Arts recent initiatives and recognizing the work already being done by Canadian Studies, through Continuing Studies, with the Chinese interpreters' program; or with Latin America-Canada, overtures to us having already been made; or Europe-Canada, an exchange program with a university in Denmark already being in place, and connections with the Czech Republic having been mooted; or the United States, where there is an exchange program with our neighbour university, Western Washington, and with the numerous Canadianists in universities throughout the US, especially in the Pacific Northwest. And of course with the rest of Canada too. There is also some potential for research and funding to be pursued.

***Recommendation 5.***

"The Director should be made a member of the Dean of Arts' Advisory Committee."

***Response***

The Centre concurs and suggests the immediate implementation of this recommendation.

***Comment to the Dean:*** The Director reads the minutes of these meetings carefully. But the Centre should have immediate access to the information and discussion available in these meetings in the same way that it is available to other

units. Further, he/she should have access to the DAC as a forum, as do other units, to inform others and invite their participation in the work of the Centre.

*Recommendation 6.*

"The Steering Committee should be made more effectively representative. Students and instructors ... should be included."

*Response*

The Centre concurs. The Steering Committee has already invited student representation. When permanent faculty are appointed they will certainly be included in the committee.

*Comment to the Dean:* This recommendation also speaks to the issue of the structure of the Steering Committee. It was pointed out in the review that the Committee's function is only administrative. This is not quite accurate inasmuch as this committee, throughout the history of the Centre, has initiated and discussed all the academic issues concerning course development. Discussion along these lines has recently been taken up again, as information in the self-study relates.

*Recommendation 7.*

"The curriculum needs to be re-ordered with a view to more variety in core courses, more emphasis upon projects which can be team-taught ... and more emphasis at the upper level on courses in which students can be involved in "hands-on" research, emphasising the view from British Columbia."

*Response*

The Centre concurs. To mount more courses is an issue of appointment of faculty. Additional courses have been offered whenever it has been possible, but in recent years these have not been enough to satisfy the demand for them. Discussion has already been initiated over the question of core courses.

Team-teaching was occasionally possible during the Program's earlier years, but faculty have become unavailable for this in response to increased pressures to keep them in their own busy home departments. This highlights again the issue of resources.

Some "hands-on" research already occurs in classes and more would be contemplated in an expanded curriculum. This would also focus the issue of a BC perspective, although the Centre is also concerned to make sure that BC students are introduced to perspectives wider than those provided on a provincial base.

The expression of opinion regarding a BC orientation reiterates the position of the Steering Committee in its deliberations about curriculum revision. Discussion along these lines began prior to the review and is reinforced by the reviewers' recommendations.

*Comment to the Dean:* Discussion of the curriculum is in progress. It has more or less reached the point where further discussion would be pointless without attention to practical matters of implementation. But discussion of implementation cannot be very effective unless the long term be considered. New courses require faculty to be attached to them; without faculty new courses can only be planned in a vacuum. This "Catch 22" is a major dilemma for the Centre's planning process.

*Recommendation 8.*

"Attention needs to be paid to French language needs."

*Response*

A basic competency in French is required for the Major, Honours and Extended Minor degrees, and the Centre offers a certificate in French Canadian Studies which also requires such competency. French is, however, only recommended for the Minor. The reality is that students, on the whole, take only the minimum requirement, and it is uncertain that the requirement could be raised. The Centre has not been inattentive on this matter.

*Comment to the Dean:* Although there has been discussion of this matter for many years, the Steering Committee feels that there is not much more in the way of French language that can be required. Students interested in this go to the French department where certain courses relating to Canadian French are available. We should like to see the French Canadian Studies Certificate more actively pursued, and some informal discussion with members of the French department has been initiated to see whether Majors or Minors there might not be encouraged to take the extra concentration that this Certificate represents. We recognize, however, that degrees in French are already very structured and intense.

*Recommendation 9.* "There is a feeling of rootlessness among the students which could be ameliorated by the development of a better advising system. Each student should be provided with a faculty member who will act as advisor and (who is) associated with the programme, and another who is an academic associated with a discipline with which the student feels a strong tie."

*Response* There is no denying the feeling of rootlessness. The causes of this, however, relate to the absence of faculty who can serve as role models and mentors, and perhaps to the lack of a place to gather. On the latter point, the Centre did have a common room for a number of years, but this



disappeared during the worst of the 'space-crunch' period in the 1980s. More recently, better space has been provided, and students share an office-sized common room with other students in Women's Studies and Humanities. While the physical part of this problem has thus received attention in the last year, it is obvious that students did not express satisfaction on this point to the reviewers. But it is the opinion of the Steering Committee that the provision of faculty who would serve as mentors would go a long way to resolving this issue, beyond the mere space problem.

In the meantime, students, with encouragement from the Centre, have formed themselves into an Association. As an illustration of their concern and activity, it was Canadian Studies students who mounted a post-card writing campaign, based at tables set out in the mall, to encourage acquaintances and others in Quebec to vote NO in the recent referendum. (*The Peak*, October 30th, 1995)

#### *Recommendation 10.*

"Enrolment is increasing. It would certainly be higher if it was not relying mainly on chance and the efforts of the Programme Assistant. We recommend a recruiting strategy be put in place."

#### *Response*

Courses are typically full at registration time, and waiting lists are common. Demand cannot be demonstrated further when the capacity is more or less filled every semester. Further enrolment is entirely dependent upon the provision of more teaching resources. The Centre feels that the best recruiting strategy for the time being is the one already employed: superior teaching backed up by excellent advising and attention to the needs of students.

A distinction must be drawn between enrolment in courses and the numbers of students taking Canadian Studies as a Major or Minor, because different strategies of recruitment would apply. The numbers of students committed to Canadian Studies have increased substantially in the last half-decade. Majors, on an annualized basis, now number in the mid 40s, while the Minors number over 60. Enrolments have also increased, having been 598 in 1992/93, 637 in 93/94 and 640 in 94/95.

#### *Afterword*

(a) The Centre feels that the most important points made by the reviewers are that faculty appointments are needed immediately and that the curriculum should be further developed as soon as possible. To work on the curriculum implies the presence of faculty, and therefore the issue of faculty is the first priority.

*The report notes that:* "These recommendations may be phased in over a reasonable period of time but at least one full-time position should be added immediately."

(b) The reviewers conclude their recommendations with the following statement:

"This is a valuable and necessary programme which shows the university in a good light and has a potential for generating new resources. But our recommendations refer to additional resources which in our view must be forthcoming if the programme is not to lose its credibility and, along the way, damage the university's credibility too."

Given the prominence of the reviewers, this would seem to be a statement to note.

# SIMON FRASER UNIVERSITY

DEPARTMENT OF FRENCH



BURNABY, BRITISH COLUMBIA  
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Telephone: (604) 291-4740  
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Burnaby, le 6 mai 1996

Dr. Evan Alderson  
Dean of Arts  
Simon Fraser University

Dear Evan,

you will find hereby the response of the Department of French to the Canadian Studies Program External Review, and to the first response of the Canadian Studies Steering Committee done without consultation with the Department of French.

We all know that there are new directions proposed for the Centre by different Faculty members of the Steering Committee, but I would ask you meanwhile to forward the hereby response of the Department of French to Scap with the External Review Report.

Finally, about the different views that seem to share the Centre and the Department of French about the French requirements, I already asked my Chair to call Len Evenden, and told Len that I would be glad to have him invited at one of our General Meeting, here at the French Department.

Sincerely,

A handwritten signature in cursive script, appearing to read "Guy Poirier".

Guy Poirier  
Department of French

Response of the Department of French of Simon Fraser to the  
Report of the Programme Review of the  
Simon Fraser Canadian Studies Programme

I. We would like first to express our disagreement with the Response given by the Steering Committee of Canadian Studies to the Recommendation no 8 of the Report. On the contrary, we think there are many ways that higher French requirements could be implemented. We offer a wide variety of courses in French language, at every levels, and literary and linguistics courses at the 200, 300, and 400 levels that could fit nicely in a Canadian Studies programme (230, 342, 430, 431, 421, & 422).

II. We do believe that the different recommendations made by the external reviewers are similar to the ones made by the French Department. Some precisions should be however made:

A. In the Summary of the report, one can read: "Attention needs to be paid to French Language needs," and we always and still agree with such a statement.

B. On page 13-4 of the report, the reviewers wisely point out that French is not anymore thought in B.C. as it was twenty years ago. Many students go through the immersion program in High School, or the "programme cadre". In September, many students from the Lower Mainland will also come from the new "programme francophone" run by the new B.C. Francophone school board. My point here is that those students could in many cases register at the 200-level French Language Courses, and in many cases take within one or two semesters Fren 230, an introductory course to French Canadian Literature, cinema, and culture that will give them an interdisciplinary overview of what the Canadian Francophonie is all about.

C. Finally, we also agree with the Reviewers' recommendation about the need to strengthen the participation of the French Department to the Canadian Studies Steering Committee, but a minimal gesture would be for the Centre to accept to negociate the raise of the French Requirements or a similar agreement with our Department that could lead to a better knowledge of the an official language of our country, but also of a better understanding of the culture of French speakers in British Columbia, and in Canada.

Finally, I should add that we do not ignore, here at the Department of French, that a certain resentment can appear when the teaching of French language or culture is mentioned, but we do believe that a Canadian Studies Centre should be the best place where such stereotypes could be studied and fought. Shall we also add that to be more aware of the different aspects of the life of a first minority is the step towards a global change in our own vision, as Canadians, of tolerance and multiculturalism?

Document prepared by Guy Poirier  
Assistant Professor  
Department of French

To: David Gagan, VP Academic; Chair of SCAP  
From: Len Evenden, Director, Centre for Canadian Studies  
Re: Response to SCAP meeting of June 5th, 1996  
Date: July 5th, 1996

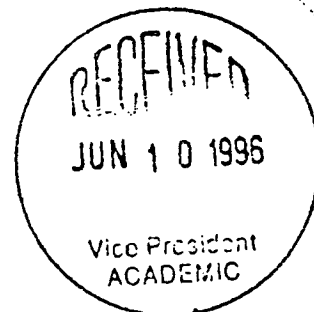
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I attach a response to the meeting with SCAP. This represents my own reaction and attempt to inform -- and proselytize -- and does not represent an official position of the Centre's Steering Committee. However, that committee, I am pretty certain, would say much of what I say here, and perhaps even more strongly.

We feel that the Centre has contributed a great deal to the university over the years. It is demonstrably healthy in terms of its appeal to students and it has good -- even better than good -- potential in course and degree development. Potential is also to be found in areas of research and public involvement. Evidence of the need for the work and approach of Canadian Studies may be seen in that this is no longer a unique program in BC, and there are some high profile developments at other institutions across the country. The external reviewers said as much and pin-pointed the need for resources and development to keep SFU's program up-to-date and "competitive".

Although the work of the Centre must be developed in the Faculty of Arts, it seems useful to communicate in this way so that SCAP, which is drawn from across the university, might have a larger understanding of the Centre for (and field of) Canadian Studies. Dean Alderson is aware that I am communicating in this way. I should appreciate it if you would agree to copy this to SCAP.

cc. Dean Alderson



Thank you for the opportunity to discuss matters relating to the Centre for Canadian Studies.

I had not realized that the committee would have so little contextual material or background knowledge about the field of Canadian Studies and the SFU program. I am uncertain whether SCAP received copies of the "self-study"; I think the reviewers' report would not make much sense without access to this study. Because SCAP comprises colleagues from a variety of scholarly backgrounds who must together come to understand each program as it is presented, let me make a few points that seemed to arise from the discussion in the committee. This memo is written in response to the discussion with SCAP on June 5th.

## 1. What is Canadian Studies, and how did it come to be what it is?

This is a field that had its formal university (and other educational) origins in Canada in the early 1970s. Its manifesto document, *To Know Ourselves*, by Professor T. Symons, commissioned by the Association of Universities and Colleges of Canada (AUCC), was written following extensive consultation in universities and other circles across the country, including here at SFU.

The Symons Report documented how, at the time of rapid university expansion during the 1960s, the study of Canada was seriously neglected. Further the "production" of Canadian scholars was judged to be insufficient, a circumstance tied to the necessity for Canadians to go abroad for advanced study in many disciplines. So the establishment of research-based scholarship was at issue. (The work of the Canada Council to promote research and advanced study was only in its early stages.)

But as disciplines in the social sciences (in particular) were being established in stronger and more independent form, and supported by the Canada Council in these efforts, it was feared that disciplinary voices would begin to drown out the traditional discourse about Canada. When, formerly, the universities were much smaller, and there were fewer of them, this discourse had been quite broad in character within such academic homes as History, Geography, and Political Economy; in turn, this had been supported by such broadly-based journals as the *Canadian Journal of Economics and Political Science*. New growth was not feared because it was new; rather, the question was, how would the new scholarship illuminate our understanding of Canada?

At the same time, and in addition, a new literary voice was emerging. But there was little place for it in existing curricula. In my own experience as an undergraduate at McMaster University in the late 1950s, there was only one course that dealt with Canadian literature in English, and that as a tag-on to a term two-thirds filled with the study of United States authors. What was significant in the period of the early 1950s, however, was the growing concern for these issues, concern that provided the context for the Royal Commission on National Development in Arts, Letters and Sciences (the Massey Commission), reporting in 1951, and, coincidentally, the establishment of the National Library in 1953. Following the Massey Report new hopes and expectations developed concerning the arts and social sciences in particular, and it was in this atmosphere of "rising expectations" that certain developments began to occur. In addition to the all-important passage of the Canada Council Act (1957), a couple of "for instances" may be mentioned by way of illustration.

Close to home, and just two years before SFU was founded, the first Creative Writing Department in the country was established under Earle Birney at UBC. The Governor General's literary awards were taken over administratively in 1959, by the Canada Council, and given new emphasis and stature. The impulse to interdisciplinary writing and scholarship was recognized in these awards, as is illustrated in the case of my own doctoral supervisor who, while holding the position of Chief Geographer of Canada in the federal civil service, won the GG's medal for poetry. Conversely, Earle Birney's poetry can be quite geographical: "What's So Big About Green?" is arguably one of the more powerful Canadian statements of the environmental credo. To-day, the advocacy and public profiles of such authors as Margaret Atwood, daughter of a University of Toronto natural scientist, continues the discourse.

(Indeed, Margaret Atwood spoke in the Geography Department here at SFU some years ago, as part of a Canadian Landscapes series of lectures offered with the English Department, with Canada Council funding for the jointly sponsored series. Others who spoke in that series included Earle Birney, Dorothy Livesay (poet), Barry Lord (philosopher and art historian), John Warkentin (historical and cultural geographer of the prairies), Peter Clibbon (cultural geography of Quebec), and Donald Putnam (long time head of Geography at the University of Toronto, and scholar of regionalism and its application in policy).

When higher education was rapidly expanding during the 1960s, a new impetus was provided in western Canada by the coming together of young faculty at SFU to form the first program in Canadian Studies in BC, and indeed the only such program until the 1990s when UBC established both a

program and an endowed Chair. SFU's early program was later transformed into the Centre for Canadian Studies, with the active support of the university administration. Elsewhere, analogous developments took place. For example, under the auspices of the History Department of the University of Calgary, several interdisciplinary Canadian Studies conferences were held, and papers published, the energy coming from a young historian now well-known at SFU. Canadian Studies has gone on to become an active and productive unit at that university, with its own faculty.

This is enough to point out the growing movement of the time to recognize the necessity of Canadian scholarship about Canadian matters. But, with the growth of the higher educational system as a whole, the question of fragmentation and specialization was seen to be a looming problem in that the focus on Canada, as Symons documented, could be all too easily lost. In short, this led to the formation of the national scholarly society (Association of Canadian Studies) with its publication series *Canadian Issues*, devoted to scholarship of an interdisciplinary character, and its *Bulletin*, a publication of commentary. The *Journal of Canadian Studies*, affiliated with but not an organ of the association, was founded at Trent University. Further, through the Department of the Secretary of State (now the Department of Heritage), the federal government came to support the field by funding research and generating scholarly interest in Canadian matters internationally. Now there is an International Council for Canadian Studies that co-ordinates this international effort, sponsors an academic journal and a widely disseminated newsletter.

It is worth pointing out that provinces, under the BNA Act, are mandated to provide the institutional infrastructure for education. But only Quebec provides for Quebec Studies, that is, a place where students can study the question of Quebec *per se*. And in this they also study Quebec in relation to the rest of Canada. BC does not do this, although I think it would be a good idea, as do the external reviewers, and in this connection it should be possible to bring back the BC Studies Certificate. (I think this could be done within Canadian Studies, quite conveniently and successfully.)

But Canada as a nation, having no educational mandate, cannot directly engage the issue of support for programs within institutions, and so has developed ways of providing for and integrating scholarship at the national level by such mechanisms as the research-granting councils, more recently the centres of excellence, and also through the support of Canadian Studies separately from the councils. A constitutional barrier thus exists to the clear articulation of what Canadian Studies is about, except as it is



articulated by individuals who feel that they should attempt to make a contribution in this direction. Their collective effort over a generation has now been summarized in the volume that succeeds the Symons Report of the 70s, namely the Cameron Report, released earlier this year. (*Taking Stock: Canadian Studies in the Nineties*) This follows several conferences and publications on relevant issues, (*Canada: Theoretical Discourse; Interdisciplinarity; ... etc.*) and will focus the agenda for renewal that is currently under discussion.

## **2. What is the situation at SFU, and why should the program be expanded and developed to a higher level?**

The immediate impact of SFU's program development a generation ago was to give impetus to the establishment of Canadian-content courses across the university. There is an untracked set of connections here, but I know that there was such an impact. This is a widely-acknowledged point, as implied in Dean Alderson's remarks in SCAP. The point is often made for other universities as well.

The second impact, easier to track, was the establishment of the Centre itself. But for reasons beyond my comprehension, the work of the Centre is perceived by some to have stagnated.

I do not understand this perception, nor can I agree with it. Canadian Studies has, in fact, established itself as a popular program for students, with enrolments consistently good, even outstanding, considering available resources. The quality of its teaching is notably good, as the documentation every semester shows. More to the point, and beyond mere documentation, word gets around, and students keep coming. Its enrolments are consistently among the highest in the Interdisciplinary group in the Faculty of Arts -- although this may be partly a function of the allocation of resources to the various units -- and even compares favourably with one or two departments. Its courses have become important to the university's Distance Education efforts (and courses in that format are currently being revised). Its students' GPAs would compare favourably with any unit in the Faculty, even given the necessity to satisfy the standards of several departments. Indeed, the quality of student was a point of particular notice by the external reviewers.

This favourable picture has been maintained -- even developed further -- in the face of the loss for a couple of years of sessionals (made up to a

degree more recently); the necessity to trade away TAs in order to retain a sessional position; for students the enforced taking of required courses through the distance education format; the down-grading of the Director's position; and a half-time office until the most recent academic year. (There is now a very welcome arrangement whereby the office has been made a three day-a-week operation; further, by agreement, it can stay open on an almost full-time basis, for this calendar year, by assisting the Dean's office beyond the three days officially assigned. Another favourable development has been the assignment of more and better space.)

In terms of what some like to call "demand", Canadian Studies has been able to show what I call "commitment" in addition to "demand". The distinction is quantitative versus qualitative: "demand" refers to mere enrolments, which are about as high as they can be without more resources; "commitment" refers to the enthusiasm of students to declare a Major, Joint Major, Minor or Extended Minor program. Since 1992 there has been a near doubling of students having a program commitment to Canadian Studies by virtue of their signing up in one of these categories. There has also been one Honours graduate, and currently another student is taking the Honours option.

(We are approached from time to time about graduate work. Upon learning that there is no graduate program, people express surprise and disappointment. In fact there are two graduate students, both from outside Canada and both close to graduation, who enrolled at SFU because of our commitment to Canadian Studies. One is a doctoral candidate, the other an M.A. in Education, and they were able to enrol because of special arrangements and Education's own entry system. I am pretty certain there is potential in this area, as other universities, to my certain knowledge, are exploring.)

Further, as noted in the SCAP meeting, certain areas of scholarship have been successfully pursued, drawing attention to the Centre and to SFU. My predecessor, Rowland Lorimer, suggested and helped to find sponsorship for the research and publication of the now quite well-known book *Hockey Night in Canada*, by Rick Gruneau of the Communications Department. This supports not only our own course on popular culture, but others in other institutions, and has sold widely both in Canada and abroad. Further, Michael Howland's textbook *The Political Economy of Canada*, grew out of the second year course in Canadian Studies. More recently, through my own involvement in chairing the university's committee to recognize the Burnaby Centennial, the Centre for Canadian Studies, along with the Community Economic Development Centre, released a book of essays on Burnaby -- about which remarkably little has been written. This has led to notices and reviews in the local press and a Midday interview spot on the CBC. (In another context I have also been a guest on the Morningside

show with Peter Gzowski on the subject of Canadian Studies.) Later this year, or early next year, another volume will be released. This will represent refereed contributions to the *MountainWest Canadian Studies Conference: Alternative Frontiers*, organized by the Centre and held at Harbour Centre in 1994. For these and other reasons, when I attend the Learned Societies, or meet colleagues in other venues, I learn that the "eyes of the world" are upon us -- and our reputation is good.

In terms of institutional development, it was pointed out in SCAP that the current program in publishing, located at Harbour Centre, while having no formal link with Canadian Studies, was in fact born and nurtured in its early days as a Canadian Studies project. And if one wants to go further back, the Institute for Fisheries Analysis was also fostered in its early conception as a functioning part of Canadian Studies, with the intention that it would become separate at the stage when its founder left the Canadian Studies Directorship. Currently, although it did not happen this way, the Asia-Canada program, developed in the Faculty of Arts, might easily have been placed with Canadian Studies, both for convenience, possibly cost-saving(?), and certainly for the ability of Canadian Studies to activate its numerous possibilities of interaction with the now-sizable community of Canadianists in Asia. In fact, much of the rationale for this program sounded/read like part of the rationale for Canadian Studies itself. Long before this program was established, Canadian Studies became involved with, and continues to be active in, the program for technical interpreters from Chinese language areas. Other international connections involve exchange programs with a Danish university and with the Western Washington University. Canadian Studies has also taken a preliminary and co-operative part in recent "cross-border" initiatives with both American and Mexican universities. In short, and in addition to points about teaching made above, Canadian Studies has demonstrated its potential as a crucible for program development. Indeed, in this respect, it is a "vessel" awaiting further university assignment. Stagnating, the Centre is not!

### 3. Program development

Turning to the program itself: in preparation for the external review, the Steering Committee developed a *framework* for curriculum review. The existing program contains a group of core courses and lists of approved courses from other departments. Joint majors and minors have been worked out with a number of other units.

To develop the curriculum requires either that we link more with other units or focus on a specifically-developed interdisciplinary program within Canadian Studies. Our position is in fact a compromise.

There is an ideal, expressed early at SFU, that the Centre should be merely a co-ordinating agent, to bring together faculty for team-teaching (mentioned by the reviewers), and to provide lists of appropriate courses from across the university. Some team-teaching was undertaken in earlier years, and certain voices still sometimes assert that that is the only way to pursue this enterprise and build a "Canadian Studies community".

It would be good to have more faculty involvement from across the university, but the ideal of team-teaching is outdated both for practical and academic reasons. On the practical side, chairs of departments are (or should be!) indifferent to releasing faculty for sessional replacements. Only if they can be paid something extra will they willingly give up their regular faculty to a "marginal" unit. But to pay something extra would seem a difficult prospect in times of budgetary shortfall, especially if it became necessary to maintain such a subsidy. The other way to effect this is through salary differential. But not only would this general approach require negotiation time for all concerned, it would mean that participating departments would have to reconcile themselves to using sessionals instead of their own regular tenured or tenure-track faculty -- who were in fact appointed to teach in their disciplines where their expertise lies. This is a clear academic implication of the practical issue of resource allocation, and I for one, after some reflection, have come to the conclusion that I would not be happy to direct a unit that *had to depend* upon such an approach to acquiring faculty from other units.

Further, and directly on the academic side, unless there is a concerted (and inevitably energy-draining) effort to work out teaching strategies, team-teaching falls apart. Participants more or less lapse into presenting disciplinary material, the connections being seen only by virtue of juxtaposition. Indeed, this is precisely what happened before, if the course to which I was attached is anything to go by. In brief, I do not think team-teaching has staying power unless special circumstances obtain.

Another reason why this approach would probably fail is that the work of the Centre can, and does, extend beyond simply the teaching of courses. There is potential for the Centre to spread its wings in a variety of ways, and borrowed faculty will not make this happen. But faculty who have a career stake in the field, and in the Centre, will make it happen.

Lastly, in my view disciplinary scholars do not easily convert to doing interdisciplinary work on a systematic and long-term basis. One is better, as a practical matter, to search for those whose scholarship and interests are interdisciplinary to begin with. And it is now possible to find such people, especially among younger scholars. Two factors lie behind this: a recognition among younger scholars that disciplinary boundaries are artificial (indeed, many are quite skeptical about them), and the tendency of disciplines themselves to be more broadly-based in recognition of the expansion of knowledge and scholarly methods. But where in the university can students pursue the studies implied by this, if the desired focus is upon Canada? Not, for the most part, in long-established departments, the structures of which have more or less ossified. (Note the fate of the attempts to establish *integrated* environmental studies, or Latin American Studies for that matter.)

Rather, it is to the newer fields (not disciplines) that students can turn. At SFU consider Criminology, Communications, Contemporary Arts, Humanities, Kinesiology and Natural Resource Management -- all stuffed with faculty of diverse qualification, all in great "demand" at all levels of instruction, and not one of them being an "original" in the university. The lesson for Canadian Studies is that the Centre should have a core faculty of individuals whose careers are staked on making connections in interdisciplinary and multidisciplinary ways. The identity of the field is now widely known and accepted, even considered essential in a number of quarters. Journals and societies are in place as publication outlets and for professional recognition; trained scholars are available; and students want the opportunities thus represented. Last but not least, and possibly the most important, the community at large appears to want this. The country is at a crossroads in the search for an understanding of itself. There is a huge gap in the university world where the necessary issues can be pin-pointed and examined in scholarly ways across the various fields of knowledge. Surely this must be at the forefront of the university's mandate, and not merely for civic duty alone, but also because there is a distinctive Canadian scholarship.

#### 4. How do we rate, and where do we stand?

SFU has had its Canadian Studies program in place for a generation. It has momentum and one of the better reputations. About four years ago UBC established its program for the first time. It is smaller than ours but it exists and gets a certain academic notice as well as publicity. They have also established an endowed Chair for a distinguished scholar. McGill University has recently established, with ten million Bronfman dollars (!),

the Institute for the Study of Canada, with a high profile and full-time director and staff. They already dominate the made-for-TV discussion forum. Waterloo (our Maclean's magazine rival, it should be noted) has just this year established the Stanley Knowles Chair of Canadian Studies, with a very high profile announcement made in the Parliament buildings in Ottawa. UVic has recently made enquiries of SFU Distance Education about the availability of our (SFU's) courses for their use in overseas markets (a subject not dealt with in the external review, but one that is on my mind). UNBC has a nascent interest in Canadian Studies within their International Studies framework. I should like to avoid giving away the benefits of our work to other institutions, but clearly the competition is mounting out there, and it will not be very long before other universities in BC rival us for our historical dominance. SFU has the clear lead. But we shall not keep it without due attention to developing the program.

Further, as evidence of the developing depth of Canadian Studies in BC, I can confidently say that serious proposals for programs in Canadian Studies are in the works at both Douglas College (our direct feeder institution) and the University College of the Cariboo. I should expect the issue of transfer credits to appear within the next few semesters.

## 5. A parting case in point

What do I say to a student who wants to know about the academic study of ethnicity in twentieth century Canada? There is no Department of Ethnic Studies in any university in the country that I know of. And while colleagues in various departments might claim to have substantially complete understandings based in their disciplines, we all know that the answers are all over the map.

Answers have to do with the obvious claims for a "founding peoples" approach. But, in addition, answers have to do with federal policy (Clifford Sifton's ministerial sponsorship of eastern Europeans to the prairies, involving everything from the study of soil science and climate to languages and religion -- the study of wheat rust is as much a social science as it is physical); with industrial location factors, tariffs and sponsorship of labour migration (GM's takeover of Canadian auto and parts manufacturing in St. Catharines in the 1920s and their sponsorship of Armenian workers in the 1940s); Portuguese industrial labour in central Montreal a generation ago, and recent Portuguese agricultural entrepreneurs of the Okanagan valley; the impact of the newfound ability of "Orientals" to vote in BC after World War II; the absence of citizens of Japanese ancestry in BC since the war as compared with before it; the

place(s) of native peoples; how various peoples of European background have "become" mainly "English"; and how "near-Canadians" such as Americans and Newfoundlanders (before 1948) have traditionally "blended in"; the list goes on. The answers are in numerous literatures, from the social sciences, geography and history to the literary and religious. They are certainly not in any one discipline. The students want to know the answers, and how to approach the answers, which they already know are not solely to be found in departments. And they are enthusiastic for the subject matter but impatient with institutional impediments. Let's strengthen a unit whose job it is to deal with issues of diverse knowledge from interdisciplinary and multidisciplinary perspectives .

S I M O N F R A S E R U N I V E R S I T Y  
OFFICE OF THE REGISTRAR  
HISTORY OF COURSE ENROLMENT  
UNDERGRADUATE COURSES  
FACULTY: ARTS

Course Number	1990-3	1991-1	1991-2	1991-3	1992-1	1992-2	1992-3	1993-1	1993-2	1993-3	1994-1	1994-2	1994-3	1995-1	1995-2	1995-3
CNS 160	59	0	0	64	0	0	48	39	0	44	56	0	43	45	0	45
CNS 210	79	50	35	68	61	43	41	56	44	49	50	46	43	47	39	48
CNS 280	26	57	27	37	54	24	33	35	31	29	22	23	29	15	17	14
CNS 360	1	3	4	0	4	3	1	7	3	0	4	2	2	6	4	4
CNS 390	0	65	0	0	59	0	63	0	0	51	52	0	71	72	43	74
CNS 391	30	15	0	0	0	0	0	0	19	0	0	22	0	0	20	22
CNS 490	16	7	19	32	32	35	41	54	32	40	39	40	33	21	25	23
CNS 491	22	0	0	25	22	0	19	19	13	15	0	0	19	20	0	21
CNS 495	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
CNS Totals:	233	197	85	226	232	105	246	211	142	228	223	133	240	226	148	251

*Handwritten notes and scribbles in the right margin, including the number '105' and other illegible markings.*



Simon Fraser University  
Department Profile -- Centre for Canadian Studies

	<u>1990/91</u>	<u>1991/92</u>	<u>1992/93</u>	<u>1993/94</u>	<u>1994/95</u>
<u>A. Undergraduate Enrollment</u>					
Lower Division	333	381	347	358	321
Upper Division	169	208	251	279	319
<b>Total Undergraduate Enrollment</b>	<b>522</b>	<b>589</b>	<b>598</b>	<b>637</b>	<b>640</b>
<u>B. Student FTE</u>					
Undergraduate	52.47	64.03	69.43	72.00	71.00
Graduate					
<b>Total FTE</b>	<b>52.47</b>	<b>64.03</b>	<b>69.43</b>	<b>72.00</b>	<b>71.00</b>
<u>C. Annualized Registered Majors</u>					
	33	42	39	46	43
<u>D. Annualized Registered Minors</u>					
	38	57	70	67	63
<u>E. New Approvals (Fiscal Year)</u>					
Majors	15	13	15	19	14
Minors	22	30	26	35	16
<u>F. Annualized Graduate Headcount</u>					
Masters					
PhD					
Qualifying					
Special					
<b>Total Graduate Headcount</b>					
<u>G. Budgeted Academic &amp; Support Staff FTE</u>					
CFL					
Lab Instructors					
<b>Total Academic</b>					
APSA					
Secretarial/Clerical	0.50	0.50	0.50	0.50	0.50
Technical					
Trades					
<b>Total Support Staff</b>	<b>0.50</b>	<b>0.50</b>	<b>0.50</b>	<b>0.50</b>	<b>0.50</b>
<b>Total Academic &amp; Support Staff</b>	<b>0.50</b>	<b>0.50</b>	<b>0.50</b>	<b>0.50</b>	<b>0.50</b>



Photo: Danielle Grammeau

## Le Rapport Cameron est lancé

Le lancement officiel du rapport tant attendu du professeur David Cameron, *Le point sur les études canadiennes – Les années 1990*, a eu lieu le 13 février dernier à la Bibliothèque nationale du Canada, à Ottawa.

L'événement était présidé par l'Administratrice générale de la BNC, Madame Marianne Scott, qui a accueilli plusieurs invités spéciaux, dont des membres du Conseil d'administration de l'AEC, le professeur Cameron, M. T.H.B. Symons, auteur de *Se connaître : le rapport de la Commission sur les études canadiennes*, M. Roch Carrier, directeur du Conseil des arts du Canada, et la députée Beryl Gaffney qui représentait le Ministre du Patrimoine canadien.

Béatrice Kowaliczko, ancienne directrice générale de l'AEC, a animé une table-ronde à laquelle participaient le professeur Cameron, Christopher Dunn  
(suite à la page 4)

## Cameron Report Launched in Style

David Cameron's much anticipated report, *Taking Stock: Canadian Studies in the Nineties*, was launched in style at the National Library of Canada in Ottawa on February 13.

The event was hosted by National Librarian Marianne Scott and welcomed a number of special guests, including members of the Association's board, Professor Cameron, T.H.B Symons, author of *To Know Ourselves*, Roch Carrier, head of the Canada Council, and M.P. Beryl Gaffney, representing the Minister of Canadian Heritage.

(continued on page 4)

## DOSSIER

*Canadian Studies in the Nineties*

Les études canadiennes dans les années 90

*Les études canadiennes : un progrès, mais dans quelle direction ?*

PAR FERNAND HARVEY.....11

*Taking Stock: The Next Steps*  
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*The Cameron CO-OP*  
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*"Wow": A Student's Take on Taking Stock*  
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**SIMON FRASER UNIVERSITY**  
**Office of the Registrar**  
**MEMORANDUM**

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**To:** Members of the Senate Committee on Academic Planning  
**From:** Alison Watt  
**Subject:** External Review of Canadian Studies  
**Date:** 29 May, 1996

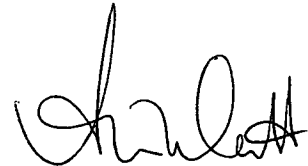
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Attached are the following documents prepared in connection with the External Review of Canadian Studies:

- The Report of the External Review Committee (including one page summary)
- The Response prepared by the Canadian Studies Steering Committee
- Comments from the Department of French

The site visit of the Review Committee took place at the end of March 1995 and the report was received in June 1995. The development of a response was delayed by illness and consideration by SCAP was further delayed by a conflict between the SCAP meeting time and Dr. Evenden's teaching schedule. Dr. Evenden will be attending SCAP to comment on the report.

Attachments: 3



THE SIMON FRASER CANADIAN  
STUDIES PROGRAMME

**Report of the Programme Review  
Visiting Committee**

Leslie Armour

Béatrice Kowaliczko

Greg Kealey

**Internal Member**

Clyde Reed

PREAMBLE

This is a successful programme with 35 majors who can draw on the substantial resources of a number of strong departments in the social sciences and the humanities. The students we met are more than ordinarily articulate, intelligent, and well-focused.<sup>1</sup> But the programme is also desperately short of internal resources. Recently

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All three of the outside reviewers made special note of the excellence of the students who were interviewed. When the reports were put together, most of the overlap was edited out but the remarks about the students were left in to underline their importance. Simon Fraser evidently competes very effectively for students who are self-motivated and capable of managing their own affairs -- characteristics of the students we interviewed. The university has a reputation for recruiting such students. Self-motivated students are really necessary for inter-disciplinary programmes and it is not surprising that some of them are attracted to Canadian Studies. The university must take pride in these students and ought to make a point of pointing out to prospective employers that such students necessarily have many qualities which employers seek but there is a limit to what can be expected, even of them.

core courses have often been given only in a "Distance Education" format. Its students rarely see one another, and lack an arena in which to make their needs known. Its administrators are over-worked and frequently engaged in other activities. On some days the Centre is virtually empty (of faculty and students) apart from an occasional tutor-marker.<sup>2</sup> This is not the result of sloth or neglect of duty. Nothing in this report is meant to be critical of the overworked programme administrators for whom everyone we met had respect and affection. If there are things they haven't done, it is because they simply could not do them in the time they had available.

The significance of any Canadian Studies programme lies in its interdisciplinarity. Just how this fitting together of the disciplines is to take place must depend on the actual interests of participating faculty members and on the interests and motivations of the students. But one can readily think of two forms which a relevant interdisciplinarity might take.

One is a focus on a conception of Canada which makes use of the different disciplines so as to bring them all to bear on interlocking and overlapping subjects. The other is an enquiry into the forms of the disciplines themselves. The justification for the first focus is that the culture, history, and politics of British Columbia have all been shaped by a special and distinct relation to the rest of Canada and the outside world. Students seeking to understand their own country have a real need to unravel the tangles of this relationship. The justification for the second focus is that the social sciences and humanities have a distinctive history in

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This is a term coined for instructors who mark correspondence papers, respond to telephone calls, and act as an interface between the students and course supervisors in the "distance education" programme.

Canada. The inevitable internationalization of those disciplines has given them a new shape. The replacement of "political economy" by economics and political science is one example. The interaction of the study of English literature with theoretical structures developed in Europe and the United States provides another. The transformed disciplinary shapes do not always exhaust the possibilities or serve perfectly to bring to light the peculiarities of Canadian problems. Fitting the disciplines together in terms of the Canadian data is therefore a necessary activity.

But interdisciplinarity in the Canadian Studies Programme at Simon Fraser is to be found mainly in the 'core courses'. Students face alone the burden of discovering the inter-relations of the subject matters themselves if these courses are taught essentially through correspondence fleshed out with occasional telephone contact with the tutor-markers -- young people mainly engaged in graduate studies whose own preparations tend to lie within a single discipline.

Whatever interdisciplinary research there is in the relevant fields apparently takes place most of the time independently of the Centre, and faculty members from different disciplines, if they meet at all, rarely do so under the aegis of the Canadian Studies Programme. (The programme's steering committee meets once a term or so and does bring people together but it does this for administrative purposes. Its main functions are formal curriculum planning and the kinds of quality control which go with such committees of "overseers".)

These issues and the key question of staffing will figure strongly in the recommendations which form the conclusion

to our report.<sup>3</sup>

1. ORGANIZATION OF THE PROGRAMME

In this section we will touch briefly on the main organizational features of the programme. Its aim is to focus on and delineate issues which will be explored in greater length later.

As we said in the Preamble, the greatest strength of this programme lies in its students, both in terms of their numbers and their enthusiasm. Simon Fraser University currently runs one of if not the largest programme in Canadian Studies in the country. Moreover, on the basis of our meeting with students and their course instructors we are of the opinion that these students are lively, articulate, and committed to Canadian Studies -- a credit to the Programme and to SFU. Indeed they have to be because to study Canada in the interdisciplinary framework of the Centre, they must submit themselves to various serious problems which we hope can be corrected as a result of this review and of subsequent discussions at SFU.

For a very modest financial commitment (an estimated \$115,106 for 1994/5), the Dean of Arts and his Faculty receive a programme which currently enrolls some 80 to 90 students with 35 majors. (We should add that some 36% or almost \$42,000 of that budget comes from the Centre for Distance Education.) The Dean's contribution

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The recommendations are, of course, strongly prefigured in the report. One can guess at significant ones even from the opening paragraph. But they are gathered together at the end when the cumulative force of our line of argument can be seen and where they can be seen together.

consists only of a small stipend for the Director, a one-course release for the Director, a part-time clerical/administrative staff person, some \$25,000 for operating, and about \$40,000 in teaching funds.

In return for this modest expenditure the Centre offers a B.A. and B.A. (Honours) as well as joint major/honours with Anthropology, Archaeology, Business, Communication, Criminology, Economics, English, Geography, History, Political Science, and Sociology. In addition students are drawn from Education, Women's Studies, French, Kinesiology, and Linguistics.<sup>4</sup>

Problems which need to be focused on involve:

- 1) curriculum
- 2) staffing
- 3) administration

Here we will explain why they need attention; later we will explore them in some detail.

#### A) Curriculum

There seems little overall rationale to the courses offered. This is not to detract in any way from the quality of the individual courses, many of which seem excellent, but rather to suggest that more thought needs to be put into the development of a core curriculum which progresses from level to level building towards the students' completion of the programme. There is evidence in the Centre's report that such reform is being

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There are some absences in this list. One would expect closer integration and joint degree programmes with Arts, French, Linguistics, Philosophy, and Women's Studies.



considered and we would encourage it.

### B) Staffing

The major complaint we heard from all sides was that core courses were not available as standard format university courses but rather only through correspondence. While we have no objection to correspondence courses *per se*, indeed we highly commend the availability of the programme in distance formats for students who can't attend SFU in "customary" ways, we nevertheless must criticize the use of this course format as a substitute for offering regular SFU students the experience of the personal interaction of lectures and tutorials with regular faculty and other students. In addition, we note that almost no "regular" Simon Fraser faculty teach in the programme, which we regard as highly unusual and regrettable. Again this is not meant as a critique of the current instructors who have done a fine job in difficult circumstances, but rather to suggest strongly that the Director of the Programme, members of the Steering Committee, and other Canadianists<sup>5</sup> at SFU must be involved in teaching or co-teaching core Canadian Studies courses.

The students we met deserve the chance to interact with each other and with Canadian Studies faculty in the enriched environment of the classroom and common room.

### C) Administrative

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The term "Canadianist" is routinely used for academics whose main concerns are with Canadian subject matters, no matter what their disciplines. They are not necessarily all involved with Canadian Studies. Though ugly, the term seems to be established in the industry.

We feel that the Centre, if properly restructured, needs the full-time commitment of at least one person. Ideally, indeed, it needs a full-time Director with teaching responsibility in the Programme and one faculty member whose basic appointment is in Canadian Studies, though this might be attained in two stages and we shall suggest possible combinations as we go along.<sup>6</sup> The Director merits the status of a Department Chairperson and should, at the very least, be incorporated into the Dean of Arts' Advisory Committee. (This last is important and can be achieved immediately.) In addition, the Programme merits a full-time Administrative staff person. Currently students often can find neither Director nor Administrator because of their part-time status. This is no way to run a programme with as many students as Canadian Studies already has.

Students complained bitterly about their inability to enrol in cross-listed Canadian content courses offered by the various disciplines. This strikes us as an easily corrected administrative problem. Surely students in interdisciplinary programmes should have equal priority with departmental majors for courses necessary to their programme. Moreover, the lists of available courses should be reviewed with care to insure their ongoing relevance to Canadian Studies and to identify them to the cognate departments and instructors as Canadian Studies cross-listed courses. As far as we could ascertain, this was often not the case at the moment. In addition all prerequisites for such courses should be reexamined in light of the courses' role in the Canadian Studies curriculum. (Similarly the list of faculty associated with the Canadian Studies Programme should be continuously reviewed.)

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See the summary recommendations at the end of the report.

The last point inevitably leads to the necessity of involving disciplinary Canadianists in the Centre. The current steering committee structure seems inadequate for that purpose and should be reviewed.

Finally we note the presence of adjunct professors about whom we received no information (C. B. Paris, P. Stursberg). Their role in the Centre should be clarified.

2. THE NATURE OF THE GOALS OF THE  
PROGRAMME AND THE EXTENT TO WHICH THE  
PROGRAMME IS MEETING ITS GOALS

The pedagogical goal of the programme is the preparation of young people with a broad and deep vision of Canada and an ability to provide orderly assessments of the country's needs and prospects. Such people are needed in our foreign service, in our political life, in our federal public service, and in a wide range of enterprises which require a national outlook. It is important that British Columbia should provide its share of such people if British Columbians are to have their point of view adequately represented. In terms of research, the programme must have as its goals the generation of research across disciplines and the kind of research which will enable the various disciplines to develop in ways which are responsive to Canadian needs.

The students we met suggest that, even if the programme is under stress, the pedagogical goals are being met in a way which should make the Arts Faculty and the University proud. But resources are stretched to if not beyond their limit.

As for research, there is every reason to believe that substantial research on Canadian subject matters does take place within the faculty, though we are not in a position to quantify it. (Our opinion is based on selected cv's, on people we met, on our acquaintance with various scholars in the University, and on way the general public regards the University.) It is also obvious that there is much

opportunity for the generation of new resources through the sponsorship by the Centre itself of interdisciplinary research. No doubt some such research already goes on, but it is not sponsored by the Centre and it seems rarely to have its origins there. The Centre should sponsor seminars and workshops which have as their aim the bringing together of people in different departments whose interests intersect or overlap. Fundable research projects should develop out of some of these contacts and the available funds should provide research assistants who can develop a grasp of interdisciplinary research and train people who can serve as effective teaching assistants in the core courses. Funds for such activities are in short supply and the supply is becoming shorter, but a programme with a clear focus on the relation of British Columbia to the rest of Canada and the world would stand a more than fair chance of finding some private support within the province, for there is real concern about these questions among influential British Columbians. The Centre should also sponsor meetings on the workings and shapes of the various disciplines and their effectiveness for dealing with Canadian subjects. Again this could lead to fundable research projects.

### 3. THE STRUCTURE, BREADTH AND DEPTH OF THE CURRICULUM

As we said, the current curriculum (which is under review) consists of a small number of core courses around which students build a programme from the participating disciplines, Anthropology, Archaeology, Business, Communication, Criminology, Economics, English, Geography, History, Political Science, and Sociology. In addition students are drawn from Education, Women's Studies, French, Kinesiology, and Linguistics.

The core courses concern the Canadian social background, "the foundations of Canadian culture", "Canadian political economy," "the Canadian intellectual tradition" and "topics in popular culture." They represent a mixture of literary studies and studies in the social sciences with a fair bit of history mixed in. They tend to centre neither on the technical details of literary criticism nor on the statistical varieties of the social sciences but rather on what might

best be called "cultural studies". Much geography is at least implied. This mixture seems reasonable since the kind of vision of Canada which is sought for must be tied together by some notion of a culture and its development at particular moments of time in a particular place.

Nearly all relevant departments co-operate with the programme at least to the extent of offering courses which are available for credit to Canadian Studies students. Happily, these courses play roles in the host disciplines themselves, for the present situation in the Faculty of Arts is such that departments have no need to increase their enrolments and priority inevitably goes to courses of interest to their own students.<sup>7</sup>

The formal curriculum, then, generally meets the normal expectations for Canadian Studies programmes. Three considerations, however, should be raised. One is about the limited sample of 'popular culture'. The second is about interdisciplinarity itself. The third involves the focus of the programme given that it originates in British Columbia. The 'popular culture' issue simply involves breadth and can be dealt with quickly. The interdisciplinarity issue is of central importance but what is needed is easy to find. The "British Columbia" issue is a little more complex.

'Popular culture' is currently represented by what the students call 'the hockey course'. No one doubts its merits, but by itself, it creates an odd impression -- one which some students said they found embarrassing. "You're in Canadian Studies? Oh! You take the hockey

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Philosophy, alone among the disciplines likely to be useful to the programme, plays no role. This is unfortunate given the historically close relations -- at least until about 1950 -- between Canadian philosophy and Canadian culture, but it seems to be uniformly believed that the interests and convictions of the members of the philosophy department is such that it would be useless to attempt to involve them. Much of the work on the history of Canadian philosophy in recent years has, however, been done by intellectual historians and philosophy is included in the core course on the Canadian intellectual tradition. In the light of all these facts, the committee did not pursue the philosophy question.

course." Could there not be more to choose from? The course badly needs comparisons and contrasts.

Even in sports, the possibilities cry out for attention -- especially in British Columbia. The Lower Mainland of British Columbia once shared with a few places in Ontario the distinction of being the centre -- probably the world centre -- of box lacrosse. Crowds, huge for a town the size of New Westminster in the thirties and forties, gathered in Queen's Park Arena not far away from the SFU campus to see the Salmonbellies and the Adanacs (teams often filled with local policemen hired because they could play lacrosse). The rise (and fall?) of lacrosse, long imagined to be Canada's national sport and still a sport with a strange official status now shared with hockey, is surely a fascinating story of popular culture with real local roots. The eventual imposition of hockey in a warm climate tells us much about how popular culture works -- but only if one already knows the lacrosse story.

The second project which should be looked at is a course on the way in which the disciplines came to be divided and organized in Canada. In part this is a real problem for researchers in Canadian Studies who often find themselves outside the current boundaries of their disciplines. A course in this question would do much to show students how the disciplines they now study came to be shaped, and so how they are related to one another. It could be given by an intellectual historian, by a social scientist interested in questions of method and disciplinary organization, by a literary scholar with interests in the ways in which his own discipline reached the academy, or by a philosopher interested in the theory of knowledge. Better still it could be a team-taught course. Part of its merit, though, is that many different people could give it, making it very likely that it could be given live in any year and not relegated to distance education.

Though a course has indeed been given at Harbour Centre on Canada and the Pacific Rim, most of the programme could easily have been transplanted from central Canada. Of course, most people teaching in the programme were transplanted from central Canada, though that is not the explanation. Robin Mathews was born in Smithers B. C. and his

(rightly celebrated) core course also has pretty much a central Canadian slant. The truth of the matter is that most Canadian Studies materials have their origins in or have ties to central Canada. In terms of coverage, Atlantic Canada (for obvious historical reasons) comes second. As far as intellectual history goes, for instance, the intellectual history of Canada tends to be that of Atlantic Canada and Central Canada with a real but smaller presence on the prairies. British Columbia hardly figures -- partly one fears because the cultures of the indigenous peoples does not take the forms which feature in our intellectual history and partly because intellectual history has usually focused on ideas of European origin.

Yet British Columbia has always been multi-cultural in its own special way and to some degree its differences are being modified. How does the rest of Canada look from B. C.? There are some fascinating things to be explored.

Indeed, it is possible to use local resources to design courses around a research project in which students could play an active and very useful role. There could be a research course at the senior level with topics to be chosen each year. One example may help to give a flavour to the idea. (It is chosen deliberately both to tie in with recent suggestions for an Asian Studies programme and to show how different interdisciplinary programmes might strengthen one another.)

K'ang Yu-wei is thought by many people to be, if not the greatest Chinese Philosopher of the last hundred years, certainly one of them. His only rivals are Fung Yu-lan and Hsiung Shi-li. He lived in Vancouver for a time at the turn of the century after he had to flee the dowager Empress who rejected his political reform plans. Though he died in disgrace in China in 1927, he played a crucial role in Chinese thought. (Mao read him as a young man and he was Mao's first inspiration.) One gets the impression that no one in Vancouver noticed that K'ang lived there, though one suspects that the Chinese newspaper files would reveal something. K'ang later taught in the United States (where he was noticed!) and the ideas he developed before he came to Vancouver represent an intriguing interface between western and Chinese thought. The problems posed by his

sojourn in Canada, fairly short though it was, are interesting as sociology, as political science (for he had important political theories) and, of course, as a spring-board for multi-cultural thinking. Students could be put to work digging up all the traces.

Much more material exists, and it might be explored along the way to showing how Canada looks from British Columbia (and by extension how the world looks from British Columbia). Such notions have already been raised in the steering committee of the programme and there are significant possibilities for development. One should not get carried away: The bulk of the existing programme must stay and there are good reasons for hoping that Canadian Studies programmes will always have strong resemblances to one another wherever they happen to be. But there is plenty of room for a fresh angle.

Very importantly, there is a real possibility for a core course on the impact of indigenous peoples<sup>8</sup> on the national culture, a course organized from a distinctive British Columbia perspective. The Coast peoples are distinct, their clashes with the European culture are important, their art has drawn wide attention, and surely their impact on the national psyche has been considerable. What is envisaged is not just an anthropology course (or *just* a course involving any other single discipline) but one which explores all the issues relating to indigenous people from the perspective of their significance for Canadian Studies generally.

Finally, thought needs to be given to the problem of French and some effective requirement needs to be developed. French requirements are known to be one of the causes of difficulties in Canadian Studies programmes, but the issue can be managed in ways which overcome most of the problems. Many young people in British Columbia and

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The terminology can be disputatious. "Native peoples" presumably includes everyone born in British Columbia, while "aboriginal" is faintly insulting and "first peoples" is awkward and speculative. "Indigenous", lately adopted by Lakehead University for its programmes, simply suggests people all of whose roots are in the area.



elsewhere have now been through French immersion programmes and a simple examination in proficiency would enable nearly all of them to meet a requirement without additional effort. For others special courses which combined a measure of preparation in the language with a study of specifically Canadian linguistic and cultural issues would provide an interesting -- probably genuinely attractive -- approach which would enable them to meet a French requirement while deepening their grasp of the things which interest them most.<sup>9</sup> It is true that the design of special courses for special student populations always poses some problems, but in this case the population is probably large enough the issue important enough to justify the effort. The additional variety in teaching tasks might well be welcomed by at least some French language instructors.

There have been suggestions about a graduate programme. Certainly the potential exists. There are resources for an interesting curriculum and for a supporting research programme. One student is now pursuing graduate studies by special arrangement and evidently finds the exercise rewarding even though she has encountered some difficulties. Still, it seems evident that the undergraduate programme must first be put on a solid basis. Dispersion of effort would be disastrous until that is achieved. A graduate programme, when one is developed, should have a distinctive focus, and this may be much easier to achieve after the social opportunities which British Columbia provides have been more fully explored and the result of that exploration has been integrated into the programme.

#### 4. THE RELATED RESEARCH AND TEACHING CONTRIBUTIONS OF ASSOCIATED FACULTY MEMBERS

In a programme such as this one, the crucial issue is to get people to work together, and to arrange things so that they see the Centre for Canadian Studies as a significant resource which facilitates their work, and then to design teaching opportunities so that teaching and

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<sup>9</sup> The courses could be designed at more than one level so that they could include those with a significant proficiency in the language and take them to a further level.

research fit together. Interdisciplinarity, once again, is the essence of the matter, and the most effective way to achieve the needed co-operation is through team-teaching. If people work together in course planning, research is very likely to result if only because they will quickly discover gaps in their knowledge and areas which cannot be easily tackled within a single discipline. For the students, too, team teaching is the natural way to see disciplines at work together. Without it they are ultimately in a position of putting together the bits and pieces for themselves. The students in this programme are lively, but, in fact, not enough help is being given to them. They are very good and with a little extra help they could go surprisingly far.

The key point to be made here about research is that inadequate thought is being given to the possibilities of developing research directly tied to Canadian Studies. While SFU has much research under way on Canadian subjects, little thought seems to have been given to using the Centre as a facilitating site for the development of interdisciplinary research. Given the current climate at SSHRCC in favour of collaborative and interdisciplinary research, this represents a missed opportunity of some significance. A large research grant would increase the Centre's profile and provide external funding which would have positive spin-off effects in many directions.

We received very little material which would allow us to assess the impact of the Centre on research -- indeed what little we received we had to ask for. This fact seems symptomatic. Research has mainly been the concern of the departments and the Centre has been seen as chiefly a facilitator of research. (Indeed some people suggested, or seemed to, that this is how things ought to be.) Thus what the lack of material presented to us seems to be symptomatic of is a relative lack of work on Centre-sponsored interdisciplinary research. We should add -- on the other side -- that one earlier Director enjoyed success in finding support for research. We would encourage further exploration of such possibilities.

5. ADMINISTRATION OF THE PROGRAMME

A) The elements of the programme

This section deals with administrative organization. It will address its effectiveness, the administrative and support staff, adequacy of operating resources and facilities, working environment, its relationship with the external community, and its situation in relation with other Canadian Studies programmes in the country.

The Centre offers up to 10 core courses and a large choice of Canadian content courses from departments in four faculties across the University with key courses in 13 disciplines.

The Centre also, on a modest scale, organizes conferences and workshops, participates in exchanges and welcomes visiting scholars from Canada and abroad.

ii) Enrolment:

Despite the fact that most of the students interviewed seem to have discovered the existence of the programme "par hasard" by turning the pages of the University Calendar, enrolment has been increasing. Though there are 35 "majors", altogether 83 students are enrolled in various of the Centre's undergraduate programmes. One student is completing a Ph.D. in Canadian Studies, under the label "special arrangements".

B) Administration as such

Here we meet crucial figures: the Steering Committee, the Director and the Programme Assistant.

The recent downsizing of the Director's position is not exactly an incentive to do more with less, not to mention the harm that such a decision makes to the image of a programme already perceived as marginal by many: it becomes impossible for the director to work

towards more liaison with the institution and the external community and build the leadership the programme needs. It is a regrettable situation since the Director has already successfully negotiated new space for the Programme in addition to organizing a major conference in Canadian Studies in 1994.

An extremely devoted and efficient part-time Programme Assistant cannot compensate for everything and be all to everyone. She evidently does far more than can reasonably be expected of her and assumes burdens -- extensive student advising which leads to negotiations with other departments and programmes on behalf of students -- and a good deal of miscellaneous den-mothering which are widely perceived as being beyond the call of normal duty. But there are limits to what can be achieved by a single part-time person.

The Programme Assistant is present at the office 18 hours per week: Monday and Wednesday all day and Thursday morning. The Director of the programme, the sessional lecturers and the "tutor-markers" are making concerted efforts to be present at the office when the Programme assistant is not on duty. The common feeling is however that the office should be open throughout the week.

The Steering Committee functions to maintain an overview of the programme, to make formal decisions about curricula, and to give a general sense of over direction.

It is clear that an excellent effort is put into running the Programme and that all the functions described in the official tasks description are well performed, but there is just so much one can do with the limited means put at the disposition of the programme. These limits are complicated by the organizational structure. The Steering Committee is formed of faculty who do not teach in the programme and who have no contact with the students or the instructors, and do not benefit from departmental or administrative support. It is also the understanding of this Review Committee that the participation of the French Department in the Steering Committee is presently under discussion and should be strengthened. We were also told that attendance at meetings is irregular.

C) The role of disciplinary departments and the involvement of the Canadianists:

Bluntly, with a few exceptions, the departments and Canadianists are indifferent to the programme. An interdisciplinary programme, by definition "une dimension en plus" in the study of Canada, should be in continuous "touch" with the disciplinary Canadianists at Simon Fraser: The programme has to have a legitimacy among the faculty and enthusiasm should not be the exclusivity of badly-served students, ill-paid sessional lecturers or the administrators who, given the context, see their contribution as a kind of sacrifice.

It is clear that the programme is under-administered, that the steering committee needs some reorganization, and that the burden on the departmental assistant needs to be eased. These issues will be addressed in our recommendations at the end of this report.

#### 6. THE ADEQUACY OF CURRENT TEACHING RESOURCES FOR THE PROGRAMME

The present situation in which the core courses are often taught only through "Distance Education" is ultimately unacceptable. The course "supervisors" (who are paid a pittance) play little part in such courses and the tutor-markers, intelligent and dedicated as those we met are, cannot carry the whole of the burden by themselves.

Thought should be given to creating an endowed chair to give focus and visibility to the programme. This is not such an urgent matter (and cannot be made urgent, for such things take time), but an effort should be made to have such a project added to the priority lists of the University's development office because, once the main needs have been taken care of, the problem of focus will become a higher priority. The holder of such a chair should probably rotate at intervals. Though visibility is a factor it is important to bear in the mind that one should look for energetic highly motivated people and that the most famous candidate is not necessarily the person who will do most to provide focus.

7. LIBRARY, PHYSICAL FACILITIES, AND OPERATING BUDGET (NON-SALARY)

The resources needed by programmes like this are chiefly -- though not exclusively -- a good library, office space for those who work in the programme and space in which students and faculty members can meet one another. Apart from the library, the non-salary operating budget bears on these issues.

Some components of the programme (Geography and Communications for instance) need much more, but these facilities are provided through the departments concerned. No issues about special resources of this kind were raised with the reviewers.

The "distance education" programmes also require special facilities, but, again, they are not unique to Canadian Studies. The technology and techniques used in Canadian Studies do, though, seem rather primitive. This is not for lack of facilities. It appears that the facilities are under-utilized and that the possibilities for inter-active telephone and computer networks are not being used nearly extensively enough.<sup>10</sup> (This is part of the reason that students in the programme do not know one another.)

A) The Library

The library may be a more serious matter. The one graduate student we interviewed said bluntly "ours is not a research library", and a walk through the stacks (and some probing of the library catalogue via Internet) confirms this impression. Much effort is currently going into electronic techniques which facilitate bibliography-building and inter-library loans. But such techniques often produce frustration. They tell one that books exist -- books that one cannot find. Most inter-library loan systems prohibit the borrowing of very recent

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The Canadian Studies people seemed unaware of the real possibilities, though the Distance Education people we interviewed assured us these facilities were generally known.

books. Much work in Canadian Studies centres in the Social Sciences and, there, up-to-date facts are as crucial to a student writing a term paper as the day's police reports to a newspaper editor. Literary criticism has become a fast-changing field, and last-year's book won't do. History may be about the past, but historians publish in the present. More importantly, Canadian Studies lives to an important extent in the interstices between departments, areas filled with books which the disciplines do not often find their first priorities. These books are particularly important because, of course, they deal with areas that the students need but which often lie on the fringes of the expertise of their professors. It would seem that a careful survey of the library's resources is needed and probably some special budgeting for Canadian Studies.

#### B) Physical Facilities

The programme has recently improved its physical facilities by moving to a new location in the Classroom Complex building where it occupies four offices: one for the Programme Director, one for the Programme Assistant, one for the sessionals and tutor-markers and one for miscellaneous purposes: photocopying, consultation of publications, storage etc. An additional room jointly shared by the Programme, Women's Studies, and Humanities Studies is available upon request. We would recommend the provision of a small amount of additional space for the Canadian Studies Programme.

#### C) Operating budget (non-salary):

The programme's operating budget for 1994-95 is \$ 8,600 for operating expenses (excluding salary) and \$ 16,127 as complementary support salary.

The only budget which was submitted to the Committee was that for current operating expenses. There is no apparent possibility of starting new activities without applying for external funds. We regret this and would recommend an increase.

8. THE WORKING ENVIRONMENT

Most of what we have to say under this heading can be inferred from our discussions of staffing, facilities, and administration. But here something else should be added.

There is a considerable degree of uncertainty within and about the programme, and it is this feeling of unease -- rather than, say, delight at the students in the programme, or enthusiasm for an array of new and untapped research projects which the programme opens up -- which most characterises the situation.

The programme emerged out of a protest against the relative lack of Canadian materials in the university's offerings. Obviously, not everyone held the same view about this then or does now, although Canadian content is not currently a major issue.<sup>11</sup> But the sense that the programme might attract varying judgements and varying degrees of support from successive administrations clearly developed out of the simple fact that attitudes did vary and each administrative change brought new uncertainties.

The recent administrative restructuring brought more uncertainty. Was the reduction in the status of the director a judgement on the programme? We did not find any reason to suppose that it was more than an attempt at consistent policy making.<sup>12</sup> From the Canadian

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There may be a legitimate concern about Canadian content in Philosophy, but Philosophy does not figure in the Canadian Studies Programme.

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There are a large number of interdisciplinary programmes at SFU. One effect of such programmes is inevitably to create new administrative demands. It is easy to upset the balance of resources allocated to administration as opposed to those allocated to teaching. Teaching ought always to have priority. This committee is not in a position to review the overall management of the Arts Faculty, though its concerns necessarily bear on management. There seem to be a number of different ways of allowing and accounting for the administrative



Studies perspective the policy must seem misguided but it has to be judged on its merits, an issue which would take us beyond the limits of the Canadian Studies Programme. Unfavourable events, however, are always apt to have the appearance of judgements and there is no doubt that the programme managers feel psychologically battered.

The general shortage of resources in this (and all) universities at the present time adds to this uncertainty. Departments are less enthusiastic about co-operation than they might at one time have been, and this again raises the question of whether their attitudes are a judgement on the programme or simply an administrative necessity.

If the programme is to flourish it needs clear indications of administrative support and clear indications that the university community wants too see it succeed. Some of these indications need to be tangible -- an issue which we raise elsewhere.

9. INTERACTION AND INTEGRATION WITH OTHER UNITS INCLUDING THE CENTRE  
FOR DISTANCE EDUCATION

In our interviews with departmental chairpersons we found a wide range of attitudes; a few were enthusiastic supporters but most were either indifferent, cynical, or passive supporters at best. Some seemed unaware of the nature of their relationship to Canadian Studies or even of the existence of Joint Degree programmes. We think this is extremely unfortunate but symptomatic of the need for renewal. Most of the chairpersons seemed willing to explore closer relationships and indeed many reflected concern with the growing distance between their departments and the Centre. Generally speaking there seemed to be considerable room for improving these relationships.

burdens. It is not clear that uniformity has been or could be imposed. The wide gap between Women's Studies which is now a Department and Canadian Studies which has become a faint blip on the administrative charts is obvious, but Women's Studies owes much to the availability of outside financing and support. The frustration of the dean in attempting to achieve both justice and efficiency must be considerable.

Most chairpersons also indicated a willingness to explore joint or cross appointments and, if they received adequate compensation, to make Canadianists available to teach in the Canadian Studies programme. Clearly, a slightly enriched per course grant from the Dean of Arts to allow them to replace such faculty would provide them with the necessary incentive to cooperate in this area.

Canadian Studies is clearly quite important to the Centre for Distance Education. Four Distance Education courses are currently being offered and one is under development. We would encourage ongoing cooperation here and indeed suggest that the course development necessary to complete the availability of the minor degree programme via correspondence should be hastened. On the other hand, we again emphasize that these correspondence courses should not be used as a substitute for regular curriculum for students who are enrolled at SFU in the customary sense. Distance Education has a particular clientele to serve and should not become simply a cheap delivery vehicle.

Finally, we could get almost no information about programmes where interaction might be explored -- namely, BC Studies and French Canadian Studies. In addition, the new programmes in aspects of Asian Studies might also be tied into a relationship with Canadian Studies.

There is a structural collaboration between the Faculty of Continuing Studies<sup>13</sup> and the programme since most of the courses are given by

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Continuing Studies (which is associated with the Harbour Centre Campus) is mostly concerned with credit and non-credit courses for adults who may or may not have university educations. It has its dean. Distance Education has a programme director within this scheme and is concerned with various ways of dealing with students who do not attend regular classes. It was presumably intended originally for people not connected to the campus, mainly in distant areas, but it has come, in addition, to give courses to students who are registered on campus.

correspondence, and some occasional collaboration with other University constituencies or external organisations, but we did not find much evidence of ongoing regular collaboration other than with Distance Education. The result is both a measure of isolation and a marginalization of ~~both~~ Canadian Studies. Even with Continuing Education the degree of mutual awareness is questionable.

Various tendencies which promote the isolation and marginalization of Canadian Studies within the university have already been mentioned. Some have administrative explanations, but the main concern must be the establishment of a genuine sense of community among Canadianists at the University.

Relations with Distance Education, however, are certainly good, indeed it is safe to say that without this collaboration, the Canadian Studies Programme might have sunk without a trace. Published texts used in Distance Education have done much to keep the programme visible in the world. Nevertheless, as we said above, the programme seems not to make effective use of the teleconferencing and computer network possibilities for greatly enriching this teaching. The programme does finally, after 500 years, present us with a university which acknowledge that the printed word exists and that not everything in books has to be repeated verbally in the classroom. Simon Fraser is to be congratulated, but it is time to move on beyond traditional correspondence courses backed with a little telephone contact and some videos broadcast over cable television.<sup>14</sup>

Another way to develop the programme's usefulness and visibility

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Videos are frequently broadcast by cable to go with various courses. This may give an impression of distinction from a traditional correspondence course. But cable is not available to everyone everywhere and not every student has a video player. And the integration of the videos into the courses is difficult without facilities which permit interaction.

would be to promote services associated with teaching. A closer concern with employment opportunities would add a lot to the programme. One does need to know what happens to the students and then to keep in touch with areas of government and business in which they are likely to flourish.

### 10. The Programme and the External Community

#### A) Networking: with whom and what for

The assumption is that the programme needs visibility within its own institution, within its community at a local and provincial level, and at a national and international level.

Active networking will raise support and funds for the programme, thus making possible some larger projects.

There is room for the programme to play a role of "animator" or coordinator for Canadian Studies in addition to its teaching activities. The expertise within the programme could serve larger constituencies through the organization of seminars for foreign Canadianists, immigrants or senior citizens.

#### B) The National Dimension:

The national network of Canadianists and Canadian Studies programmes is well structured and well-known to the Simon Fraser Canadian Studies faculty. The visibility of Simon Fraser's programme in Canada is very good. In addition to the information submitted to the Committee regarding the programme's national visibility, it is worthwhile noting that B.C.'s representation on the ACS board has, for the last twelve years, been continuously held by Simon Fraser professors; several numbers of *Canadian Issues* have been edited by Simon Fraser faculty members.

Simon Fraser has also hosted a meeting of the Canadian Studies Programme administrators in 1991. This council is an important

communication platform for Canadian Studies Programmes. Across Canada, Canadian Studies programmes face similar challenges and problems of isolation.

### C) The International Dimension

The international network of Canadian Studies is also well structured and steadily growing. The internal document submitted to the Review Committee mentions several initiatives undertaken with foreign programmes, but a strategy is needed, a rationale for services which could be provided to the foreign community of Canadianists. Several favourable elements come to mind:

i. The geographical situation of the programme on the Pacific Rim, and next to Washington State.

ii. The fact that compared to other programmes in B.C., the programme is well established and can take advantage of the large pool of Canadianists in the University. The programme benefits from channels of communication which are not available to UBC or the University of Victoria.

iii Simon Fraser is very close to becoming the first Canadian university to offer a major in Canadian Studies through distance education.

All these elements could lead to the establishment of an exportable expertise or to the creation of seminars for an Asian and American clientele. Consultation with the International Council for Canadian Studies (ICCS) and CIDA should be part of this development. Also noteworthy is the fact that at the next CSPA workshop session will be devoted to a comparison between Canadian and foreign Canadian Studies programmes. This could help target the needs of a potential foreign clientele.

### D) Relations with the Immediate Region and the Province:

By contrast to the strong showing at the national and international

levels, the visibility of the programme on the local scene is weak.

There is no sign of recent collaboration with Canadian Studies programmes in other B.C. universities or colleges. B.C. was the only Canadian Province in which there was an effort to regroup college and university programmes in Canadian Studies: a consortium was created, but it seems to be inactive.

This discussion of external relations provides an opportunity to compare the Simon Fraser programme to others:

A detailed picture of the general state of Canadian Studies programmes will be provided by the soon-to-be-released Cameron Report. In the meantime, a document prepared by the Association for Canadian Studies entitled *Canadian Studies Data* provides useful information.

The enrolment in the Simon Fraser University Canadian Studies Programme is one of the largest of some 40 programmes in Canada. In 1990-91 it had the largest enrolment of 90 followed by Calgary with 65.

A reminder of the main problems encountered and main explanations of success of the different Canadian Studies programmes is particularly interesting :

The data suggest that these are the *main reasons for difficulties* in programmes across Canada:

Funding problems.

Programmes based on voluntary work invariably suffer.

No support from the faculty and the institution.

Lack of publicity and visibility.

French language is perceived as a discouraging factor.

Departmental boundaries prevent real development of off-boundary and cross-boundary programmes.

APPENDICES

APPENDIX 1

List of members of the Steering Committee met on March 30

John Wakley  
Paul Brantingham  
Paul Mathew Saint Pierre  
Alison Gill  
Allen Seager  
Karl Froschaeur  
Rowland Lorimer  
Colin Browne

APPENDIX II

List of students met on March 30

Sarah Fowles  
Anne K.Crooks  
Bryce Dalke  
Zina Michenko  
Monty Orr  
Terry Berting  
Russel Lapointe  
Valerie Deanes Delson

Lydia Harris ( met on March 31)

APPENDIX III

List of tutor-markers and sessional lecturers met on March 31

Roman Onufrychuk  
Lynne Hissey  
Jason Fox  
Aaron Laing  
Irwin Shubert

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Canadian Studies  
March 30-31, 1995

Site visit of Review Committee

Thursday, 30 March, 1995

Continental Breakfast meeting with Dr. John Munro, Dr. Evan Alderson and Ms. Alison Watt	8:00-9:00	DUC
Meeting with Dr. Len Evenden	9:10-10:20	AQ 6210
Meeting with Steering Committee	10:30-11:45	DUC
Lunch with Allen Seager and Rowland Lorimer (6)	12:00-1:15	DUC
Meeting with undergraduate students	1:30-2:30	AQ 6205
Meeting with Parzival Copes, Professor Emeritus, Economics	2:45-3:15	AQ 6205
Meeting with Paul Dutton, Chair, History	3:15-3:45	AQ 6205
Meeting with Steve McBride, Chair, and Mike Howlett, Pol. Sc.	3:45-4:15	AQ 6205
Meeting with Kathy Mezei, Chair, English	4:15-4:45	AQ 6205
Meeting with John Pierce, Chair, Geography	4:45-5:15	AQ 6205
Informal gathering with faculty	5:30-6:30	DUC

Friday, 31 March, 1995

Meeting with Dr. Evan Alderson	8:00-9:00	AQ 6168
Meeting with Ms. Jo-Anne Ray, Program Assistant	9:00-9:45	AQ 6205
Meeting with Ms. Heather-Ann Tingley, Reference Librarian	10:00-10:30	AQ 6205
Meeting with Adjunct Faculty Peter Buitenhuis & Robin Mathews	10:45-12:00	AQ 6205
Committee lunch (4)	12:15-1:30	DUC
Meeting with sessionals and tutor/markers	1:45-2:45	AQ 6205
Meeting with Lydia Harris, Special Arrangements Ph.D. cand.	2:45-3:15	AQ 6205
Meeting with Colin Yerbury, Director, Centre for Distance Ed.	3:30-4:00	AQ 6205
Meeting with Dr. Evenden	4:00-4:30	AQ 6210
Meeting with Drs. Munro, Alderson, and Ms. Watt	4:30-5:00	PCR

PCR = President's Conference Room, Strand Hall  
DUC = Diamond University Club

March 29, 1995



**SIMON FRASER UNIVERSITY**  
Office of the Dean, Faculty of Arts  
**MEMORANDUM**

**To:** Alison Watt  
Secretary, SCAP

**From:** Evan Alderson  
Dean of Arts

**Subject:** External Review  
Canadian Studies Program

**Date:** May 13, 1996

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I have received the attached response of the Department of French to the External Review of the Canadian Studies Program. I would appreciate it if this material can be brought forward to SCAP at the time it considers the Review.



Evan Alderson

EA/jm:

copy:  
J. Viswanathan  
G. Poirier  
L. Evenden