CANADIAN STUDIES PROGRAM
PROGRAM REVIEW

REVIEW PROCESS

The Canadian Studies Program prepared a self-study following review guidelines. A two-person external review team reviewed the self-study document and visited the campus on January 22-23, 2003. They interviewed unit personnel and University administrators, and submitted a written report. The Program Review Committee (PRC) read the self-study and external review documents. A committee representative solicited feedback from the program director and staff members regarding the self-study and external reviewers' report. This document summarizes the self-study and the external reviewers' report, and adds the PRC's findings and recommendations.

SUMMARY OF THE SELF-STUDY

Introduction

Canadian Studies is an interdisciplinary program offering an undergraduate minor in Canadian Studies. The program also offers a large number of outreach events each year aimed at both the private sector and the general public.

Mission and History. The mission of the Program is to be a full-service Canadian information resource. As stated in the self-study the main goals of the Program are:

1) Building awareness of Canada
2) Increasing student and faculty participation in the Program.
3) Increasing business and community participation in the outreach program.

The Canadian Studies Center was established in 1991; however, the University has been offering Canadian courses since 1970. The highly regarded Reddin Symposium began in 1987 and has been presented annually since.

The Program is funded through a direct line-item in Ohio's State budget with a mandate to enhance economic activity between Ohio and Canada. The University is a Depository Institution of the National Library of Canada, and the home for the American Review of Canadian Studies Journal (ARCS).

Relationship to College and University. The Introduction to Canadian Studies course (CAST 201) is a general education course that attracts a large number of students from all colleges in the University. Annual enrollment in this course reached 175 in
2002-03, up from 10 students in 1991. The enrollment in CAST 201 is expected to increase in 2003-04 when 4-5 additional sections will be offered. This course is also taught through distance learning.

The Program also offers outreach events annually. These events provide opportunities for educational enrichment and public/private partnerships.

Recent History of Canadian Studies. The Canadian Studies program offers an undergraduate minor. There is no undergraduate major or formal graduate program. However, a few graduate courses are offered, and thesis and dissertation research having substantial Canadian content is carried out annually.

The curriculum for the Canadian Studies minor was completely revised in the spring of 2002. The course offerings were expanded and the requirements for the minor were changed to provide a greater focus and accessibility for students. The Program began publishing proceedings of the Reddin Symposium in 1994. In 1995, the Program developed a web page to enhance the visibility of the program nationally and internationally. In 1996, the program started publishing The Occasional Paper Series.

Several events occurred in 1998. The Reddin symposium was expanded to include a pre-symposium presentation. The Program added a Canadian Film week to highlight Canadian culture. The Program was reviewed and assessed by an external consultant, Dr. Richard Beach (hired by the Program). His assessments and recommendations led to the development of more Canadian-oriented environmental science courses and the development of the University of Guelph-BGSU exchange program agreements.

In 2002, the Program offered a workshop to Canadianists to promote the utilization of the library resources at the University; especially those acquired under Canadian Government select depository program.

In 2003, the Program plans to offer a new series to examine how trade, traffic, and threats are being managed at the border from the perspective of the regional business community.

Description of Canadian Studies

Program Identification. The CAST 201 course is a general education course, which examines many issues such as geography, history, government, economics, and literature. It is a popular course and enrolls about 175 students. Overall, courses with Canadian content enroll 1,400 students, resulting in 4,200 credit hours. CAST 201 is a 3 credit-hour course that satisfies a general education requirement for social science with international perspective.

Several courses offered through other departments contribute to the Canadian Studies Program. For instance, Canadian History (HIST 414) examines Canadian history and relates to environmental studies and political science. Political Science, Sociology, and Environmental Studies also offer courses emphasizing Canada.
Students with a minor in Canadian studies are required to take at least four elective courses. They are also encouraged to take a French course.

**Faculty Resources.** Twenty-two tenured and fourteen probationary faculty members teach Canadian Studies courses. The faculty members are active researchers in their home departments and have published over 40 articles and books in the past three years, although they have no research commitment to the Program.

In addition, ten staff members contribute to the Program. All of these individuals have appointments in other departments. Approximately 40% of the faculty and staff are female and 9% are ethnic minorities.

The Program has an advisory committee (CSAC) consisting of 20 members representing 13 different departments (plus the library). The CSAC meets twice each semester. A subcommittee of the CSAC and private sector advisors meets often to plan outreach and other event activities.

**Graduate Assistant Resources.** The Program has two non-teaching graduate assistants (one male and one female), who work on research and outreach activities. One works 20 hours a week and the other 10 hours a week.

**Staff resources.** The Canadian Center has a director, two full-time staff members, two part-time consultants, and the ARCS managing editor. The director teaches one course per semester (he is released from two courses). He has a full administrative appointment during the summer with no teaching.

The administrative assistant manages daily operations of the Program (operating budget, foundations, grant accounts, etc.) She also organizes several large conferences, symposia and other public events annually. She is responsible for designing and maintaining the center’s web page. The assistant to the director helps with the planning of the outreach events, supervises center publications, advises students, and presents papers on Canada-US-relationships.

**Student credit hour production.** Although the Program attracts a large number of students in the General Education course, as well as other courses, the calculation of student credit hour production is not simple for two reasons:

1) The teaching faculty members reside in other departments and are not grouped under Canadian Studies
2) Canadian content courses are not all cross-listed (only three courses have a CAST prefix).

Given these qualifications, the self-study estimates that courses with Canadian content enroll about 1,400 students, generating 4,200 student credit hours.

**Recruitment and Retention Efforts.** Students often discover the Canadian Studies courses late in their academic careers. This allows them little time to complete the minor in Canadian Studies. To overcome this problem, a faculty retreat was organized in October 2002 to determine how to attract more students into the program. It was decided:

1) To add more sections to the CAST 201 course and make several sections aimed specifically at first year students.
To develop "Canada Week" as an outreach initiative.
3) To offer daily themes (First nations/French impression/Canadian business job fair/sport Canada/Regional heritage) to complement new and existing course offerings.
4) To create a Club Canada (student-focused for building community and enrollments).

*Instructional service provided by other areas.* As indicated above, the CAST 201 satisfies a general education requirement. At the graduate level, students in several departments may choose the study of Canadian research for their thesis or dissertations. Since 1990, 14 master theses and 10 doctoral dissertations on Canadian topics have been completed. Also, three executive Master of Business Administration research papers on Canadian topics have been completed.

*Facilities and Equipment.* The Program office is located in 253 Business Administration Building. Program staff members have desktop computers, plus two laptops for off-campus outreach activities; all have access to both a color and non-color printer. The office has a copier and a fax machine. The Canadian business library and hundreds of monographs on business affairs are housed in the Program office. The Program has site licenses for the five-year Canadian census, the World Trade Analyzer, and the Economist Intelligence Unit. Center offices are ADA compliant.

*Information Resources and Services.* The center maintains comprehensive library holdings and subscriptions to a variety of Canadian databases and business directories. Since 1999, $30,000 has been spent on monographs and $68,000 on serial titles. Three library professors commit at least 25% of their time to maintain and strengthen the Canadian Studies Library Collection. Quebec and Canadian Government matching grants have improved library holdings. The Environmental Resource Room in the center includes a substantial collection of Canadian-related materials. The University is a Canadian Government select depository library.

*Financial Resources.* The Program is funded through a direct line-item allocation in the state of Ohio's budget. During the period of 1989-95 state support was about $100,000/year. The funding has now been increased to $169,000/year. The funds are used for research, faculty travel, graduate assistantships, and materials to support teaching and research, and two full-time staff positions.

The director's salary comes from the College of Arts & Sciences’ personnel budget. Other income for the center is obtained from grants, business donations, and individual gifts.

In the past six years, the Program has received $55,000 from the Canadian Embassy via Program Enhancement grants. The center has also received seven Canadian Embassy and/or Quebec government matching grants, totaling $13,500 since 1994. The Program staff has helped faculty interested in Canadian Studies to write and submit grant proposals to the Canadian Embassy and Quebec Government. These faculty members have secured over $66,000 in 15 awards during the past six years.
Quality

Faculty Quality and Productivity. The faculty members who participate in Canadian Studies are from different departments and colleges throughout the University. Many departments (notably French, History, Political Science, and Sociology) hire faculty with Canadian teaching and research interests. During the past five years, 12 new faculty with such interests have been hired. The Program provides each faculty with $500 annually for the developmental activities, although the faculty members have no contractual research obligation to the Program.

Student Attributes. Although almost all students enrolled in Canadian Studies are in the 18-24 year age group, several CAST 201 sections are offered late in the afternoon to attract part-time non-traditional students. The self-study states that most classes have a core of outstanding students comparable to students attending nationally recognized universities.

Quality of curriculum, instruction, and support services. The major strengths of the program include a growing number of participating faculty members who are involved in research, teaching, course development, and outreach events. The curriculum was revised recently (2002-2003) to implement the Beach Report's recommendations.

The self-study states a need to increase the number of students enrolling in the minor in Canadian Studies. Increasing the number of CAST 201 sections should increase interest in the minor. The College of Arts & Sciences has authorized a three-year instructor position to cover increase in the number of CAST 201 sections.

The Center and the University library appear to have a sufficient number of holdings (monographs, journals, etc.) to satisfy both teaching and research of the faculty. The Program has spent $30,000 on monographs and $68,000 on serial titles. The Canadian Studies library members spend nearly 25% of their time to provide support and acquisitions. The Program and library resources of the University are well known nationally and internationally. Resource sharing is accomplished through Internet access (via OhioLINK), awareness. The catalog lists millions of Canadian studies library items statewide; the number of items available grows through a grass roots network-the Ohio Canadian Studies Round Table.

Assessment of Student Learning Outcomes. In January 1999, the Program developed guidelines to assess student achievement in Canadian content courses and for Canadian Studies minors. The guidelines were approved by the advisory Committee and submitted to the Dean of Arts & Sciences. Each year the Program submits an assessment report to the Dean after consulting with the teaching faculty. The assessment committee revises the Program based on the effectiveness and success of the students who minor in Canadian Studies.

Quality and Focus of Service Component. The Director serves on many university committees, interdisciplinary programs, and international programs. He is the editor of the American Review of Canadian Studies. The Director serves on the board of the National Consortium for Teaching Canada; the Program's Assistant to the Director is the vice-president of
the National Consortium. Faculty members involved in Canadian Studies participate in outreach events and attend the annual Reddin Symposium.

Demand

*Instructional Demand.* The CAST 201 courses are in high demand; sections will be added to the current capacity of 175 students annually. The number of students who choose Canadian Studies as a minor is relatively small.

*Employment Demand.* The Program follows career developments of students through the "Au Canada" newsletter contact and via e-mail. Many students pursue careers in education, government, and the private sector.

*Demand for Service.* The Reddin Symposium, Canada-Ohio Business Dinner Workshop, and other outreach events are well attended and have attracted people from both countries. Program faculty and staff are also regular participants in on-and-off campus Canadian events.

Centrality to University Mission

The Program is a distinctive undergraduate program; the self-study claims that it is the most comprehensive in the state of Ohio and is recognized as one of the best in the U.S.A.

The Program contributes to liberal education through CAST 201. The Program provides a bridge to an interdisciplinary and global perspective for students.

The Program provides up to two-summer research grants to the College of Business Administration faculty. The center staff members help faculty with grant proposal preparation.

Comparative Advantages/Uniqueness

The Program has strong ties with the Department of History, the Center for Environmental Programs, and the French section of the Romance Languages Department. The Program has a close relationship with the state of Ohio, other universities, and the private sector. The Program has developed a new partnership with the University of Guelph. The Program leads the nation in Canadian business outreach. Approximately fifty different institutions from Ohio, New York, Pennsylvania, Kentucky, Michigan, and Indiana have been represented at the Ohio Canadian Studies Round Table. The Program is a pioneer for its outreach events; the prominence of these programs is not duplicated elsewhere.

Financial Consideration and Adequacy of Resources

The Program is largely supported through the state-of-Ohio line-item and external grants and gifts. While at present, resources are adequate to staff program activities; the program's finances depend crucially on continuation of state support. Only the Director's salary is paid from the University budget. The assistant to the director and administrative assistant are supported by
funds from the state-line item. The self-study advocates that the University should support these positions to confer stability to the Program.

The questions of location and space should also be addressed. Further growth and development would require more space.

**Unit Planning**

The Program, with consultation and help from departments and faculty from the College of Arts and Sciences, the College of Education and Human Development, and the College of Business Administration, prepared and submitted a proposal to the U.S. Department of Education's Title VI program to become an undergraduate National Resources Center for Canada. The attainment of the goals and objectives described in the self-study is dependent to a large degree on funding of the Title VI proposal.

**Goals and Strategies.** The future goals of the BGSU CSP are:

1) Increase teacher expertise in K-12 settings
2) Continue to add depth to post-secondary level course offerings while increasing study-in-Canada opportunities
3) Build on private sector outreach.

A K-12 science teacher training summer session will be developed in collaboration with two Canadian partners (WIFN-the seminar location-and the University of Guelph). Two-university faculty will guide an advisory committee of 10-15, K-12 teachers and administrators from the U.S. and Ontario in the creation of the seminar. In collaboration with WIFN elders and linguists, the Program will design Ojibwa modules and arrange guest lectures and course material for HIST 414, CAST 201, ENG 269 (Canadian Fiction), and the K-12 science teacher summer seminar.

At the post-secondary level the Program will deepen environmental and biological study-in-Canada opportunities by offering field experience in Rimouski, Quebec, at Institute des sciences de la mer de Rimouski.

A summer in-service teacher seminar with speakers, readings, and study of background concepts, with history, sociology, economics, and political science perspectives, related to Canada will prepare and encourage teachers to increase Canadian content in the K-12 social studies.

Through study-in-Canada, undergraduate students will gain two French Canadian immersion options. Canada Week is designed to impact different student groups. Students in the Club Canada and Program advisors will plan the annual event, which will be marketed to students at the University. The Program and University of Michigan CIBE will develop an informational outreach program focusing on security measures and trade aimed at policymakers and the private sector.

**Relationship to University Plan.** The Program encompasses the University's core values (respect for one another, creative imaginings, and pride in a job well done). By respecting our
neighbor to the north students learn to appreciate diversity in the U.S. and come to understand multilateral approaches to solving global problems and international disputes.

**Questions for External Review Team.** The following questions were addressed to the external reviewers:

1. Are there any serious gaps in the existing academic program?
2. Are there specific courses that should be added to the curriculum?
3. Could you suggest ways to recruit more students for the Canadian Studies minor?
4. What could be done to secure a long-term University financial commitment to the program?
5. Is the current location of the Program and facilities adequate?
6. In an ideal world, where should the Program be located?

**RESULTS OF PREVIOUS REVIEWS**

This is the first cycle of academic program review for the Canadian Studies Program.

**SUMMARY OF THE EXTERNAL REPORT**

The external reviewers (Dr. J.-André Senécal, Director of Canadian Studies, The University of Vermont and Dr. George Sulzner, Professor, Department of Political Science, The University of Massachusetts at Amherst) visited the University on January 22-23, 2003. The reviewers met with University administrators, the Program Director, the staff, and most of the faculty members associated with Canadian Studies. The summary of their report is presented below.

**The Director**

The reviewers praised the current director for his outstanding performance as administrator and director. They were impressed with his reputation as a scholar in Canadian Studies—he is well known and respected nationally and internationally.

**The Faculty**

The reviewers were positively impressed with the faculty dedication and their contribution to the undergraduate teaching and service. They noted that the key faculty members have solid scholarly credentials, graduate degrees, and postdoctoral training relevant to the study of Canada.

The evaluators were also pleased that all positions left vacant after the retirement of senior faculty (as indicated in the Beach report) have been filled with tenure-track faculty members. They also noted that since the Beach report, the University has added expertise in sociology.

The reviewers recommend that the University encourage the newer faculty, and facilitate their teaching and research in Canadian Studies, to ensure their retention at the University. They also recommend that replacement for a faculty member who expects to retire soon.
The Students

The reviewers met with the two students minoring in Canadian Studies. They noted the students were very pleased with their experience in Canadian Studies. Both students have indicated that they would have enrolled for more Canadian courses if they had become aware of the Program earlier in their freshman or sophomore years.

The reviewers recommend that recruitment of students to the minor in Canadian Studies should take place earlier.

The Staff

The reviewers noted that the Program has two permanent staff members, one assistant to the director, and one administrative staff. The reviewers indicated that the staff members are both highly professional and a major asset to the Program.

However, the reviewers believe that the Program has reached a critical level at the present time and can no longer afford any major expansion of its services, curriculum, or outreach activities without additional staffing. They feel the existing staff members are overworked and recommend additional staff for the Program, if there is a desire for expansion.

The Academic Program

Recently the curriculum for the minor in Canadian Studies was modified, making the format more flexible and reducing the credit hour requirement from 21 to 18. The reviewers endorsed the revision and consider it to be very sound.

The evaluators were pleased with the newly created sections of CAST 201 for entering freshman and sophomores. They feel that the extra sections will alleviate the "over enrollment" in this course and may increase the number of students minoring in Canadian studies.

A course on environmental issues with the Great Lakes and the exchange program with the University of Guelph in Ontario creates additional opportunities for students, broadens the curriculum, and may attract more students to the Program. The reviewers recommend that departments, schools, and the administration work together to assure the availability of courses in key disciplines in the Program.

The Outreach Program

The Program annually hosts a Canada-Ohio business dinner workshop; another workshop focuses on Ontario-Ohio economic development. Another highly regarded annual event is the Reddin Symposium funded by an endowment from the Reddin family. This symposium has been held annually since 1987. The Ohio-Canadian Studies Roundtable is an annual event jointly sponsored with the University of Akron. Other annual events are the Pallister French-Canadian Lecture series, an Economics Colloquium, a Canadian Film Series, and a Canadian Library
Workshop. According to the reviewers, these annual events are distinctive features of the Program and should be maintained and expanded.

Publication activities now include the *Occasional Paper Series*, in addition to publication of presentations at the Reddin Symposium. The Program edits and publishes the *American Review of Canadian Studies*, which the reviewers identify as "the leading scholarly journal of Canadian Studies in the United States."

The Program has applied for funding from the United States Department of Education's Title VI Program. If a grant is awarded, the Program can expand its efforts and provide more opportunities for students and faculty. The effort is strongly endorsed by the reviewers.

The external reviewers point to the uniqueness of the Program and recommend that the University administration capitalize on "the ready-made claim to excellence and notoriety" of the Program by supporting the director and the faculty—specifically by permanent funding.

**Funding**

A high percentage of the Program's support comes from sources other than the University. The major source of funding is a line item in the state budget. The reviewers feel that this funding situation leaves the Program vulnerable.

Although the budget crunch is real, the reviewers believe that the University has assembled a formidable array of assets, one that should guarantee the institution national prominence in the field of Canadian Studies. The reviewers strongly recommend that the University take the necessary measure to fund the personnel costs of the program.

**The Library**

The reviewers are pleased with the progress that has been made since the Beach report (1999). The library now is a Canadian government depository and subscribes to 130 Canadian-related journals. The director has developed matching fund grants from the Canadian and Quebec governments for Canadian holdings. As a result, the University has the most extensive collection of Canadian materials in Ohio. However, the reviewers feel that the annual budget for the library is modest and more funds need to be allocated for library material.

**The Physical Plant**

The reviewers noted that the Program is housed in the College of Business Administration. The College has been very cooperative in meeting the space needs of the Program. However, the reviewers believe that the Program is in a cramped space and will not be able to grow in its present location. The reviewers believe that the Program needs a new home with greater visibility—this is one of the priority recommendations of the reviewers.
Summary Recommendations of The External Review Team

1) The external reviewers repeat their recommendation that the University increase its budgetary support of the Program. Such funding would free up line-item monies to fund new and exciting program initiatives in the K-12 curriculum, environmental, and border connections.

2) The external reviewers recommend that the number of minors be increased. The reviewers offer a number of ideas for increasing interest in the minor, including development of honors courses in Canadian Studies, or a Canada Semester in which a group of core courses on Canada would be offered.

3) The external reviewers recommend that the center be relocated. They argue that the current location "does not symbolize the university-wide interdisciplinary nature of the Center for Canadian Studies."

4) The external reviewers noted that the University occupies a strategic geographic location, "proximate to Ontario and the corridor to Detroit and Windsor, a geographic area that has been the site for interactions between the peoples of Canada and the United States for more than 350 years." The reviewers feel that faculty-based research has not taken full advantage of this location.

5) The external reviewers argue for adding a part-time faculty-associate director. They feel that the activities of the Program place too great a demand on the director.

6) The reviewers recommend that the annual appropriation for Canadian materials in the library be increased. They also recommend centralizing the other collections in the library.

In closing, the reviewers state that "the Canadian Studies Program at Bowling Green is one of the very best in the United States." They feel that the Program has the potential to deliver even more, which it can do with the addition of resources from the University.

PROGRAM REVIEW COMMITTEE FINDINGS

The PRC finds the Canadian Studies Program to be a well-functioning program, making a significant contribution in the area of business outreach and a growing contribution to general education.

The PRC finds that the Program carries out a number of outreach and publication efforts, including the Reddin Symposium, the publication of the Symposium proceedings, and the editing and publication of the American Review of Canadian Studies. Other significant events are the annual business dinner workshop and the Canadian Studies Roundtable. The outreach events of the Program are among its major activities and they have contributed to the Program's strong national and international reputation.
The introduction to Canadian Studies (CAST 201) is a successful general education course and clearly popular among the students. The PRC commends the highly qualified and dedicated faculty members for their commitment to this and other Canadian courses.

Findings Requiring Action

1. Structure and function of the advisory committee. The PRC finds that the Program relies heavily for its success—perhaps too heavily—on the productivity and expertise of the current director. In order to ensure the long-term and continuing success of the Program, the PRC finds that the Program should review and revise the role of the advisory committee. An advisory committee could engage faculty from both the College of Arts & Sciences and the College of Business Administration, and thus promote that collaboration.

There are several aspects of the mission of the Program, and the PRC finds that the connection among these is not strong. For instance, the “outreach” mission includes both business outreach and educational outreach. It is not clear how, or if, these aspects of mission are interrelated or support one another. It is also not clear how either aspect of the outreach mission is related to the Canadian Studies minor or to the general education course, CAST 201. Thus, the PRC finds it of fundamental importance that the advisory committee should attend to clear statements of mission and goals, making sure that the proper balance between business outreach, educational outreach, and on-campus curricular programming is achieved.

2. Assessment and strengthening of the outreach events. The Program has many outreach events. However, the impacts of these events on the business communities, educational institutes, and the political communities of both countries have not been assessed. The self-study did not reveal what the expected outcomes of outreach are, or how we would know if we had achieved those outcomes. Thus, in conjunction with a clearer statement of the relationship of the several aspects of the program’s mission (finding 1), the PRC finds that assessment should be implemented and coupled with program improvement. Assessment is a powerful first step in strengthening the Program's relationship with the business community just as it is a necessary component for improvement of academic programs. One possible avenue for growth in this area would be to connect academic research about the business interests of both countries to recommendations for practice. Faculty from the College of Business Administration as well as faculty from the College of Arts & Sciences could be engaged in such efforts. The PRC sees an opportunity for the deans of the two colleges to collaborate to plan new hires that would support faculty research in this area.

3. Academic mission. The Program's greatest contribution to academic programs is through general education. The PRC finds that the Program should continue to work with the College of Arts & Sciences to expand the presence of Canadian Studies in the general education curriculum. A possible byproduct of this effort could be an increase in the number of students choosing to minor in Canadian Studies, but that outcome is not the principle intent of this recommendation.

4. Funding. The PRC is not in agreement with the recommendations of the external team that the University should take on the responsibility for funding the Program. The University and
the Program benefit greatly from the state's direct funding of Canadian Studies, and the PRC encourages the Program to keep this relationship healthy and strong. However it would be prudent to expand the base for external funding, perhaps through private funding of outreach efforts, or alternative funding agencies that would support the educational mission of the Program, particularly if the Title VI grant is not funded.

5. Space. The Program’s visibility needs to be enhanced. The PRC believes this could be accomplished by providing the Program with larger and more prominent space. We strongly endorse such initiative by the director, in collaboration with the College of Arts & Sciences and the College of Business Administration to identify space, which could easily enhance the Program’s visibility.

6. Canadian Library Holdings. The PRC concurs with the external reviewers, that the Canadian library collection should be centralized (in Jerome Library) for students and faculty. Accessibility to our collection should also be established for other institutions.

PROGRAM REVIEW COMMITTEE RECOMMENDATIONS

Based on reviews of the self-study and external review documents, and consistent with the major findings that resulted from these reviews, the PRC makes the following recommendations. For detail about the rationalization of each recommendation, see the findings with corresponding number, just above.

1) Structure and function of the advisory committee. The PRC recommends that the composition of the advisory committee be reviewed and possibly revised to include some faculty members from the College of Business Administration. The composition of the committee should help to ensure collaboration between the College of Business Administration and the College of Arts & Sciences. The committee should review the dual aspects of the Program’s mission and goals (outreach and education), the director’s responsibilities, and opportunities for faculty involvement with the Program, to ensure the long-term viability of the Program. The revision should be in place in January 2004.

2) Assessment and strengthening of the outreach events. In order to expand and strengthen the outreach program, the impact and effectiveness of the many outreach events must first be assessed. The impact of the outreach activities on the educational mission of the program also must be assessed. The PRC recommends that the Program develop a means of assessment of its outreach events, including their impact on the educational mission, within the next year; it should implement the assessment plan by May 2004.

3) Academic mission. The Program should continue to work with the College of Arts & Sciences to expand its presence in general education.

4) Funding. The PRC strongly endorses the Title VI funding initiative and further recommends that other external funding sources should be identified, in case the Title VI proposal is not funded. If the Title VI is not funded, some proposed alternative sources should be identified by May 2004.
5) *Space.* The PRC recommends that the director collaborate with the College of Arts & Sciences and the College of Business Administration to identify a more prominent space for the Canadian Studies Program. The negotiation can be started immediately and space be identified by May, 2005.

6) *Canadian Library Holdings.* The PRC recommends that the library holdings be centralized and made accessible to students, faculty, and other scholars (on and off campus). This should be done by the beginning of the year 2004.

*The Canadian Studies Program should report annually to the Dean of the College of Arts & Sciences, with a copy to the Provost, on the implementation of these recommendations.*