

CCAM Response Template

Response and Implementation

On receipt of the report the members of the unit will meet in committee for discussion. The Dean and the unit head will then meet with CCAM to review the report. Based on the report, comments received from CCAM and any University planning and priority documents, the unit will then prepare a response. The response will address the issues raised and clearly outline priorities and future directions and initiatives for the unit over the next three to five years. As such it should be prepared in close partnership with the Dean. The response will be transmitted to CCAM which may comment on it. The response and any comments from CCAM will inform the faculty's long-term planning. The Provost may also provide a separate formal written response to the report from the unit.

18-Month and 5-Year Follow-ups

CCAM will initiate 18-month and 5-year follow-ups with the unit. The unit will be invited to prepare and submit a brief report in which members of the unit comment on the outcomes of the review and initiatives undertaken in response to it and respond to any comments from CCAM. In particular they will be asked to describe initiatives and plans for the coming three to five years until the next review takes place. The follow-up will be reported in CCAM's report to Executive of Council and the report and any comments from CCAM will be made available on request.

CCAM would also like the unit to respond to the following final questions in their five-year report: Was the academic unit review beneficial to your unit? What was the main outcome of your unit's academic unit review?

Please note that you may add more rows to the table if needed.

	Unit Response to AUR recommendations	18 Month follow-up	Year 5 and final follow-up	Goals & Initiatives for the next three to five years until the next AUR
External Review Report				
Recommendation 1	See below			
Recommendation 2				
Recommendation 3				
Recommendation 4				
Recommendation 5				
Recommendation 6				
Recommendation 7				
Recommendation 8				
Recommendation 9				
Recommendation 10				
Recommendation 11				
Recommendation 12				
Recommendation 13				
Recommendation 14				
Recommendation 15				

	Unit Response to AUR recommendations
External Review Report	
Recommendation 1	Website update: • Currently drafting updated student-oriented website focusing on recruitment for both programs. Planned voting and implementation by end of spring term/start of fall term. • A new description for RLST-WGST is also being developed, one that communicates connections across both programs (e.g., mis/disinformation, media literacy) and serves to create a shared, and thus united, vision.
Recommendation 2	New interdisciplinary WGST-RLST hire: • GRCS submitted a request for an interdisciplinary position, “Indigenous feminism and spirituality,” to BAC in Fall 2024. This new position is intended to bridge both RLST and WGST programs in teaching, research, and administration. Our application was unsuccessful. • Planned resubmission in Fall 2025 incorporating BAC feedback.
Recommendation 3	Fix WGST Gateway registration system: • Favourable department vote on removal of WGST 100-requirement for increased student access to 200-, 300-, and 400-level courses (in-line with current RLST practice), to better facilitate diverse student needs and interests in WGST courses. • Changes submitted to APDC for next Faculty Council vote.
Recommendation 4	Information sessions for undergraduates on our Honours/MA programs: • Initial discussions on holding informal information sessions one a year/term, perhaps at the Owl. Nothing solid planned yet, as we need an undergraduate student coordinator to spearhead this (we are short on non-sessional faculty members for such a position.) • Developed document now being posted on URCourses for all classes that covers the basics of our programs, with instructors encouraged to spend time each semester for presentation in-class. • We are also drafting a recruitment letter to be sent to all students who achieve 80%+ in WGST/RLST courses, congratulating them on their successes, and with information on what they would require to continue in our programs (BA, minor, Honours, MA).
Recommendation 5	High School recruitment initiatives: • We invited Kayla Schmaus (current RLST MA student), Manager of Student Recruitment and Marketing (Enrollment Services), to meetings to present and discuss their recruitment initiatives in SK, MN, and AB high schools in the form of guest lecture topics to be planned for events like URDays. Currently we have one RLST and WGST professor signing up. • We also note that Kayla has been active as a spokesperson in regularly promoting our RLST program to HS students (using our Monsters course as an example) with a focus on redressing the misunderstood “agenda” of RLST as an academic discipline.
Recommendation 6	Increased campus visibility via marketing and promotion:

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	• We secured two new display cases in Adhum and CL Buildings to double our number to four. The Dean's Office approved our Fall 2024 request for a large-scale display case (to replace our two smaller ones outside Archer Library), akin to ECON and PAIS. We are currently awaiting quote from Facilities Asset Management. • We created a new, shared visual identity for WGST and RLST course posters (instead of individual, random, course-specific one) focusing on contemporary "lived" aspects of gender studies religious traditions. These posters are also projected in CL Building TV displays. • Initial conversations about social media campaign are in planning for Instagram and Bluesky, with CCE-revenue to help fund tech-savvy student support (and an undergraduate perspective) of our online presence.
Recommendation 7	Update WGST website to include Certificate in Certificate in Queer, Trans, and Gender Studies: • Done. Certificate details, including courses and requirements, are now available.
Recommendation 8	Better promote our WGST/RLST minors: • As noted above, we are preparing a recruitment letter to be sent to all students who achieve 80%+ in any WGST/RLST course, with a list of remaining credit hours need to achieve a minor, and list of upcoming courses that would satisfy those requirements. • Website update (Recommendation 1) will also serve to better promote the minors.
Recommendation 9	Review of WGST program toward recruitment and retention: • We submitted to APDC a series of changes designed to provide a more accurate list of WGST course offerings to better reflect current faculty expertise (e.g., Masculinities studies from Randal Rogers and Settler Colonialism from Michelle Stewart) better meet student needs. In addition to Recommendation 3, these changes include revision of existing courses (x2), achieving (x28) and making permanent (x3) certain courses. • One major change is revising WGST 220 as a 300-level course as it improves the WGST program and better meets WGST needs (e.g., students are not quite prepared to develop research projects). The loss of this 200-level course has been accounted for, in and beyond WGST programs, and will have negligible impact.
Recommendation 10	Review of RLST program toward recruitment and retention: • Initial discussions have identified a lack of 300-level courses given recent retirements; planned development of a new 300-level course for deployment by 2026 by Dr. Kevin Bond (who will rotate his 200-level courses to open up a yearly teaching slot). • Ongoing discussion on the desire to increase contemporary, thematic-based courses to serve evolving student interests and needs (in place of the older world-religions model, which is dying), but in a way doesn't produce a disjointed patchwork of courses.
Recommendation 11	Decolonization work in both programs: • A subcommittee on improving decolonization work our department has been formed, headed by faculty members Drs. Claire Carter (Arts) Brenda Anderson (Luther), Michelle Stewart (Arts), Blair Stonechild (FNU, GRCS Adjunct). Elder Lorna Standingready (Luther College Elder-in-Residence) has also been invited to participate. Planned invitation for Dr. Danette Starblanket (WGST sessional) and Ms. Lori Campbell (WGST lecturer, Office of Indigenous Engagement).

	• As noted in recommendation 2, our priority on securing a joint WGST-RLST hire in Indigenous feminisms and spirituality further addresses this recommendation. • We also (proudly) note that RLST and WGST disciplines are inherently critical of colonial discourses, with our teaching and research addressing regional and global power structures and their impact on gender, violence, identity, and justice. Acting on this recommendation will serve to better highlight, connect, and communicate these existing contributions GRCS offers as a whole.
Recommendation 12	Better communication about WGST/RLST merger; degrees for undergraduate recruitment and retention; solicit past/present student ambassadors • Much of this work is subsumed under Recommendations 1 (website rehaul), 6 (marketing), and 4 (information sessions). • Plans for reaching out to WGST/RLST alumni for recommended support (e.g., possible video interviews to be posted on the website highlighting WGST/RLST foundation in their careers) and current majors in, e.g., RSSA (Religious Studies Student Association).
Recommendation 13	Consider potential courses to bridge WGST/RLST programs: • Planned emphasis (e.g., website update, department description) on cross-listed RLST/WGST courses. • Again, much of our hopes for developing such courses lies with our need for an joint RLST-WGST hire.
Recommendation 14	More learning/accessible options for undergraduates: • Retreat discussion about possible RLST literacy certificate (akin to UofS) and more hybrid courses in Arts (Luther and Campion do very well in this regard, with almost all their courses offered hybrid/hyflex).
Recommendation 15	Department retreat: • Recently held January 8 2025, with one smaller, initial meeting in October 2024 following release of report. Follow-up meetings in March and beyond are planned to continue discussion of Department vision. • Retreat discussion has produced much of our above responses to the AUR.