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NORTHEAST NATIONAL RESOURCE CENTER ON CANADA (NENRC)

NATIONAL RESOURCE CENTERS PROGRAM AND

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS PROGRAM

Consortium of partners at the Canadian-American Center, University of Maine (ME) and the Center for the Study of Canada, State University of New York College at Plattsburgh (SUNY-P)

# NATIONAL RESOURCE CENTERS PROGRAM

ASSISTANCE LISTING NUMBER: 84.015A OMB no. 1840-0807

FUNDING OPPORTUNITY NUMBER: ED-GRANTS-121621-001

# FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS PROGRAM

ASSISTANCE LISTING NUMBER: 84.015B OMB no. 1840-0807

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# COMMITMENT TO SUBJECT AREA

The Consortium is a national leader in research, teaching, and program outreach on Canada. The Canadian Studies (CS) academic programs were founded at the State University of New York Plattsburgh (SUNY-P) in 1966, and at the University of Maine (ME) in 1968. Located in border- states, ME and SUNY-P have close institutional ties and pursue active collaborative research, scholarship and outreach initiatives with several leading Canadian universities, and federal and provincial government agencies. The national significance of the Consortium has been recognized in successive external evaluations. In their January 2022 report, Drs. Milena Santoro (Georgetown University) and Andrew Holman (Bridgewater State University) characterized the Consortium as "a model academic consortium. Its leadership, faculty and staff have constructed programs that serve their stakeholders on- and off-campus with an appreciably high caliber of teaching, immediate access to a broad range of useful resources, and dedicated community outreach [...] integral to growing and shaping the field of Canadian Studies in the U.S. throughout its history."

* 1. **Institutional support for Center operations, teaching, and outreach:** Both ME and SUNY- P provide significant dedicated base budget support for their CS programs. ME contributed

$354,000 for the Canadian-American Center's operations budget in 2020-21, and a further

$742,000 for CS and French faculty and related professional staff salaries (prorated according to CS commitment). ME's on-going commitment to CS is reflected in recent new faculty positions including Dr. Hollie Adams (English), Dr. Kiley Daley (Climate Change), Dr. Stefano Tijerina (Business) and Dr. Marie-Joelle St-Louis Savoie (French). The College base budget underwrites the entire faculty salaries of Director Rondeau, and cross-appointees Stephen Hornsby (Anthropology) and Mark McLaughlin (History); Betsy Arntzen, full-time outreach coordinator (except one month of summer salary); Melvin Johnson, CS librarian; Aaron Lefebvre, CS

Administrative Specialist (75% salary); and, matching funds for work-study students. The university provides a dedicated house for the Canadian-American Center at the entrance to

campus. The Center's endowment (capital $122,571) contributes subvention support for faculty book publications. The Canadian Studies Program is the signature international and area studies program at

SUNY-P. Institutional support includes the operations and maintenance of a dedicated building, the Center for the Study of Canada. The university provides $3,031,734 (2021-22) in support of the Center and the CS academic program. Of that amount, $396,867 is dedicated as a budget for the general operations and staff of the Center (including the Director, Assistant Director/Outreach Coordinator, and Office Assistant). The university further supports the Institute on Quebec Studies

(the premier Quebec-focused program at an American college/university), and the annual Fulbright Distinguished Research Chair in Quebec Studies. The SUNY-P College Foundation Canada endowment (capital $702,108) annually generates CS program and

scholarship support ($26,397 in 2021-22). Salaries for Canadian Studies Outreach Coordinators and other faculty engaged in outreach are institutionally funded in full, with the exception of a one-month summer stipend at ME. SUNY-P provides further institutional support toward outreach education by furnishing the independently operated North Country Teachers Resource Center with a dedicated location on campus that includes technology-equipped offices, computer labs, and classrooms with the mission to train teachers regionally on curriculum and pedagogical

best practices. A portion of both Centers' base budgets at ME and SUNY-P includes approximately $23,500 in funding for outreach program activities.

* 1. **Library resources:** ME contributes $30,000 to the CS library acquisitions and subscriptions budget. Interest from the Alice R. Stewart CS Library Fund (capital $273,908) provides further funding for CS acquisitions. SUNY-P underwrites the salaries ($165,149) of Joshua Beatty CS reference librarian, Debra Kimok, Special Collections CS librarian, and provides significant support for the acquisition of CS print and online books, journals, periodicals, newspapers, and electronic databases.
  2. **Overseas linkages:** ME supports an annual history graduate conference with the University of New Brunswick, and closely collaborates with faculty and research centers, including Universite du Quebec a Montreal (UQAM), Dalhousie University, and St. Mary's University, and partners with French-language immersion programs at McGill University and Universite Laval. During the new grant cycle, an extended network will be created to include: the Nunavik Research Center (Kuujjuaq); the Arctic Network (Universite Laval); Northern Hardwoods Research Institute Inc. (Edmonston); and, the Department of Strategy, Social, and Environmental Responsibility at UQAM. SUNY-P has active institutional partnerships with numerous universities/associations in Canada. The Center for the Study of Canada is producing colloquia/authors' workshops and scholarly book projects with Bishop's University, Carleton University, Ecole nationale d'administration publique, Fulbright Canada, Queen's University, and Universite du Quebec a Montreal (Chaire Raoul-Dandurand, and l'Observatoire sur les Etats-Unis). SUNY-P is also a member of the Killam Fellows and National Student Exchange programs with study abroad opportunities at 25 Canadian universities.
  3. **Support for students:** At the graduate level, ME offers a range of awards totaling $297,000 per year. In addition to FLAS, these include three Canadian-American Center fellowships and two New England-Atlantic Provinces-Quebec fellowships (each $15,200 plus tuition waiver). The Canadian Killam Fund (capital $27,990) provides support for Canada Year Study Abroad students, the Bowen Scholarship (capital $49,660) in Canadian History supports M.A. students, and the Alice R. Stewart Graduate Fellowships (capital $265,625) in Canadian History supports Ph.D. students. There are also university graduate awards and teaching assistantships available in major graduate departments, including History and Modern Languages and Classics (MLC). SUNY-P offers the most comprehensive Canadian Studies undergraduate scholarship program in the U.S., as measured by total number and dollar amount. The Center sponsors 12 annual semester/academic year scholarship opportunities based on endowed and non-endowed funds of $456,589 from SUNY-P's College Foundation CS accounts, with financial aid totaling $82,569 (2021-22) for CS students undertaking a major or minor.

# QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

* 1. **Languages offered through the Centers:** Maine and New York share a border with Quebec, Canada's only official Francophone province, while Maine borders New Brunswick, Canada's only official bilingual province and home of the Acadians, a prominent Francophone language and cultural group. Both ME and SUNY-P have emphasized North American Francophone culture in their French programs for more than thirty years. For a better understanding of Canada and its national commitment to bilingualism, the Consortium maintains a staff of experts in the French languages and cultures of Quebec and the Maritime Provinces, and offers French courses at all ACTFL proficiency levels.

The Department of Modern Languages and Classics (MLC) at ME offers a major and a minor in French, a Certificate in French, a minor in Professional Languages, and a major in International Affairs with a concentration in Language, Culture & the Humanities: French. It also offers a B.A. in Romance Languages (French/Spanish). Candidates for the major in International Affairs with a concentration in French are required to take seven French courses. Students pursuing a degree in secondary education in the College of Education and Human Development can chose French as an area of specialization. At the graduate level, the Maine Business School offers an

M.B.A. program featuring a French language component. MLC at ME also offers a Master of Arts in Teaching French and a Master of Arts in French with a concentration in French literature or North American French Studies. It is the only M.A. with a concentration in North American French Studies (literature, language, and culture courses) in the U.S., and developed from a natural link between the department and the university's geographic location. The large number of Francophone citizens who make up the population of the state of Maine, the significant communities with French heritage (Quebecois and Acadian) that surround it, and the presence of Franco-American and Canadian-American centers on campus, have combined to create strong interest and expertise in North American French.

SUNY-P offers a minor in French as well as a five-year B.A./M.S. in Teaching French/Adolescent Education. Students who graduate in these degree programs are expected to achieve an Advanced Low level of French language proficiency. French language students are encouraged to add a minor in Canadian Studies, Quebec Studies, anthropology, business, political science, linguistics, and communication studies. Students who minor in Quebec Studies are required to take three credits of French language, and are expected to have at least a Novice level of French abilities. The Individualized Study Program CS major and minor requirements permit

up to six credits in French and the Quebec Studies minor requires three credits of French at the novice-high level or higher; an additional six credits in French may be applied to this minor as electives.

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| --- | --- | --- | --- | --- |
| **FRENCH COURSES**  **# Courses I Enrollment 2018-2022** | **Novice** | I**ntermediate** | **Advanced** | **Superior** (Grad.) |
| **University of Maine** | 16 courses  232 students | 12 courses  165 students | 25 courses  185 students | 15 courses  104 students |
| **SUNY Plattsburgh** | 24 courses  359 students | 14 courses  91 students | 15 courses  99 students |  |
| **Total** | **40 courses I 591** | **26 courses I 256** | **40 courses I 284** | **15 courses I 104** |

**Student enrollments**: From Fall 2018 to Spring 2022, 686 students enrolled in 68 FR courses at ME, and 549 students enrolled in 53 FR course sections at SUNY-P, for a total of 1,235 students in 121 courses, with an average class size of 10 students. Since fall 2018, ME has awarded (or in completion) 3 M.A.T. degree and 4 M.A. degrees, with a concentration in North American French studies, and 28 students graduated with a minor or a major in French. Since 2018, 133 students at SUNY-P have graduated with a degree that includes 6 or more credits in French.

In collaboration with the Native-American Program, Wabanaki Language courses are also offered in Abenaki/Penobscot and Maliseet/Passamaquoddy. The Native American Studies Program at ME also offers a minor. Regarding Maliseet, the Endangered Languages Project writes: ""there are about 500 first- language speakers. Most of those in Maine are members of the Passamaquoddy tribe, while in Canada they identify themselves as Maliseet, but dialect differences between the two groups are minimal.'' Being situated on the homelands of the Penobscot Nation, ME considers it a duty and responsibility of the Consortium to contribute to the survival of these endangered languages, thereby supporting global linguistic diversity.

|  |  |
| --- | --- |
| **Wabanaki Courses** NAS 202  Wabanaki Language I NAS 203  Wabanaki Language II | **Enr.** |
| Fall 2019  NAS 202 | 8 |
| Spring 2020  NAS 203 | 5 |
| Fall 2020  NAS 202 | 9 |
| Spring 2021  NAS 203 | 3 |
| Fall 2021  NAS 202 | 6 |
| Spring 2022  NAS 203 | 6 |

* 1. **Three or more levels of language training:** ME students can begin the study of FR (Novice, Intermediate, Advanced, Superior), Abenaki and Maliseet (Novice, Intermediate, Advanced) and achieve advanced proficiency by enrolling in courses offered on campus and by taking advantage of study abroad programs, travel/study courses in French Canada, and cross-border conferences. Most courses are offered with a hybrid option. Wabanaki Language I and II are currently offered and the university is increasing its support of course offerings in Fall 2022 by adding Wabanaki Language III and IV (NAS 401). At SUNY-P, a strong Canadian focus that accentuates the Quebec experience is infused in the three proficiency levels of the French curriculum.

|  |  |  |
| --- | --- | --- |
| **French curricula at ME and SUNY-P by proficiency level** | | |
| Courses with CS/QC content in Red  Courses in disciplines other than language, linguistics, and literature in Blue | | |
|  | **ME** | **SUNY-P** |
| **Novice Low-Mid** | FRE 101 Elementary French | FRE 111 Elementary French. I |
| **Novice High** | FRE 102 Elementary French  FRE 117 Accelerated French 1 (6cr) | FRE 112 Elementary French II |
| **Intermediate Low** |  | FRE 150 Intermediate French Review FRE 199 Independent Study |
| **Intermediate Mid** | FRE 201 Intermediate French I | FRE 213 Intermediate French I |
| **Intermediate High** | FRE 202 Intermediate French II FRE 218 Accelerated French II (6cr)  FRE 350 Multidisciplinary Readings(1-3cr) | FRE 214 Intermediate French II FRE 299 Independent Study |
| **Advanced Low** | FRE 305 Conversation & Composition I FRE 307 French for Business  FRE 397 Frn Immersion:Quebec May Term  FRE 398 Frn Immersion: Western France | FRE 316 Conversation avancee FRE 322 Lecture et Interpretation |
| **Advanced Mid** | FRE 306 Conversation & Composition II FRE 309 Readings in French Literature I FRE 310 History of Quebec through culture FRE 315 Advanced French Conversation FRE 320 French Pronunciation  FRE 397 Frn Immersion:Quebec May Term FRE 398 Frn Immersion: Western France FRE 310 Readings in Francophone Lit.  FRE 390 Topics in French | FRE 319 Comp. et Grammaire avancee FRE 333 La France  FRE 334 La Francophonie FRE 335 Le Quebec  FRE 346 French Canadian Cultures\* FRE 348 French Civilization \*  FRE 399 Independent Study |
| **Advanced High** | FRE 397 Frn Immersion:Quebec May Term FRE 398 Frn Immersion: Western France FRE 400 Advanced French Grammar  FRE 401 Translation & Stylistics FRE 407 19th Century French lit.  FRE 408 Twentieth Century French lit. FRE 413 Adv. Composition and Stylistics FRE 430 French film survey  FRE 442 French Lang. of North America | FRE 441 Etudes Fran;:aises FRE 448 Etudes Francophones  FRE 470 French Interdisciplinary Study FRE 496/596 French Foreign Language Methodology\*  FRE 497 French Foreign Language Methodology  FRE 498 Internship  FRE 499 Independent Study |

|  |  |  |
| --- | --- | --- |
|  | FRE 463 Quebec Poetry FRE 464 Quebec Theater  FRE 465 North America French Novel FRE 490-598 Francophone Thinkers FRE 490-598 May 68 in France: Culture and Politics  FRE 490-598: Artistic movements of the 19th and 20th centuries in France  FRE 495 Senior Project in French |  |
| **Superior** | FRE 500 History of the French language FRE 508 Grad. French/Quebec Lit.  FRE 509 Grad. French/Quebec Lit. FRE 510 Grad. French/Quebec Lit. FRE 520 French linguistics  FRE 542 French Language of North America  FRE 598 Topics in French | FRE 599 Grad. Indep. Study in French  \*These courses are taught in English but may be offered to students of French at the proficiency indicated. |

**Courses in disciplines other than language, linguistics, and literature:** For ME, 9 French courses are regularly offered in disciplines other than language, linguistics, and literature, as noted in the table above. At SUNY-P, a significant number of readings and film excerpts are presented with bilingual text in the following courses: CAS 305 *Quebec Cinema*; CAS 359 *Profiles of Quebec*; HIS 173 *French Communities of Canada*; HIS 379 *Quebec in the United States: Franco- American History and Culture*; FRE 346 *French Canadian Cultures*; and, MKE 326 *lnternational Marketing*.

* 1. **Numbers of language faculty and language pedagogy training:** French faculty at ME consist of one full professor, two associate professors, and one lecturer; a new tenure-track position hire is expected soon. MLC also employs one graduate teaching assistant in French, and usually hosts one Fulbright Foreign Language Teaching Assistant. ME's full-time faculty members are leaders in the French section's proficiency movement, and are cooperating faculty members in the College of Education, in addition to providing in-service training to language teachers state-wide. Roger Paul (Adjunct Lecturer), born on the Motahkomikuk Indian reservation near Princeton, Maine, teaches Wabanaki Language. Additionally, Professors Pauleena MacDougall and Bonnie

Newsom are both proficient in Abenaki and Penobscot. SUNY-P employs one full-time, tenured French faculty, one part-time French adjunct lecturer and one teaching assistant; a replacement for the full-time French teaching lecturer who retired in fall 2021 is being finalized. There are seven faculty members outside of Modern Languages and Cultures who are bilingual and active in Canadian Studies with the capacity to teach coursework, oversee student projects and readings in French in the following disciplines: Communication Studies, English, History, Marketing and Entrepreneurship, and International Business and Global Supply Chain Management. Teaching Assistants receive training on performance-based teaching methods through their enrollment in FRE 496/596 *French Foreign Language Methodology*. All Consortium French faculty who are tenured have completed ACTFL oral and writing proficiency assessment training.

* 1. **Performance-based instruction, adequacy of resources, and language proficiency requirements:** ACTFL's guidelines have served as the basis for curriculum development and student advising for the past 23 years at ME. Oral proficiency guidelines are used to monitor competency levels throughout a student's career and play a significant role in every major's advancement, as well as for French FLAS students. French faculty teach according to proficiency measures established for each course in the curriculum. The culmination of a major's career, FRE 495 *French Undergraduate Capstone*, includes a research component (a 20-page written paper in French) and a public lecture during which a faculty panel evaluates the candidate's presentational skills in French. ME undergraduate French majors are required to either spend a semester at a French-speaking university or to participate in one of two intensive courses in France or Quebec. An example of a performance-based course is the FRE 397 *French May Term in Quebec City* that is open to all students pursuing a minor or major in French and led by a faculty member and a French (FLAS) graduate student.

At ME, all students entering the French program with some knowledge of the language must take a placement test. Developed at Brigham Young University, the test is delivered online and measures vocabulary, knowledge of grammatical structures, and reading comprehension. Students majoring in International Affairs-Language, Culture & the Humanities (French) must do so with an Oral Proficiency Interview (OPI) or an Oral Proficiency Interview by Computer (OPIc) rating of Intermediate Low, Mid, or High. The OPI and OPIc are administered by the only agency authorized by the American Council on the Teaching of Foreign Languages, which is Language Testing International. Performance-based instruction is applied on a regular basis in the French program at SUNY-P and proficiency assessments are required for students seeking to advance to the next level. All incoming students with prior French language experience must take a placement exam, and students are administered proficiency tests.

# QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

* 1. **Course offerings:** The number, range, and depth of CS courses offered by ME and SUNY-P places the Consortium firmly at the forefront of undergraduate and graduate CS instruction in the

U.S. In total, the Consortium offers 124 non-language based courses in 27 disciplines and 31.5% of those (39 courses) are 100% Canadian content **(Course List: Appendix A)**. These courses are offered on a regularly scheduled basis every year or every other year. The range of courses is extremely broad, covering the Arts & Humanities, Social Sciences, Natural Sciences, and Professional Schools. The Consortium offers specialized course coverage in the Humanities and Social Sciences, particularly in Canadian Studies, History, Native American Studies, Political Science, Languages (French, Abenaki/Penobscot and Maliseet/Passamaquoddy), Management, and Canadian and Quebec Literature (English and French). In addition, there are courses in Anthropology, Archaeology, Art, Folklore, Geography, History, and Marine Sciences. These

courses are supplemented by special topics offerings, directed studies, readings, and capstone courses.

**Courses in professional schools:** The Consortium provides an extensive range of Canadian content courses in professional schools. At ME, offerings include: Business [Management, International Affairs, Economics] (11), Law (8), Social Work (1), Education (3), and Communication and Journalism (1). ME Law School courses, with 25% Canadian content, focus on international border conflicts, trade, fishing, and law of the sea. SUNY-P's School of Business and Economics offers an extensive range of CS undergraduate courses (14) dedicated to business, economics, finance, international markets and supply chain management. In particular, these curriculum offerings include ECO 391 *lnternational Trade & Finance*, MGM 280 *Principles of Management*, MKE 326 *lnternational Marketing*, and MKE 410 *Franchising in the U.S., Canada, and Mexico*. ME offers BUA 328 *Canadian-U.S. Business*, which is 100% focused on the trade relationship between the two countries.

* 1. **Specialized courses:** As an example of the depth of CS courses offered by the Consortium, both ME and SUNY-P provide a remarkable range of curriculum offerings in Canadian History. For ME, at the undergraduate level, History provides HTY 261 *New England and Eastern Canada Since 1815: A Transnational Region,* HTY 312 *Furs, Frontiers, and Fame*, HTY 459 *Colonial Canada*, and HTY 460 *Modern Canada*. In addition, HTY 221: *History and Comics* has at least 25% Canadian content, HTY 222/NAS 230 *Maine lndian History in the Twentieth Century* has at least 40% Canadian content, and GEO 349/HTY 349 *Early Modern North America in Atlantic Perspective* has 50% Canadian content. At the graduate level, History offers HTY 550 *Readings in Bibliography and Criticism: Canada*, HTY 577 *Environmental History*, and HTY 609 *Historiography of the Northeastern Borderlands Region*. At SUNY-P, nine core undergraduate

History courses are available, including HIS 171 *History of Canada to the 1860s*, HIS 172 *History of Canada from the 1860s*, HIS 173 *French Communities of Canada*, HIS 300 *Special Topics in History*, HIS 370 *History of Canadian Women*, HIS 372 *North America and the World*, HIS 373 *20th Century Canada*, HIS 375 *Borderland and Migration History: Canada and the United States*, HIS 379 *Quebec in the United States: Franco-American History and Culture*, and HIS 398 *Strangers in the Land: Canadian and U.S. Responses to lmmigrant Populations*.

* 1. **Non-language faculty strength:** The extent of our course list reflects the depth of faculty contributing to CS. The Consortium has at least 30 full-time, tenured or tenure-track faculty who devote 50%-100% of their time to instruction, research, and service in CS, and 32 who devote 25-

49% of their time **(Appendix C)**. Several of these faculty have cross-appointments with our respective CS programs, while others have been appointed as Canadianists in their departments. At ME, Drs. Rondeau (MLC-French), Hornsby (Geography), and McLaughlin (History) have joint appointments with the Canadian-American Center. Various departments have recognized CS positions including Drs. Tijerina (Business), Adams (English), Daley (Economics), and Slott (MLC). At SUNY-P, there are similar Center/departmental positions, including Drs. Richard and Beaudreau (History), Ostry (English), Gottschall and Heroux (Marketing

**Executive committee** (see section E - Quality of Staff Resources)

**ME Affiliates**

-Robert Ballingall (Political Science)

-Carol Blasi (Honors and History)

-Patrick Callaway (History)

-Kiley Daley (Climate change)

-Amy Fried (Political Science)

-Christopher Gerbi (Earth and Climate Sciences)

-Paul Grosswiler (Communication and Journalism)

-Cindy Isenhour (Anthropology and Climate Change)

-Brian Jansen (English)

-Anil Raj Kizha (Forestry)

-Anne Knowles (History)

-Karen Linehan (Art)

-Pauleena MacDougall (Maine Folklore Center)

-Karen Miller (Anthropology)

-Lisa K. Neuman (Anthropology and Native American Program)

-Bonnie Newsom (Anthropology)

-Charles Notchi (Law)

-Roger Paul (Abenaki/Penobscot and Maliseet/Passamaquoddy)

-Darren Ranco (Anthropology and Native American Program)

-Jonathan Rubin (Margaret Chase Policy Center)

-Emma Schroeder (History)

-Bryan Silverman (Education)

-Natalie Springuel (Maine Sea Grant)

-Daniel Soucier (History)

-Marie-Joelle St-Louis Savoie (French)

-Joshua Stoll (Marine Policy)

-Richard Wahle (Lobster Institute)

and Entrepreneurship), Cusson (Modern Languages & Cultures), Read (Economics), Kirkey (Political Science), and Gervich (Earth & Environmental Science). Both Centers actively work to identify, encourage, recruit, and mentor non-Canadianist faculty to become involved in CS, thereby bolstering faculty strength. At ME, all members of the Executive Committee, as well as the Center Affiliates, work on Canada-related projects and are significant or developing scholars of Canada. This group of faculty offers a remarkable strength of specialized expertise on Canada. At SUNY-P, new faculty have been recruited into Canadian Studies, including Drs. Amon (Biology), Duley (Women & Gender Studies), Henley (Expeditionary Studies), Mihuc (Earth & Environmental Science), and Yu (Education). SUNY-P also has core adjunct faculty including Matthew Smith (Ph.D. candidate, Concordia) and Dr. Charles Deshaies (UMaine, Ph.D.), who teach various in-person and online sections of Introduction to Canada, and Canadian/Quebec cinema courses.

**Pedagogical training for instructional assistants:** At ME, instructional assistants participate in CAN 101. These students are from the History CS graduate program and are required to take a course in Pedagogy (HTY 599 *Teaching History*). Assistants in MLC teach at the introductory and intermediate levels, and are required to take EHD 466 *Teaching of Modern Languages*, and 598 *lmmersion Language Teaching*. At SUNY-P, instructional assistants, drawn from the college's Master's program in education and/or liberal arts, are trained and utilized for the *lntroduction to Canada* class, while advanced students of the CS/French program are hired as tutors for elementary and intermediate courses in French. Canadian Studies assistants are required to take a course in Pedagogy (EDU 513 *Education Research Methods*) as are assistants in French (FRE 497 *French Foreign Language Methodology*). An evaluative, quantifiable outcome measured performance assessment of assistants is undertaken by CS Director Kirkey.

* 1. **Interdisciplinary courses:** Both Centers offer an undergraduate interdisciplinary gateway course on Canada each academic semester. At ME, CAN 101 *lntroduction to Canadian Studies*, is coordinated by Dr. McLaughlin in the Fall semester. The Fall course includes lectures by CS faculty at the university. Such is the strength of the CS faculty that ME seeks specialists outside the university for only one or two guest lectures. In fall 2021, 16 faculty taught in the course, which enrolled 65 students. The course normally includes a three-day field trip to Ottawa, where the students visit the Parliament Buildings and tour the Canadian Museum of History and National Gallery of Canada. In 2020-21, due to COVID, virtual tours of these institutions were organized. ME also offers CAN 101 online, taught by Dr. Tijerina, which enrolled 30 students in Summer 2021. At SUNY-P, several sections of CAS 111 *lntroduction to Canada*, are coordinated by Director Kirkey. In 2018-2022, 2,137 students were enrolled in 44 sections of the course, making it the nation's largest CS class. This interdisciplinary thematic course covers Canadian Identity, Multiculturalism, Race in Canada, Indigenous Peoples and Issues, Environmental issues, Geography, History, Language and Culture, Social issues, and Politics. In addition, Drs. Altamirano (Anthropology), Gervich (Earth & Environmental Science), Smith (Film), Richard (History), Beaudreau (History), and Cusson (Modern Languages & Cultures) all regularly offer interdisciplinary CS undergraduate courses. New interdisciplinary CS courses on *lndigenous Peoples in Canada*, *Theatre in Canada*, and *Disability Justice: Challenging Racism, Sexism, and Ableism in the U.S.-Canadian Context* were also created in summer 2021. ME also has an interdisciplinary upper division course, CAN 401 *Readings in Canadian Studies*, taught in the Spring semester by Dr. McLaughlin. In addition, Dr. Hornsby provides reading courses in Canadian historical geography to History graduate students, and offers guest lectures in History graduate seminars. Director Rondeau is the campus resource for Quebec culture and history and

research involving French language. SUNY-P's advanced undergraduate interdisciplinary capstone course, which features a revolving focus on contemporary public policy issues, is CAS 412 *Special Topics in Canadian Studies*.

# QUALITY OF CURRICULUM DESIGN

* 1. **Undergraduate curriculum:** The Consortium offers multi-disciplinary, integrated baccalaureate degree programs in CS that result in high quality training of undergraduate students. In AY 2020-21, 3,445 ME students were enrolled in CS, FR, and NAS (Wabanaki) courses, out of a total undergraduate student population of 9,447 (2021-22). Students can undertake a minor in CS, with requisites similar to those at SUNY-P. ME students enroll in the interdisciplinary course, CAN 101 *lntroduction to Canadian Studies*, plus two 100% Canadian courses and three 50% or more Canadian courses for a total of 18 credit hours of the approximately 60 CS courses offered each year. The CS minor is integrated into the International Affairs (IA) Major, and this has led to increased enrollments in CAN 101 and more interest in the CS minor. At SUNY-P, students can choose from 37 undergraduate CS courses, enrolling in a major or minor program in CS. The Individualized Studies Program Canadian Studies major requires a minimum of 37 credit hours, consisting of two Foundation Courses (6 credits), a minimum of five CS disciplinary content courses and an internship. For the minor (18 credits), students must complete two Foundation Courses and four select courses. All students enrolled in the CS individualized study major or minor are strongly encouraged to undertake a complimentary minor in Quebec Studies.

Seventeen of SUNY-P's CS courses contribute toward the College's General Education Requirements. In AY 2020-21, a total of 2,739 students (55% of SUNY-P's student population) enrolled in CS content courses*.* The quality of training provided by the CS academic program at SUNY-P led Drs. Santoro and Holman to observe in their recent evaluation that "the undergraduate program offered by the Center for the Study of Canada is perhaps the largest of its kind in the United States [.] in 2021-2022, some 37 routinely offered Canadian-content courses in regular disciplines are available to students."

* 1. **Graduate curriculum:** ME offers the consortium's CS graduate programs. Graduate students can take an M.A. or Ph.D. in Canadian or Canadian-American history; an M.A. or an M.A.T. in

North American French Studies; and an M.Sc. in Climate Change (an interdisciplinary degree in environmental history of northeastern North America in the Quaternary Period). Of these various programs, the most developed are in History and MLC. In addition, a steady number of graduate students pursue cross-border research in other departments and programs including English, Marine Sciences, the School of Economics, and the School of Policy and International Affairs. Candidates for advanced degrees in History at ME who chose French for their language requirement must demonstrate proficiency at the intermediate level. In addition to MLC courses available on campus, students are encouraged to

**Examples of CS Graduate courses** CAN 501: *Understanding Canada* ANT 597: *Northeast North American Archaeology*

ENG 536: *Studies in Canadian Literature* FRE 465-508: *North America French Novel* HTY 459: *Colonial Canada*

HTY 521: *Canada and the U.S.: 1783 to Present* MES 540: *Maine and the Northeast Borderlands* SMS 544: *Oceanography and Natural History of the Gulf of Maine*

LAW 646: *Comparative Law*

**Examples of recent CS Graduate students**

-Nicole Orminski (Marine Biology): *Economic Performance of the Transboundary Lobster Industry*

-Hannah Schmidt (History): *Captivity Narratives in the Colonial Northeast*

-Darcy Stevens (History): *Allegiance and Neutrality in the Northeast Borderlands: Navigating the Social Landscape of the American Revolution*

-Malcolm Nelson (Anthropology): *Examining Habitus and Emic Perspectives of Sustainability: A Study on Volunteers in Quebec's Jardins Communautaires*

-Haley Albano (Anthropology): *Making and Un- Making Nutritional Futures: An Affective Political Ecology of Metabolic Risk (Nova Scotia)*

-Sarah Dennison (Anthropology): *Fishing Rights and Access for Mi'kmaq*

participate in French-language immersion programs at Canadian universities. Several graduate students in History hold FLAS fellowships and have completed French language immersion programs at McGill University and Universite Laval*.*

* 1. **Academic and career advising:** Academic mentoring and career advising are a hallmark of ME's Canadian Studies program. At ME, Director Rondeau advises students about the CS minor and French language immersion programs. Outreach Coordinator Arntzen provides advising on Study Abroad programs. Individual CS faculty also play important roles, mentoring students on internships and graduate school opportunities. AT SUNY-P, Director and Academic Coordinator Kirkey, who provides academic advising to all CS individualized study majors, and CS and Quebec Studies minors, also oversees the campus-wide promotion of personalized CS scholarship awards, supervision of internship placements in the U.S. and Canada, and circulation of CS career opportunities for students. The Director regularly invites career professionals from the public and private sector and visiting faculty from across Canada and the U.S. to meet with students. These annual "career profiles and briefings," by individuals such as Andre Frenette, Canadian Deputy Consul General (New York City), and Michael Hawes, CEO Fulbright Canada (Ottawa), provide a dedicated networking opportunity for students.
  2. **Research and study abroad**: ME undergraduate students may apply to any Canadian university and pay out-of-country tuition. Through ME's affiliation with the New England Board of Higher Education Program, students do have access to 18 English-language and French- language universities in Quebec and Nova Scotia at the prevailing ME tuition rate. In 2007, ME joined the international Killam Fellowships Award Program which offers a successful applicant

$5,000 for a semester of study in Canada. Since 2016, 6 students have received Killam Fellowship Awards. Recent recipients have majored in International Affairs, History, French, Political

Science, Engineering and Accounting, and have studied in Montreal, Ottawa, Halifax and Edmonton. ME oversees a fund providing awards of $500-$750 to students studying in Canada, and MLC has the Rioux Fund, the Slott Fund and the Allen Fund to support French language immersion study in Quebec. For FLAS students in French, we have strong connections to the Ecole de langues at Universite Laval and the Ecole d'ete en fran;;ais at the Universite de Montreal. For fifty-three years, SUNY-P has had formal arrangements in place to facilitate undergraduate mobility initiatives, effectively allowing students to undertake research or study abroad at several Canadian universities. Existing agreements are in place from coast to coast, with thirty-four institutions including McGill, Dalhousie, Prince Edward Island, Laval, Queen's, and York universities. Between 2018 and 2022, a total of 94 SUNY-P students undertook study abroad programs in Canada (numbers reduced due to COVID-19 pandemic). Study abroad opportunities in Canada for SUNY-P students are further advanced by the college's role as an institutional partner in the Killam Fellowships Award Program, allowing two junior-level students each year to spend an academic semester studying in Canada. Since 2004, 20 SUNY-P students have been Killam Fellows at Acadia, Dalhousie, McMaster, Memorial, Queen's, York, Alberta, Ottawa, and Toronto universities.

**Summer language programs**: ME students are encouraged to enroll in the intensive May term in Quebec City, which is a French-language immersion 7-day course. Run by Director Rondeau with the help of an M.A. French student, the course is divided into two groups of students based on proficiency levels in French. Students apply their practical skills in French, meet and interact with speakers at Universite Laval, visit museums, and explore the region during this immersive learning experience. SUNY-P students are actively encouraged to participate in intensive French-language immersion programs for three or five weeks (summer), one semester, or a full academic year at

French-language universities in Quebec, including Universite du Quebec a Chicoutimi, Universite du Quebec a Montreal, and Universite Laval. French immersion programs annually attract an average of 8-10 participants, with each receiving scholarship support. SUNY-P also has a series of formal internship arrangements with government and academic offices, including the Government of Canada (Global Affairs Canada, Parliament), the Canadian Embassy (Washington D.C.), the Government of Quebec, the U.S. Embassy (Ottawa), and U.S. Consulate (Montreal).

# QUALITY OF STAFF RESOURCES

* 1. **Faculty and staff qualifications:** From History, to Business and Economics, Environmental Studies, French, Fisheries, and Forestry, the Consortium features a cohort of outstanding internationally recognized faculty. At ME, the staff comprises a tenured faculty director, two cross- appointed faculty, a FLAS coordinator, a temporary faculty member working on a research project, a full-time academic year outreach coordinator, an administrative specialist, a Canadian Studies librarian, and a work-study student. At SUNY-P, the Center for the Study of Canada staff is comprised of a tenured administrative/faculty director/academic coordinator, an assistant director/outreach coordinator, an office assistant, three CS librarians, and three research/work- study students.

Consortium directors and CS faculty are among the most active and leading Canadianists in the U.S. At ME, Dr. **Frederic Rondeau** (CS and MLC), a native of Montreal with a Ph.D. from McGill University, studies francophone Canadian literature of the 20th century, particularly the 1960s and the 1970s, as well as the history of ideas in modern Quebec. He has published *Le manque en partage: La poesie de Michel Beaulieu et Gilbert Langevin* (Presses de l'Universite de Montreal, 2017), and co-authored two books: *La contre-culture au Quebec* (Presses de l'Universite de Montreal, 2016) and *Avec ou sans Parti pris. Le legs d'une revue* (Editions Nota bene, 2018).

He has authored numerous peer-reviewed scholarly papers published internationally on Quebec literature, and serves on the editorial board of *Voix et lmages*, the most prestigious journal in Quebec literature. He is currently working on a book titled *Living out there: The Back to the Land Movement in Quebec* (*Habiter le monde autrement. Le mouvement de retour a la terre au Quebec*) which focuses on the 1970s ecology movement in Quebec.

At SUNY-P, Director **Christopher Kirkey** is executive director of the SUNY-P Institute on Quebec Studies, President of ACSUS, serves on the editorial boards of the *American Review of Canadian Studies* (*ARCS*), the *lnternational Journal of Canadian Studies*, and the *London Journal of Canadian Studies*, and is a member of the Board of Directors of the Eastern Townships Resource Centre at Bishop's University. His recent scholarship includes two co-edited book volumes: *Canada in 1968: A Year and its Legacies* (Canadian Museum of History/University of Ottawa Press, 2021), and *Constructing Canadian ldentity from Abroad* (Palgrave Macmillan, 2022); book chapters (Routledge, Oxford); and, special co-edited issues of several peer-reviewed Canadian Studies journals. He is currently working on book projects for McGill-Queen's University Press, University of Toronto Press, and Oxford University Press.

Among the scholars in Canadian Studies at ME (48 tenured or tenure-track), cross- appointed faculty and former Director of the Center, Dr. **Stephen Hornsby** (Geography) is internationally recognized for his scholarship on the historical geography of Canada and the historical cartography of North America. He has authored or co-edited nine books, including *Surveyors of Empire: Samuel Holland, J.F.W. Des Barres and the Making of the Atlantic Neptune* (McGill-Queen's UP, 2011), which garnered three awards, including the Pierre Savard Award presented by the International Council for Canadian Studies for the best book published in CS worldwide in 2013. In 2017, he conceived of and commissioned Margaret Pearce to produce

the *Coming Home to lndigenous Place Names in Canada* map. Dr. **Mark McLaughlin** (History, cross-appointed faculty) is an environmental and Canadian historian. His research focuses on mid- twentieth century Canadian forestry, resource management and science, and his first book (under contract with UBC Press) is titled *Trees Are a Crop: The Crown Forest and the Modernization Ethos in New Brunswick, 1940-1982*. Dr. **Angela Daley**'s (Economics) research focuses on health economics, labor economics, poverty and inequality, and applied micro-economics, with a special focus on Native communities in Nunavut and northern Quebec. In 2021, she published "A breath of fresh air: The effect of public smoking bans on Indigenous youth," in *Health Economics,* and, "A cross-sectional study of smoking during pregnancy: Comparisons between Atlantic Canada and the rest of Canada," in the *Atlantic Canada Economics Review*. Dr. **George Criner,** the Associate Dean of Instruction for the College of Natural Sciences, Forestry, and Agriculture, studies comparative (Quebec/Maine-U.S.) farm/food "advisory" systems (blueberry; maple syrup). Dr. **Stefano Tijerina** examines U.S.-Canada bilateral trade relations and globalization, and his book, *Opportunism and Goodwill: Canadian Business Expansion in Colombia, 1867-1979*, was published in 2021 with the University of Toronto Press. Dr. **Susan Pinette** works on Franco American Literature and was recently awarded a NEH Grant for her project "Franco American Digital Archives/Portail franco-americain." Dr. **Richard Wahle** (Lobster Institute, University of Maine) is a national leader in crossborder research collaborations between New England and Atlantic Canada lobster fisheries; Dr. **Jonathan Rubin** (Professor of Economics) is working on a Joint Clean Climate Transport Research Project with Canadian scholars; and, Dr. **Christopher Gerbi** (Professor School of Earth and Climate Sciences, Associate Dean for Research College of Natural Sciences, Forestry, and Agriculture), is the Director of the ME Arctic Initiative.

SUNY-P CS faculty (28 of whom are tenured or tenure-track) have a distinguished record of teaching, scholarship, and professional service. Dr. **Mark Richard**, serves as Treasurer of ACQS, is author of *Not a Catholic Nation* (University of Massachusetts Press, 2015), and *Loyal but French: The Negotiation of ldentity by French-Canadian Descendants in the United States* (Michigan State UP, 2008). Richard is also the recipient of a Fulbright Canada grant. Dr. **Lise Heroux** recently completed three research articles for refereed academic journals, including *Economics World*, *Advances in Economics and Business*, and the *Journal of Tourism and Hospitality Management*. Dr. **Elie Chrysostome** serves as a member of the Walter Somers Chair Program of International Strategic Management at Universite de Montreal, and Dr. **Brian Neureuther** recently completed a co-authored study on supply chain management and Canadian shipping ports in *Maritime Economics and Logistics*. SUNY-P also recently hired new tenure track or tenured faculty including Dr. **Jerry Isaak** (Expeditionary Studies) and Dr. **Dhimitri Qirjo** (Economics and Finance).

**Professional development opportunities:** The Consortium contributes summer salary to faculty who conduct research in Canada, and on average $15,000 per year [$5,000 ME, $10,000 SUNY] for faculty who develop new courses with significant Canadian content. CS faculty regularly present papers at the biennial conferences organized by ACSUS and ACQS, and at regional and disciplinary CS conferences in Canada and the U.S. At the most recent ACSUS biennial conference in November 2019, the Consortium provided funding to facilitate the participation of 17 faculty, staff, and graduate students, all of whom presented papers, spoke on panels, or chaired sessions. At the most recent MANECCS (October 2018) and ACQS (November 2018) conferences, 21 Consortium faculty and undergraduate/graduate students were supported. Consortium faculty have been successful in securing external funding for research and sabbatical

projects, including support from Fulbright Canada, the U.S. Department of State, the Environmental Protection Agency, and the Government of Quebec. Consortium directors publicize these competitions among the faculty, conduct annual grant workshops, work directly with faculty in preparing application materials, and provide letters of support. Consortium staff members are provided significant professional development opportunities to engage in K-16 CS activities in the United States. Consortium outreach coordinators Arntzen and Sotherden contribute to a variety of national (ACSUS and NCSS) and regional (New York, Vermont, Massachusetts) CS content outreach conferences.

**Teaching, supervision, and advising:** The Consortium directors are intimately involved in the teaching, supervision, and advising of students. At ME, Frederic Rondeau teaches two courses a year in French, one of which has 100% Canadian content, serve on several CS graduate committees, coordinates the Canadian Studies Minor and advises students on studying abroad in Canada. Several core CS faculty at ME are involved in teaching upwards of three 100% CS courses each year. At SUNY-P, Director Kirkey holds a 12-month administrative position, teaches seminars, and regularly offers lectures on Canada-U.S. relations and Canadian foreign policy to classes across campus. Kirkey, who serves as an external member on B.A./M/A./Ph.D. committees in the United States, advises all CS majors and minors, supervises all CS scholarship activities, and oversees internship students. A total of 78 Consortium faculty are engaged in Canadian Studies teaching, supervising, and advising activities.

* 1. **Staffing and oversight arrangements:** Consortium Centers each have oversight committees composed of faculty and administrators. At ME, the Executive Committee oversees the operations of the Center, the CS program, selection of FLAS Awardees and use of endowment funds. At SUNY-P, the Academic Program Committee features four faculty from different departments who

evaluate and plan the undergraduate CS curriculum program and the Executive Committee has senior administrators from different professional schools and an external representative who oversee the ongoing CS program activities of the Center.

|  |  |
| --- | --- |
| **Consortium Staff** | |
| **Canadian-American Center, UMaine** | **Center for the Study of Canada, SUNY-P** |
| Director (PI):  **Frederic Rondeau** (Ph.D. McGill), Associate Professor of French. Quebec culture and literature, Counter- culture, Ecology  Outreach Coordinator:  **Betsy Arntzen** (M.A. SUNY-Oneonta), Canadian identity, Canada in the K-12 curriculum  Cross-appointed Faculty:  **Stephen Hornsby** (Ph.D. University of British Columbia), Professor of Geography. Historical geography, Eastern Canada and the northeastern United States  **Mark McLaughlin** (Ph.D. University of New Brunswick), Assistant Professor of History. Environmental studies  FLAS coordinator:  **Marie-Joelle St-Louis Savoie** (Ph.D. Universite de Montreal), Lecturer in French. Francophone literature Temporary Faculty:  **Margaret Pearce (**Ph.D. Clark University). Cultural cartographer.  Administrative Assistant:  **Aaron Lefebvre** (M.F.A. Rutgers) Canadian Studies Librarian:  **Mel Johnson** (M.S. Columbia) Executive Committee:  **Hollie Adams** (Ph.D. University of Calgary), English; **Georges Criner** (Ph.D. McMaster University), Associate Dean of Instruction, College of Natural Sciences, Forestry, and Agriculture; **Angela Daley** (Ph.D. Dalhousie University), Economics; **Margo Lukens** (Ph.D. University of Colorado), English; **Susan Pinette** (Ph.D. University of California Irvine),  Modern Languages and Literatures and Director  of Franco American Programs; **Micah Pawling** (Ph.D. University of Maine), History and Native American Studies; **Liam Riordan** (Ph.D. University of Pennsylvania), History; **Frederic Rondeau** (Ph.D. McGill), French; **Kathryn Slott** (Ph.D. University of  Pennsylvania), French; **Stefano Tijerina** (Ph.D. University of Maine), Business School. | Director:  **Chris Kirkey** (Ph.D. Brandeis), Professor of Political Science. Canadian foreign policy, Canadian-American relations, international relations  Assistant Director/Outreach Coordinator:  **Amy Sotherden** (M.A. Syracuse University), Canadian identity, Canada in the K-12 curriculum  Cross-appointed Faculty:  **Mark Richard** (Ph.D. Duke University), Canadian history; Francophones in New England  Lecturers in Canadian Studies:  **Charles Deshaies** (Ph.D. University of Maine), Canadian political history  **Matthew Smith** (ABD, Concordia University), Canadian Indigenous Peoples and Issues, Canadian Cinema  Administrative Assistant:  **Liza Bedard (**A.S. SUNY Empire State College) Canadian Studies Librarians:  **Joshua Beatty** (Ph.D. College of William and Mary)  **Elin O'Hara-Gonya** (MLS SUNY) **Debra Kimok** (MLS SUNY Buffalo) Academic Program Committee:  **Marie Cusson** (Ph.D. University of Toronto), Chair, Modern Languages and Cultures  **Lise Heroux** (Ph.D. Concordia), Marketing & Entrepreneurship  **Sylvie Beaudreau** (Ph.D. York University), History **Jonathan Slater** (Ph.D. New York University), Journalism & Public Relations  Executive Committee:  **Chris Kirkey** (Ph.D. Brandeis)  **Amy Sotherden** (M.A. Syracuse University) **Matthew Smith** (ABD, Concordia University) **Anne Herzog** (Provost/VP, Academic Affairs) **Genie Babb** (Dean, Arts & Sciences)  **Brian Neureuther** (Dean, Business & Economics) **Michael Hawes** (Ph.D. York University), Fulbright Canada |

* 1. **Non-discriminatory employment practices:** Both Consortium universities are affirmative action, equal opportunity employers (with offices of equal opportunities to supervise hiring), who

actively encourage employment applications from traditionally under-represented groups. Significant efforts continue to be made by the Consortium to prioritize the hiring of women, ethnic minorities, and persons with disabilities. At ME, the Center has one First-Nations and three female members, while female faculty hold positions in Economics, English, Franco-American Studies and MLC. SUNY-P has an official nondiscriminatory employment policy, and a Center for Diversity, Equity, and Inclusion. The Center for the Study of Canada takes a proactive approach to issues of nondiscrimination and diversity with two female staff members, eleven female faculty, two members of the staff and faculty who are Franco-Americans, a faculty member who is African American, and a Director (Kirkey) who is permanently sight-impaired. Employees newly trained as Equity Advocates support recruitment and hiring procedures at SUNY-P to improve employment access for candidates from minoritized and marginalized identities in a manner that disrupts biases and misuses of power that can manifest during hiring processes.

# STRENGTH OF LIBRARIES

* 1. **Print and non-print holdings in English and French**: UMaine's Canadian collection at Fogler Library and the Garbrecht Law Library - strengths include Canadian history; French and English-language literature, Indigenous studies, legal and social sciences - consists of more than 50,000 print monographs, including over 7,000 titles in French. The library also provides access to more than 7,600 relevant CS academic and trade e-books in databases, more than 10,000 U.S. documents on Canada, an extensive Canadian microform holdings of 70 newspapers; and, nominal censuses through 1911 for Quebec and the Maritime Provinces. SUNY-P arguably has one of the finest undergraduate collections of Canadiana in the United States. The Canadian collection at Feinberg Library includes 23,712 book monographs, 1,235 current periodical and newspaper subscriptions, in excess of 13,600 microforms, and a rich assortment of government documents,

archival materials, and special collections focused on Quebec, Ontario, and the Canadian North. SUNY-P's library further contains 74 digital resources on Canada that provide access to more than 5,300 Canadian content publications. The Center also maintains its own collection of Canadiana for use by students and faculty, including over 7,100 reference and textbooks.

**Support for undergraduate, graduate and professional school clientele:** Fogler Library and the Garbrecht Law Library collectively support undergraduate, graduate, law school students and faculty. The CS collections are managed by Deborah Rollins, Collection Services librarian while Melvin Johnson, reference librarian, is responsible for CS collection development and supporting FLAS students. More than 35 other staff members in reference and information literacy, access services, content organization and management, IT, acquisitions, special collections, and public relations support Canadian collections and users. The CS collection at SUNY-P is supervised by the Dean of the Library, the Coordinator of the Collection Development Unit, and the Special Collections Librarian. Librarian Joshua Beatty is specifically assigned to the Canadian collection, which is supported by 10 librarians and more than 25 professional staff. Eight additional librarians are available for CS reference and bibliographic instruction. The Canadian monograph collection at Fogler Library and Feinberg Library is extensive and surpasses most U.S. academic institutions, as demonstrated in the following table:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Canadian monograph collections in selected Library of Congress classification ranges** | F1001-1145.2  History Canada | PQ3900-3919.3  French Canadian Literature | PR9199.3 Canadian Literature in English | Total |
| **Harvard University** | 11,685 | 7,725 | 6,800 | 26,210 |
| **University of Maine** | **11,606** | **5,323** | **4,833** | **21,762** |
| **SUNY Plattsburgh** | **6,347** | **2,912** | **3,843** | **13,102** |
| **Duke University** | 5,548 | 1,953 | 3,226 | 10,727 |
| **University of Washington** | 4,912 | 863 | 2,651 | 8,426 |
| **Western Washington University** | 3,139 | 542 | 819 | 4,500 |

External reviewers Drs. Santoro and Holman note that "Fogler Library is the premier research collection in the country among all Canadian Studies programs, given that Harvard's Canada Program at the Weatherhead Center for International Affairs has no permanent faculty.'' **Institutional financial support for acquisitions and library staff:** At ME, Fogler Library's acquisition budget is more than $6M. Over the three fiscal years, FY19-FY21, the library spent approximately $104K on individually selected Canadian monographs, serials, microforms, and databases. Interest from the Alice R. Stewart CS fund (capital $273,908) is used for special purchases, such as microfilm runs or one-time purchases of electronic resources, as well as regular monograph and serial purchasing, and an institutional subscription to the National Film Board of Canada database. Outside funds from the Maine State Library and the University of Maine System underwrite for a number of general purpose serial, e-book, and database subscriptions with CS relevance. Dedicated Canadian content acquisitions at SUNY-P's Feinberg Library total $177,815 since FY19 (overall acquisition expenditures of $3.35M). Financial contributions for Canadian library materials are also received from Canadian federal and provincial agencies, SUNY Systems Administration, Canadian book distributors, and private donors. All CS library staff positions are directly funded by ME and SUNY-P.

* 1. **Reciprocal access to information on Canada:** Fogler Library's Canadian Studies and other holdings are cataloged in OCLC for worldwide discovery. The library offers faculty, staff and students access to additional Canadian and other materials from around the world via its online interlibrary loan system, ILLiad. Through Interlibrary Loan requests, ME provided (between 2019 and October 2021) CS materials to 429 academic institutions, 40 government agencies, 287 public libraries, 9 schools and 25 special libraries. Open access UM research articles, reports, and student theses and dissertations are available in the library-managed institutional repository

DigitalCommons@UMaine. The CS library guide links users to primary sources, such as *Archives Canada*'s search across more than 800 repositories, as well as the provincial archives of the Atlantic Provinces and Quebec. Feinberg Library at SUNY-P offers access to the Canadiana collection from other Canadian institutions, as well as the general public. All Canadian library holdings, with the exception of Special Collections, are available for interlibrary loan through the ILLiad system. Requests for materials have been fielded, in the last four years, from 37 states, 8 provinces, Statistics Canada, and Canadian embassies in France, Japan, Romania, and the United Kingdom. In addition, 1,569 requests have come from K-12, public, and post-secondary institutional libraries in the United States and abroad.

# IMPACT AND EVALUATION

* 1. **Impact on the University, Community, Region, and the Nation:** Designated a National Resource Center on Canada in 1979, the work of the Consortium has generated a pronounced, long-term positive impact on ME and SUNY-P, in our local and regional communities, and throughout the U.S. We have developed an extensive Canadian Studies infrastructure and network dedicated to teaching, research and outreach. The table below summarizes this impact and demonstrates the commitment of the Consortium to CS activities and training programs in the U.S.

|  |  |  |
| --- | --- | --- |
| **Consortium Impact table**  KEY: CS=Canadian Studies; QS=Quebec Studies; FR=French; ME=University of Maine U=University; Cmty=Community; Rgn=Regional; Nat'l=National | | |
| **Activity/Training Program(s)** | **Significant Impact** | **2018-2022 INDICES** |
| **Consortium Student Activities** | | |
| Number of CS courses taught | U | 269 courses |
| Undergrad. Enrollment in CS courses offered | U | 15,404 students |
| Graduate Enrollment in ME CS courses offered | U | 152 students |
| Unique Courses with 100% CS content | U | 40 courses |
| Enrollment in 100% CS courses offered | U | 2,591 |
| Number of FR/QS Lang. courses offered | U | 129 courses |
| Undergrad. Enrollment in FR/QS Language courses | U | 1355 students |
| Graduate Enrollment in FR/QS Language courses | U | 104 students |
| Study Abroad in Canada [Field Trips & Exchanges] | U | 192 students |

|  |  |  |
| --- | --- | --- |
| CS Undergrad. Minor Degree Completion and CS concentration in the International Affairs Major | U, Cmty, Rgn | 16 graduates |
| FLAS Students (ME) | U, Cmty, Rgn, Nat'l | 19 graduates |
| Ph.D. CS Degree Completion (ME) | U, Cmty, Rgn, Nat'l | 7 graduates |
| FR Language Master's Degree Completion (ME) | U, Cmty, Rgn, Nat'l | 7 graduates |
| FLAS FR Language Graduate Awards (ME) | U, Cmty, Rgn, Nat'l | $354,000 |
| Funding Awards for ME CS Graduate Students | Un | $834,000 |
| **Consortium Faculty Activities** | | |
| Number of Faculty with CS/FR effort at 50-100% | U, Cmty, Rgn, Nat'l | 30 |
| Number of Faculty with CS/FR effort at 25-49% | U, Cmty, Rgn, Nat'l | 32 |
| Faculty funded for CS Research | U, Cmty, Rgn, Nat'l | 72 |
| CS Course Development Awards | Un | 14 |
| **Consortium Research & Scholarly Initiatives** | | |
| Publications: Books \ Chapters \ Articles \ Reviews | U, Cmty, Rgn, Nat'l | 7 Books; 12 Chapters;  66 Refereed Articles;  6 Book Reviews; 10 Blogs |
| Conference Papers | U, Cmty, Rgn, Nat'l | 180 academic papers |
| **Consortium Outreach Training and Public Use of Resources** | | |
| K-12 Teacher Training in Workshops/Institutes | Rgn, Nat'l | 52 programs with  381 contact hours |
| K-12 Teachers trained in Workshops/Institutes | Rgn, Nat'l | 1,197 teachers from 31 states |
| K-16 Educator engagement with classroom resources | Rgn, Nat'l | 4,253 K-16 educators |
| K-16 Educator outreach via web-based content | U, Cmty, Rgn, Nat'l | 39,000 web visits |
| Professional development for postsecondary faculty | U, Cmty, Rgn, Nat'l | 839 faculty from across the U.S. |
| Participation in CS business briefings | Cmty, Rgn, Nat'l | 132 business briefings |
| Media interviews by Consortium Faculty | Cmty, Rgn, Nat'l | 91 interviews |
| Electronic mailing/listserv audience | U, Cmty, Rgn, Nat'l | 17,000+ contacts |
| Scholarly Lecturers and Guest Speakers | U, Cmty, Rgn, Nat'l | 67 lectures to 1,087 participants |

Between 2018 and 2022, ME enrolled a total of 6,409 undergraduate CS students and SUNY-P totalled 8,995 UG students in CS courses. The Consortium realized these significant numbers by expanding the number of Canadian Studies content courses offered to students, and increasing our participation in multiple direct marketing efforts, led by social media platforms to increase awareness of CS courses, the interdisciplinary program, and various degree offerings. Data collected between 2018 and 2022 demonstrates that undergraduate students pursuing CS programs at ME and SUNY-P went on to graduate studies as well as positions in the private sector, international organizations in the U.S., state and local government, and K-12 education. Of the 28 who graduated from the Consortium between 2018 and 2021, 5 went on to graduate studies, 7 took education positions, 1 works for a senator, and 9 hold positions in the public sector (6 non reporting). All 6 of ME's graduates with CS doctorates since 2018 have secured positions teaching

history at universities. One of ME's FR M.A. students works as a translator in the U.S. military; all others pursued graduate school, or are teaching French. The 14 UG students with a FR Minor or FR Major who have graduated since 2018 are employed in the private sector. Survey feedback indicates that all of them trace their employment success to having FR language skills.

In-service educators who enroll in our outreach programs are trained by Consortium experts on Canadian curricular content, resulting in the strengthening of American students' knowledge about Canada at all K-16 levels. Since 2018, 100 K-16 educators from 23 states received 45-contact hours of teacher PD training in 5 in-country summer institutes, 3 of which were entirely French immersion. Participants then taught over 10,600 students, and post-Institute feedback reported that they are 90% likely to change their instructional approach and significantly increase their curicular content on Canada.

For ME and SUNY-P, Distinguished Lecturers, Scholars-in-Residence, and several speakers series (in English and French), as well as numerous annual special CS campus-wide events, effectively serve students, faculty and the general public - indeed, the Consortium's audience expanded with the use of virtual platforms during the current pandemic. Given this success, many of our future activities will be offered as a hybrid model. SUNY-P, for example, offers the *Conversations on Canada* series which is freely disseminated to the public through its YouTube channel, [http://tinyurl.com/conversationsoncanada,](http://tinyurl.com/conversationsoncanada) attracting more than 1,100 participants during both live and recorded viewings since fall 2020. Of particular impact has been the publication of the *Coming Home to lndigenous Place Names in Canada* map designed by Margaret Pearce and created for the 150th anniversary of Canadian Confederation. Depicting Indigenous places across Canada, shared with permission by First Nations, Metis, and Inuit communities and people, the names express territorial rights and describe the shapes, sounds, and

stories of sovereign lands. More than 1,482 maps have been distributed [non-profit] thus far to individuals, K-16 institutions, and Indigenous schools. Between 2017 and October 2021, the map had been downloaded 16,195 times.

Consortium faculty are regularly interviewed by the media, which enables our expertise on Canada to be shared with the public on an ongoing basis. Furthermore, our electronic mailings/listservs reach more than 16,000 contacts in Canada, the U.S., and beyond. As noted by external evaluators, Drs. Milena Santoro and Andrew Holman, "The Consortium is a leader at generating and disseminating information about Canada while addressing the national needs of the

U.S. They are at the forefront of Canadian Studies in the U.S. In their leadership, staff and faculty associates, they possess an impressive capital of expertise on Canada and Quebec, and proven experience in the strategic delivery of programs."

* 1. **Student Placement:** The Center at ME has an outstanding record for the successful placement of students into post-graduate employment, education, or training in areas of national need. Approximately 40% of graduates from the Consortium's academic degree programs have since 2010 pursued careers in the field of higher education, while others have gone on to graduate school. Claire Fouchereaux (French), for example, is enrolled in the Ph.D. program in the Department of French at Indiana University Bloomington, where she focuses on Quebec culture. Paden Stanton (French) is now working for the Department of Homeland Security and observes that ""moving onto a career in the federal government afterward would not have happened the way it did without my Canadian academic experience.'' In science, Jessica Waller works for the Maine Department of Marine Resources specializing in lobster biology and ecology and notes that "the fellowship I received allowed me to collaborate with Canadian marine scientists and help build my research network.''

All our CS Ph.D. graduates have secured academic placements. The ME graduates who

now work at Universite Laval, Concordia University, and University of Ottawa help strengthen our cross-border ties to Quebec and Ontario. For example, Hatvany (Laval) plays an important role in facilitating Consortium programs in Quebec City. Apart from History and MLC, a steady number of graduate students pursue cross-border research in many other departments, taking graduate courses in CS and benefiting from faculty expertise in Anthropology, English, Marine Sciences, the School of Economics,

**Examples of CS Alumni** Dawn Bowen (Mary Washington College) Graham Carr (Concordia) Beatrice Craig (University of Ottawa)

Matthew Hatvany (Laval) Micah Pawling (ME)

Brian Payne (Bridgewater State University)

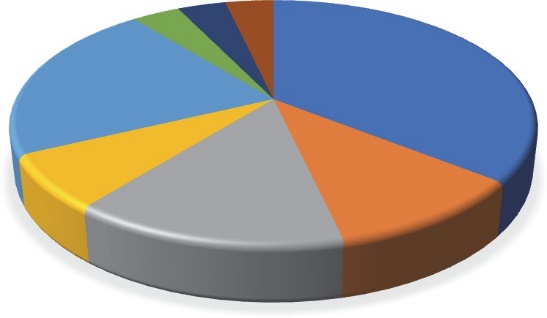
Mark Richard (SUNY-P) Shannon Risk (Niagara University)

Joshua Smith (US Merchant Marine Academy)

Stefano Tijerina (ME)

Ann Tock (Maine Maritime Academy)

the School of Policy and International Affairs, and the Climate Change Institute.



**CAREER PATHS OF FLAS FELLOWS AND CANADIAN STUDIES GRADUATE STUDENTS (2010-2021)**

**government 3%**

**military 4%**

**health sector 4%**

**graduate studies 21%**

**private 36%**

**K-12 education 7%**

**higher education 14%**

**non profit 11%**

As demonstrated in this table, students who complete the Consortium's CS programs are well positioned for professional career opportunities. French M.A. student Piper Black, for example, has become a French teacher; obtaining a FLAS was critical for her professional development: ""The opportunity that I was given to study in Canada helped shape my Master's thesis on French- Canadian literature, which is the reason I am able to work in my field.''

To further promote career readiness and secure relevant employment for undergraduate, graduate and FLAS students in Canadian Studies, the Consortium is proposing a new CS Internship Training Initiative. Internships will be available in French at elementary, middle and high schools, by partnering with the American Association of Teachers of French (AATF)-Maine, (FLAS students in French will be given priority); in applied history, at New England and Canadian museums; and, in business, partnering with the Maine International Trade Center. At the undergraduate level, SUNY-P is also significantly expanding internship opportunities including the Quebec Studies program at McGill University, the School of Indigenous and Canadian Studies at Carleton University, and Fulbright Canada - allowing students to undertake semester-long internships at academic organizations in Canada. Second, a new series of CS internships will also be realized with Mountain Lake PBS, the North Country Chamber of Commerce, and the City of Plattsburgh to allow SUNY-P students to undertake local semester or summer internships. Consortium staff and faculty members also utilize their professional networks and connections (academic, government, industry, non-profit), by writing letters of support and training students to prepare applications.

* 1. **Addressing national needs, generate and disseminate information to the public:** Our NRC Consortium activities and Canadian Studies instructional resources address national needs and generate significant, policy-relevant information for the public. Our plan - informed by the Consortium's areas of research, scholarship, teaching and outreach expertise, the *Joint Statement of Principles in Support of lnternational Education,* and the *Roadmap for a Renewed U.S.-Canada Partnership* - is built on four thematic lenses that collectively advance educational understanding between the two nations, provide multiple K-16 teacher and faculty training forums, enhance French and Indigenous languages development, and facilitate learning opportunities and employment

pathways in education, government and the private sector for students. Our four lenses, central to America's engagement with Canada, are: (1) **Environmental Challenges: Ecology and Climate Change (ECO)**, (2) **Equity, Inclusion and Reconciliation: Indigenous Peoples and Issues (EQ)**, (3) **Building Bridges: French Language, Culture, and Communities in North America (FRE)**, and (4) **National Security: Border Policies, Energy and Diplomacy (SEC)**. K-16 training forums, author's workshops and symposia, scholarly publications, and significant outreach activities include a focus on clean water, Indigenous sovereignty and reconciliation, foreign languages, ethnicity and marginalization, continental hydrocarbon transmission, the Canada-U.S. border, food systems and agricultural production.

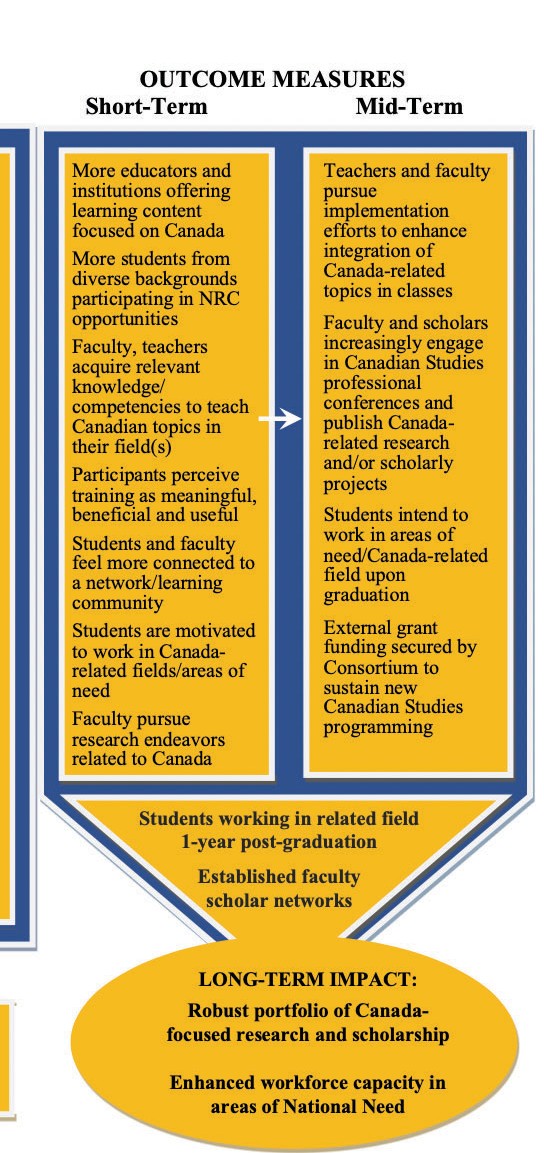
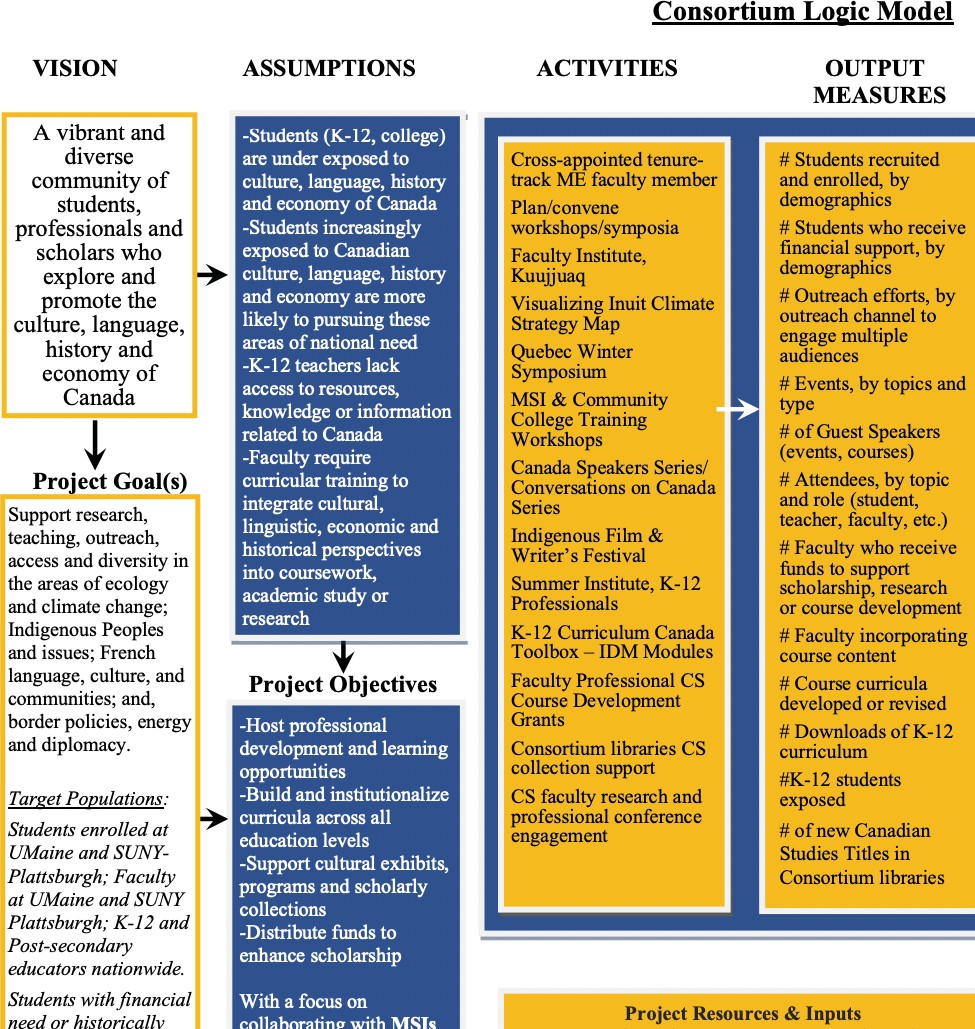
To best address the areas of national need, ME is partnering with the UMaine Arctic Initiative, the Climate Change Institute, the Native American Studies Program, the School of Economics, the Margaret Chase Policy Center, the School of Forest Resources, the Forest Bioproducts Research Institute, the Lobster Institute of the Darling Marine Center, and the School of Marine Sciences. SUNY-P will partner with multiple universities and academic organizations in Canada and the U.S., Fulbright Canada, Canadian Consulate Generals, Minority-Serving Institutions, Community Colleges, and Tribal Colleges and Universities. By expanding Consortium collaborations and increasing transdisciplinary activities with these entities, we will multiply our reach by at least 30%, and increase our effectiveness of resources by offering new research, teaching and outreach possibilities for students and faculty. The Consortium's Canadian Studies programs, outlined in detail in the section on Program Planning and Budget, ensure production of significant scholarly activities, promote professional development and learning opportunities, build and expand curricula across all education levels, and support cultural exhibits,

programs and scholarly collections that are disseminated to the public locally, regionally, and nationally.

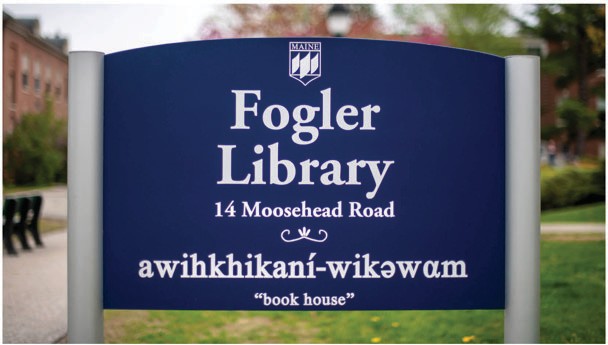
French is identified as a national need by the U.S. Agency for International Development, the U.S. Department of Defense, the U.S. Department of Energy, the U.S. Department of State, and the Peace Corps. In addition to French, FLAS fellowships at ME will also be offered in two less commonly taught Indigenous languages (Abenaki/Penobscot, Maliseet/Passamaquoddy) spoken by Indigenous communities located in both the U.S. and Canada and of particular importance to ME, which hosts a Wabanaki Center as part of its Native American Programs. Competitive Preference Priority 2 will be met by awarding at least 25 percent of AY FLAS in Less Commonly Taught Languages.

* 1. **Evaluation plan:** The Consortium has benefited from annual visits and reports of ad hoc external reviewers to review and confirm processes, improve activities, validate approaches, and leverage recommendations for increased university support. Our intention to expand our scope of work to engage more departments and colleges at ME has been informed by external panels and prior reviews in 2018 and 2022 which have encouraged the Consortium to consider increased course offerings in Indigenous languages and in political science with a public policy focus. These recommendations resonated strongly with the Consortium and our institutions, and have helped shape the thematic lenses for our future direction. To guide the management of the Consortium, we have formalized an approach with an external professional assessment group to ensure regular input. To ensure we are adequately engaged in both performance measurement and program evaluation, we will collaborate with the Data Innovation Project (DIP) at the University of Southern Maine's Cutler Institute for Health and Social Policy; the DIP provides evaluation services to increase the capacity of mission-driven organizations to be data-informed. An ongoing

evaluation process aligns with the Consortium's logic model (see below) to answer implementation questions such as, how many teachers participate in the K-12 Summer Institute, and how many students do they teach? How satisfied are training participants with their experiences? Analytical evaluations will also answer outcome driven questions such as: do FLAS students show clear proficiency improvement?; do FLAS students find employment in areas of need?; to what extent does the Consortium enhance participants' ability to effectively incorporate Canadian content?; how does the Consortium assist researchers to connect with a network of academic professionals?; and, how does it motivate individuals to engage further in topics related to Canada and areas of national need and engage in cross-border collaborations? For students, the Consortium's evaluation plan will examine how our Canadian Studies programs assist them to identify and secure work in a related field post- graduation.



Our evaluation plan will employ a mixed-method approach to include: administrative records (e.g., registration, downloads, etc.), pre-post training surveys, post-graduation follow-up surveys, focus groups, and interviews with a sample of K-12 educators, students or faculty. The DIP will use the first three months to review data sources, identify the target populations for each effort, develop data collection tools, and finalize plans to guide the remainder of the project. Throughout, the DIP will maintain routine communication with key Consortium leadership, and report on relevant findings as requested and required. Through regular engagement, the Consortium will use these findings to steer its activities toward maximizing beneficial outcomes.

* 1. **Equal access:** ME is part of the *Diversity and lnclusion Partners* of the University of Maine, and is dedicated to providing equal access and treatment of eligible project participants who are members of groups that have been traditionally underrepresented. Our past activities demonstrate the role of the Center as an active contributor to change, equality, justice, and inclusion. In support of this, our new research plan places equity at the core of our activities. At the University of Maine, funding opportunities for graduate students are limited; close to 25% are first-generation students and financial assistance from the Center is absolutely crucial. Brittany Cathey, (Ph.D., History), notes that receiving funding for her research was essential for the completion of her dissertation: "I wouldn't [have been] able to do so without it." As a Consortium, we are committed to, and supportive of, policies and operating practices that advances multiculturalism and contributes to

identifying and addressing societal injustices. Our commitments are evident through our relationship to Indigenous communities. Our affiliate members Darren Ranco (Penobscot Nation), Chair of Native American Programs, and Margaret Pearce

(Potawatomi Nation), undertook the campus-wide Wabanaki language signage initiative. "One of the goals of the signs," Ranco observes, "is to show students and visitors that the university's campus is on Wabanaki territory."

SUNY-P is equity-minded and provides equal access for historically underrepresented populations. As an Association of American Colleges and Universities designated Truth, Racial Healing & Transformation Campus Center and member of the Leading for Change Consortium, efforts that advance diversity, equity and inclusion are prioritized to close achievement gaps and improve employment access for candidates from minoritized and marginalized identities. The Racial Equity & Justice Fellows Initiative trains faculty to achieve a zero-equity gap in classrooms. Implementing equity training as well as determining baseline metrics of minority involvement in CS programming is taking place to increase access and participation of racial or ethnic minority groups, women, persons with disabilities and the elderly. University-wide, 29% of undergraduates are minoritized and 36% are Pell recipients at SUNY-P; minority enrollments in Canadian content courses at the 100 and 200 levels are roughly equivalent to the university as a whole, and minority enrollments in upper level Canadian content courses average about 22%. Developing a sense of belonging in our programs through the selection of topics has recently attracted more diverse participation. Selection for funding opportunities in all our Canadian Studies and French programs is also being reviewed to enhance greater equity and inclusion of minorities.

# OUTREACH

* 1. **Regional and National Impact:** The Consortium is a recognized regional and national leader in outreach to K-16 educators, the general public, media and business. From 2018-22, outreach staff provided teacher training to 1,458 K-12 educators from 31 states, teaching materials to 4,433 K-12 educators across the nation, Canadian content to 850 pre-service teachers (in CT, MA, ME,

NY), and 50 Consortium website links average 39,500 visitors a year. Consortium Directors and faculty serve in leadership positions in 3 national CS/FR scholarly organizations (ACSUS, ACQS, MANECCS), and provide on average 23 briefings per year for business people, the media and general public.

**Elementary and secondary schools:** Scholarly expertise on Canada from 20 faculty members was shared during 5 Summer Institutes for K-12 professionals, held from 2018 to 2022, with more than 100 elementary and secondary participating educators from 23 states who annually teach more than 10,619 K-12 students. Each institute consists of 45-contact hours of teacher training. A scholarship program was established by SUNY-P in 2019 to facilitate participation by pre-service teachers alongside master teachers enrolled in Summer Institutes. ME extended its outreach to over 800 pre-service teachers in the College of Education and Human Development by delivering CS content annually in the courses, *Social Studies Methods* and *Education in a Multicultural Society*. Consortium outreach staff annually deliver professional development workshops at national teacher conferences, as well as in U.S. states where Canada is included in the K-12 curriculum. SUNY-P Director Kirkey initiated and maintains state-by-state research of where Canada is taught in the American curriculum; this research is the first comprehensive 50-state research study by any NRC to identify where a world area exists in state instructional standards. Consortium outreach uses this research in the design and delivery of programs that focus on each state's unique need for specific Canadian content. Similar efforts take place to meet the needs of teachers across the country who are responsible for Canadian content taught in the "History of the Americas'' curriculum of the International Baccalaureate (IB), and the "Human Geography" national Advanced Placement (AP) curriculum. High school AP faculty are collaborating with the Consortium to create lessons on Arctic Canada, and a variety of other Canadian topics relevant to

AP classrooms are planned, all of which will be available to teachers nationally through the AP network. The Consortium also produces approximately twenty hours of teacher training workshops per year in collaboration the National Council for the Social Studies (NCSS), and reaches teachers in all states through virtual programming. An example of outreach impact is when one of our presentations about an Indigenous place names map was attended by a Grade 4 teacher who subsequently wrote and applied a lesson about the map for the AZ Geographic Alliance (Exploring Indigenous Place Names in Canada I Arizona Geographic Alliance (asu.edu)), and presented the lesson to AZ and WY educators. Consortium outreach staff are officers in the NCSS special interest group *Canada Community*, and benefit by presenting annual webinars, - which are permanently archived for member viewing - with scholarly Canadian content to the entire NCSS membership of over 10,000 American educators. Outreach through NCSS also takes place in collaboration with CS colleagues at University of Washington/Western Washington University by co-sponsoring a teaching resources exhibit at annual conferences.

Additional CS outreach collaboration executed with our west coast partners featured a 2021 12-part webinar series titled *The Canadian Mosaic: Material and Methods for Teaching Multicultural Canada*, with a focus on specific CS teaching resources: 8 scholars presented to 258 teachers from 18 states, who annually teach approximately 20,000 students. Additional national and regional outreach collaboration will take place effective fall 2022 with several NRCs of different world regions through our proposed participation in the *Teaching the World* project, and through our relationships with various state-based social studies teacher networks. ME will also partner with the state chapter of the American Association for Teachers of French to create French curriculum materials, and reach teachers in every state through their national network of 70 chapters. The 4 summer institutes for K-12 professionals planned are based on our thematic lenses;

2 will be French immersion for teachers of French, and the pre-service teacher scholarship program will continue.

**Postsecondary institutions:** The Consortium's postsecondary outreach efforts provide substantial opportunities for faculty from across the U.S. to enhance their CS research, teaching and publications, and participation by faculty from Minority-Serving Institutions (MSIs) and Community Colleges (CC) is prioritized. SUNY-P recently organized a workshop for 35 MSI/CC faculty in Miami with support from the Canadian Consulate General, and future MSI/CC faculty workshops are planned with continued support by Canadian Consulate Generals. An additional 53 MSI faculty were recruited to present their research at the national Canadian Studies conference held in 2019. SUNY-P Director Kirkey is the elected President of the Association for Canadian Studies in the United States (ACSUS), the principal academic organization for our world area with a network serving over 1,200 CS scholars, plus the Assistant Director serves as the ACSUS Secretary, and in these positions, they organize the association's international biennial conferences. The Consortium supported 16 CS/FR faculty from ME and SUNY-P to present scholarship at the last ACSUS conference which was attended by 350 scholars from the U.S. and Canada. ME faculty Tijerina is an officer of the Middle Atlantic and New England Council for Canadian Studies (MANECCS). ME faculty also collaborate with other NRCs, for example Tijerina co-authored a 2021 border policy report for Western Washington University's Border Policy Research Institute. From 2018 to 2021, SUNY-P organized 8 separate multi-day colloquia involving 171 faculty from 66 institutions, and produced scholarly publications written and/or edited by SUNY-P Director Kirkey, including 2 special journal issues of the *American Review of Canadian Studies* on "Quebec Society: Current State and Future Prospects," and "Indigenous Peoples: Sovereignty, Sustainability, and Reconciliation'' - and the books, *1968 in Canada: A*

*Year and lts Legacies* (2021, University of Ottawa Press), and, *The Construction of Canadian ldentity from Abroad* (2022, Palgrave Macmillan). SUNY-P's annual Quebec Past & Present Colloquium, organized in partnership with Bishop's University, annually engages 35 scholar and student presentations, with published proceedings in the *Journal of Eastern Townships Studies*. Furthermore, the Consortium invited 26 CS/FR faculty from U.S. and Canadian postsecondary institutions over the last 4 years to present (in English and French) to undergraduate and graduate students, faculty and staff of both universities. New lecture series and colloquia are planned, plus 8 scholars' workshops are proposed for 2022-26 with several subsequent publications generated. Additionally, the Consortium is planning an Arctic Quebec Faculty Institute in Kuujjuaq, training for French professors through the Quebec Winter Symposium, and ongoing engagement of new faculty interest in Canadian Studies through participation in a variety of national and regional conferences.

**Business, media, and the general public:** Consortium faculty are regularly called upon to offer expertise to local governments, regional businesses, media and the general public given our geographic proximity to the border, and the vital importance of U.S.-Canada trade for our local and regional communities, which include 57 border crossings and over 900 Canadian-owned businesses. CS faculty, particularly from the professional schools of law (ME), business and education (ME, SUNY-P) actively present content to these constituents, through media interviews (20), podcasts (16), blogs (5) and exhibitions (13). Both Centers offer historical and cultural maps from their websites, with 17,900 downloads (since 2018), and history backgrounder videos available on YouTube. ME's anthropology museum posts explanatory videos of their 700 Canadian First Nations and Inuit artifacts on YouTube (76,200 views, 2020-21), and 9 adjunct

faculty (prior NRC-funded ME history graduate students) regularly publish in the Mount Desert Island Historical Society's public history outreach magazine, *Chebacco*.

SUNY-P conducts ongoing outreach to local and regional businesses, media and the general public with programming featuring scholarly experts and professional school faculty. The Distinguished Fulbright Scholar in Quebec Studies, the Canada Speaker Series, the Scholar-in- Residence programs, the Distinguished Canadian/Quebec Address, and Celebrons Quebec festival annually offer an average of 15 lectures. Each program reaches 225 people in targeted constituencies multiple times during the year. The close relationship SUNY-P enjoys with Mountain Lake PBS, the North Country Chamber of Commerce and the Development Corporation of Clinton County results in regularized engagement of hundreds of local businesspeople in events. The *Conversations on Canada* scholarly lectures are offered live with recordings publicly available on YouTube, and have attracted an audience of over 1,100 people. In addition to maintaining successful outreach connections to media, businesses and the general public from prior years, the Consortium will expand programming to reach over 400 chambers of commerce in our region, all of whom seek to attract and host Canadian tourists. The SUNY-P Indigenous Film and Writers Festival will also be integral to realizing our public outreach focus on reconciliation.

# PROGRAM PLANNING AND BUDGET

## Timeline and Effective Resource/Personnel Use

The Consortium will implement a comprehensive curriculum-focused, research, outreach and training program that meets the NRC **Absolute Priorities (1, 2)**, the **Competitive Preference Priority**, and FLAS **Competitive Preference Priorities (1, 2)** (French, Abenaki/Penobscot, Maliseet/Passamaquoddy) through a multitude of well-balanced and innovative initiatives, led by

Consortium staff and faculty. Our plan - informed by the Consortium's areas of research, scholarship, teaching and outreach expertise, the *Joint Statement of Principles in Support of lnternational Education,* and the *Roadmap for a Renewed U.S.-Canada Partnership* - is built on four thematic lenses that collectively advance educational understanding between the two nations, provide multiple K-16 teacher and faculty training forums, enhance French and Indigenous languages development, and facilitate learning opportunities and employment pathways in education, government and the private sector for students. Our four lenses, central to America's engagement with Canada, are:

1. **Environmental Challenges: Ecology and Climate Change (ECO)**
2. **Equity, Inclusion, and Reconciliation: Indigenous Peoples and Issues (EQ)**
3. **Building Bridges: French Language, Culture, and Communities in North America (FRE)**
4. **National Security: Border Policies, Energy, and Diplomacy (SEC)**

The planning and delivery of the Consortium's programs, following the timeline as indicated, will result in a strengthened Canadian Studies presence in the United States. The implementation of each program activity involves direct leadership and engagement by Consortium staff and faculty, working in partnership with campus-based centers, institutes, academic departments and colleges, as well as regional, national and Canadian-based collaborators. This approach effectively maximizes our resources and personnel to secure our program initiatives throughout the project period.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Consortium Activities Timeline** | | | | | |
| **Lens 1: Environmental Challenges: Ecology and Climate Change**  **Lens 2: Equity, Inclusion, and Reconciliation: Indigenous Peoples and Issues**  **Lens 3: Building Bridges: French Language, Culture, and Communities in North America Lens 4: National Security: Border Policies, Energy, and Diplomacy** | | | | | |
|  | **Y1** | **Y2** | **Y3** | **Y4** | **Lens** |
| **A. Postsecondary Faculty Hire and Training** | | | | | |
| Al) Tenure-Track Political Science position at ME |  | X | X | X | **1, 4** |
| A2) Quebec Winter Symposium for French Language Faculty |  | X | X | X | **1, 2, 3, 4** |
| A3) Faculty Institute in Kuujjuaq, Quebec | X |  | X |  | **1, 2** |
| A4) Course Development Support | X | X | X | X | **1, 2, 3, 4** |
| **B. Research, Publications & Instructional Materials** | | | | | |
| Bl) **Scholars' Workshops, Symposia & Book Publications** | | | | | |
| -*Canada's Clean Water Act: Origins, Evolution, and Implementation* | X |  |  |  | **1** |
| -Atlantic Canada Studies Conference: *Crossing Borders,*  *Bridging Boundaries* |  | X |  |  | **3** |
| *-Modeling policy mixes and coordinated decarbonization strategies* |  | X |  |  | **1, 4** |
| -*Indigenous Marginalization in North America: The 1768*  *Boundary Line Treaty of Fort Stanwix* |  | X |  |  | **2** |
| -*Seafood Systems Symposium. Continental and global significance of Blue Food* |  |  | X |  | **1, 2** |
| -*Racialized, Ethnic and Linguistic Minority Communities in*  *Quebec* |  |  | X |  | **2, 3** |
| -*Growing Independent: Radical Agriculture and Autonomous Life in an Ever-Changing World* |  |  |  | X | **1** |
| -*The Transmissibility of Hydrocarbons and Hydroelectricity in the Canadian-American Marketplace* |  |  |  | X | **4** |
| B2) Sustainable Borderland Tourism workshops series | X | X | X | X | **1, 2, 3, 4** |
| B3) *Visualizing Inuit Climate Strategy*, map project | X |  |  |  | **1, 2** |
| B4) Faculty funding for archival research & conferences | X | X | X | X | **1, 2, 3, 4** |
| B5) Expansion of library resources in Canadian Studies | X | X | X | X | **1, 2, 3, 4** |
| B6) Scholar-in-Residence Program at the Hudson Museum | X | X | X | X | **2** |
| **C. Outreach** | | | | | |
| Cl) Summer Institute for K-l2 Professionals | X | X | X | X | **1, 2, 3, 4** |
| C2) Canadian Studies Lecture series [Canadian forestry and natural resource management; Impacts of climate change on shared marine resources in New England and Atlantic Canada; Atlantic Canadian history; Francophone language and culture in Canada; Gender equality and Multiculturalism in Canada; Osher Lifelong Learning Institute/Maine Senior College  Network; *Conversations on Canada*] | X | X | X | X | **1, 2, 3, 4** |
| C3) Workshops for MSI and Community College Faculty | X | X | X | X | **1, 2, 3, 4** |
| C4) Canada K-l2 Toolbox | X | X | X | X | **1, 2, 3, 4** |
| C5) Indigenous Film and Writers Festival |  | X |  | X | **2** |

## High Quality Activities Related to NRC Purpose

The Consortium will implement, during the 2022-26 project period, a significant array of innovative high quality CS program initiatives in three key categories: higher education hiring and training; research, publications and instructional materials; and, outreach activities.

## A) Postsecondary Faculty Hire and Training

**A1) New position in Canadian Studies in Political Science (ME):** The Consortium, with significant institutional support, will establish a cross-appointment tenure-track faculty position at ME between the Canadian-American Center and the Political Science department focusing on Canadian environmental issues. New priority courses include *Political and Administrative Approaches to Environmental Regulation in Canada*, *Federal and Provincial Management of the Canadian Environment*, and *Climate Change: Challenges for the Canadian Environment*. As a critical new hire, this faculty position will collaborate with multiple academic units, including the School of Policy and International Affairs, the Margaret Chase Smith Policy Center, the Native American Studies Program, the Wabanaki Center, the International Affairs Program, the Arctic Initiative, the Climate Change Institute, the School of Forestry, and the Departments of Wildlife, Fisheries, Conservation Biology, and Anthropology. [Absolute Priority 1] (ECO, SEC)

**A2) Quebec Winter Symposium:** The Consortium will plan and implement an annual three-day

immersive educational training forum in Montreal, conducted entirely in French, for upwards of 20 American higher education faculty (with preference given to MSI and Community College participants) in Quebec Studies. The symposium includes briefings with Quebec content academic specialists, significant literary and cultural contributors, and

**Quebec Winter Symposium**

**2023**: *Decolonization and Environmental Justice in Popular Culture in Quebec*

**2024**: *In the Face of Adversity: Indigenous Voices in Quebec Literature Today*

**2025**: *Opening to the Other: Multiculturalism and Francophone Identity in Quebec Cinema*

**2026**: *Sovereignty and Energy: Northern Perspectives*

participation at cultural activities. [Absolute Priority 1, Competitive Preference Priority] (ECO, EQ, FRE, SEC)

**A3) Faculty Institute in Kuujjuaq:** In the summers of 2023 and 2025, ME will organize a Faculty Institute in Kuujjuaq, Quebec. The Institute is a transdisciplinary initiative (engaging ME Arctic Initiative, Climate Change Institute, Forestry, and School of Economics) designed to develop and integrate undergraduate and graduate curricular content (on Inuit Peoples and culture, climate change, forestry, wildlife, rural health), expand research opportunities for faculty and graduate students, and establish research collaborations with the Recherche nordique et arctique de l'UQAM (Montreal), the Centre d'etudes nordiques, and the Institut nordique du Quebec (Laval). The Institute, which is organized in collaboration with the Nunavik Research Center, allows

faculty and graduate students to collaboratively engage with Inuit scientists and community

leaders (Kativik Regional Government, Kativik School Board, Nunavik Regional Board of Health and Social Services) on community-based research projects relevant to the residents of Nunavik. Participants are required to produce a range of key deliverables, including research grant applications; significant revision to or the creation of courses based on information, understanding and skills gained during the Institute; and, scholarly works for publication. [Absolute Priority 1, 2] (ECO, EQ)

**A4) Course Development Support:** The Consortium will expand the roster of undergraduate and graduate Canadian content curriculum by offering targeted professional course development grants. Upwards of six grants, designed to revise standing courses and more importantly, support the creation of new classes focused entirely on Canada, will be annually provided. Development grants will be given in priority to courses focusing on our four thematic lenses. [Absolute Priority 1] (ECO, EQ, FRE, SEC)

## B. Research, Conferences & Publications

**B1) Scholars' Workshops, Symposia & Book Publications:** Reflecting our thematic areas, the Consortium will organize, convene and produce 8 workshops/symposia and scholarly book projects edited by leading university presses (i.e., Oxford, Presses de l'Universite de Montreal, Routledge). In 2022-23, SUNY-P will begin this series with a workshop titled *Canada's Clean Water Act: Origins, Evolution, and lmplementation*. Drawing together scholars and practitioners, this initiative explores water quality management efforts and the challenges posed to the September 1970 Act by climate change. For 2023-24, ME, a foundational member of the annual *Atlantic Canada Studies Conference*, will organize a meeting of scholarly research focusing on the theme of "Crossing Borders, Bridging Boundaries." ME will also be organizing a workshop on *Modeling policy mixes and coordinated decarbonization strategies* in collaboration with the Expanded Joint Climate Transport Research Partnership (ESG-UQAM), the focus of which is to build skills, capabilities and institutions in a suite of policy analytical capacities for the decarbonization of the transportation sector. SUNY-P will lead a workshop titled *lndigenous Marginalization in North America: The 1768 Boundary Line Treaty of Fort Stanwix* (in partnership with the Indigenous and American Indian Studies program, Haskell Indian Nations University, and the Institute for Critical Indigenous Studies, University of British Columbia) to examine negotiations, results and impacts of the 1768 agreement, widely regarded as the most significant settlement directly impacting the fate of Indigenous peoples in North America. In 2024-25, ME will co-organize the *Seafood Systems Symposium* focusing on the continental and global significance of *Blue Food* (food derived from freshwater and marine ecosystems). The symposium will include researchers from the U.S. and Canada with a particular emphasis on supporting rural, and historically marginalized participants, and is designed to measure and evaluate the critical

importance of local and regional seafood systems in addressing our current climate crisis. SUNY- P will organize and deliver a workshop titled *Racialized, Ethnic and Linguistic Minority Communities in Quebec*, to examine contemporary political, regulatory and legal practices impacting large cohorts of non-white immigrant communities in Quebec. In the final year of the project, 2025-26, ME will offer the symposium, *Growing lndependent: Radical Agriculture and Autonomous Life in an Ever-Changing World*, an initiative focusing on the back-to-the-land movement in Canada and the U.S. - from the 1960s to the present. This bilingual symposium will feature climate change, history, anthropology, literature, sociology scholars and ecological practitioners to examine the legacy of ecological experiments from the 1960s-1970s. The final workshop in the Consortium's series will be led by SUNY-P, focusing on *The Transmissibility of Hydrocarbons and Hydroelectricity in the Canadian-American Marketplace*. This effort examines political, regulatory, legal and environmental challenges that confront governments and industry as they seek to identify and pursue viable pathways for the transmission of renewable and non- renewable energy sources. [Absolute Priorities 1, 2, CPP] (ECO, EQ, FRE, SEC)

**B2) Sustainable Borderland Tourism workshops series:** ME will organize sustainable tourism

public programs with community hosts in cross-border locations each summer during the project period. These collaborative initiatives will bring together stakeholders, community members and scholars working on pre-existing sustainable tourism initiatives, to facilitate the creation of new projects. [Absolute Priority 1] (ECO, EQ, FRE, SEC)

**Summer 2023**: La vallee Saint-Jean (Organizers: Susan Pinette, and Jacob Albert, Franco American Centre, ME) **Summer 2024**: The Multicultural Passamaquoddy (Organizers: Liam Riordan, History, Passamaquoddy Cultural Heritage Museum)

**Summer 2025**: Passamaquoddy and Maliseet Homelands (Organizers: Darren Ranco, Native American Studies & Anthropology and Micah Pawling, NAS & History)

**Summer 2026**: Borderlands Art, Trans- National Tourism, and Diplomacy (Organizers: Frederic Rondeau, French and Stefano Tijerina, Business School)

**B3) *Visualizing Inuit Climate Strategy* map project:** In 2021, Margaret Pearce will undertake the creation of a new map titled *Visualizing lnuit Climate Strategy through Cultural Cartography*. This initiative, building on the 2017 award-winning map *Coming Home to lndigenous Place*

*Names in Canada*, will highlight Inuit climate change strategies directly reflecting Indigenous values and ways of living for Inuit Nunangat. This project will be an invaluable educational resource for K-16 Canadian Studies programs in the United States. [Absolute Priority 1, 2] (ECO, EQ)

**B4) Faculty funding for archival research & conferences:** The Consortium will provide faculty support to research primary source documents at national, provincial, and state archival repositories, including Library and Archives Canada and Bibliotheque et Archives nationales du Quebec. The Consortium will also provide resources to facilitate faculty engagement at professional academic conferences such as the Association for Environmental Studies & Sciences, the Native American and Indigenous Studies Association, the American Council for Quebec Studies, and the Association for Canadian Studies in the United States. [Absolute Priority 1] (ECO, EQ, FRE, SEC)

**B5) Expansion of library resources:** The Consortium will expand the Canadian collections at Fogler Library (ME), the Garbrecht Law Library in Portland (ME), and SUNY-P's Feinberg Library. As highlighted in the Strength of Libraries section, our collections are extensive and serve students and faculty, as well as regional, national, and international patrons through an array of databanks and Interlibrary Loan services. [Absolute Priority 1] (ECO, EQ, FRE, SEC) **B6) Scholar-in-Residence Program at the Hudson Museum:** The Hudson Museum, an

internationally recognized anthropology museum located at ME, features significant Canadian holdings used for exhibitions, teaching and research purposes. The Canadian collections number over 700 artifacts, and more than 100 primary source archival resources documenting the life and

traditions of First Nations of the Northwest Coast (particularly Haida and Kwak-wak- awakw), Arctic (Igloolik and Southampton Islands), Great Lakes region (Cree, Tuscarora, and Ojibway) and the Atlantic

Hudson Museum at ME

provinces (Mi'kmaq). Support from the

Consortium will allow the museum to bring in four Canadian Scholars-in Residence to review and work with the Indigenous holdings from these four specific regions, assist the museum in analyzing and crafting interpretative exhibits, and creating new Indigenous-focused learning modules for K- 16 students. [Absolute Priorities 1, 2] (EQ)

## C) Outreach

**C1) Summer Institute for K-12 Professionals:** The premier activity for teacher training by the Consortium is the immersive week-long Summer Institute for K-12 professionals offered

annually in Ottawa, Montreal, and Quebec City. The language of instruction (French/English) rotates every year. A competitive national application process will accept upwards of 25

**2023**: *Breathing the Same Air: U.S., Canada and Climate Change*

**2024**: *lnclusion and Exclusion: Perspectives from Canada for the Classroom/lnclusion et exclusion: perspectives du Canada pour la salle de classe* **2025**: *Quebec: A Nation?/Le Quebec, une nation?*

**2026**: *Beyond a Single Border: A Reexamination of the U.S.-Canada Alliance*

U.S.-based teachers responsible for French language curriculum, and/or social studies educators of comparative cultures; world, U.S. and AP history; and North American geography. The program topics, grounded in our thematic lenses, will enhance Consortium faculty collaboration by offering

teacher training activities focused on Canadian content and pedagogy. [Absolute Priority 2] (ECO, EQ, FRE, SEC)

**C2) Canadian Studies Speakers Series:** The Consortium will organize annual thematic CS Speakers Series. At ME, six concurrent CS Lecture Series (14 lectures/year) will be convened, focusing on Canadian forestry and natural resource management (2 per year, in collaboration with the School of Forest Resources and the Forest Bioproducts Research Institute); the Impacts of climate change on shared marine resources in New England and Atlantic Canada (2 per year, organized with the U.S.-Canada Climate and Fisheries Futures Collaborative at the Lobster Institute of the Darling Marine Center); Atlantic Canadian history (2 per year, in partnership with the Department of History and the Department of Anthropology); Francophone language and culture in Canada (4 per year, in conjunction with the Modern Languages and Classics Department); Gender equality and Multiculturalism in Canada (2 per year, with the Office of Diversity in Inclusion); and presentations (2 per year) for students of the Osher Lifelong Learning Institute and the Maine Senior College Network. All talks will be delivered live and recorded for remote access through the ME website. SUNY-P will proceed with the virtual and in-person *Conversations on Canada* series, which addresses current issues central to Canadian society. Canadian political leaders, policy makers, business people, media representatives and public intellectuals offer, four times per year, diverse perspectives on global topics relevant to the Canada-

U.S. relationship. Following live presentation of sessions in this series, recordings will be made available through the *Conversations on Canada* YouTube channel. [Absolute Priority 1] (ECO, EQ, FRE, SEC)

**C3) Workshops for MSI and Community College Faculty:** In partnership with the Consulate

Generals of Canada in the U.S., the Consortium will organize and deliver twice-yearly professional development workshops dedicated to faculty and administrators at MSIs and Community Colleges. These workshops, titled "The Place of Canada in American Colleges and Universities," introduce a rich variety of undergraduate and graduate curricular materials. Workshop participants are provided with eight modules (see table) prepared by the Consortium, each focusing on research and training in Canadian Studies. Modules consist of a common format: a brief synopsis introduces the subject, followed by three learning objectives and six

topical studies that together contain material for two weeks of study at the college or university level. Each topic contains three elements: a proposal for in-class lecture and discussion; a detailed plan for students' self-study, including selected readings and/or videos; and a task for students to complete and a bibliography. The

**Modules:**

1. *Governing Canada*, explores the structure and dynamics of Canada's version of democracy;
2. *Energy and the Environment*, focuses on the issues surrounding Canada's extraction of a variety of energy resources and its consequences;
3. *Canadian-American Relations*, surveys the ways in which Canadians, Americans, and their governments interact;
4. *Indigenous Rights and Reconciliation*, studies the status and challenges of Canada's First peoples in the twenty-first century;
5. *Quebec in America*, describes Quebec's unique history and its place in Canada and North America;
6. *Canadian Literature in Global Context*, addresses the rich variety of ways that Canadian writers have portrayed Canada, its peoples, and their engagement with the world;
7. *Health Care* - *the Canadian Way*, details how Canadians grapple with health and sickness, and what that says about their identities;
8. *Immigration and Multiculturalism*, introduces Canada's distinctive approach to welcoming newcomers and the cultures they bring to the Canadian mosaic.

Preference Priority] (ECO, EQ, FRE, SEC)

workshops will be organized and convened in New York City (2023), Denver (2024), Boston (2025), and Chicago (2026). [Competitive

**C4) Canada K-12 Toolbox:** In an effort to expand the presence of Canadian content in the American K-12 curriculum, the Consortium will research and develop a Canada Toolbox, aimed at producing Inquiry Design Model (IDM) instructional modules for social studies and French education. Following the National Council for Social Studies College, Career, and Civic Life Framework, all IDM CS modules will include a compelling question of inquiry; three or four

supporting questions (as well as a minimum of three to five sources for each supporting question) with associated student-focused tasks; and, sources that educators can utilize in their teaching that address specific national and state-appropriate curriculum requirements. Modules will be accessible on the Consortium's websites and downloadable upon request by confirmed educators. A committee comprised of ME, SUNY-P and K-12 educators will select and fund eight IDM CS modules (four in French, four in English). To further increase Canadian content in the U.S. K-12 curriculum, outreach coordinators from ME and SUNY-P will annually offer teacher training professional workshops and organize CS educational exhibits at the National Council for the Social Studies and other regional K-12 conferences. [Absolute Priority 2] (ECO, EQ, FRE, SEC)

**C5) Indigenous Film and Writers Festival:** Featuring the participation of key community members, this SUNY-P initiative will showcase and analyze important themes (including sovereignty, societal

marginalization, and reconciliation) through the use of cinematic viewings, literary readings and discussions on essential Indigenous films and works of literature. Scheduled to be held biannually, this new initiative includes a range of Indigenous actors, directors, and authors. [Absolute Priority 2, Competitive Preference Priority] (EQ)

**Indigenous films:**

-*Angry Inuk* (Alethea Arnaquq-Baril, director-2016), *Our People Will be Healed* (Alanis Obomsawin, director-2017), *Falls around Her* (Darlene Naponse, director-2018), *One Day in the Life of Noah Piugattuk* (Zacharia Kunuk, director - 2018), *Blood Quantum* (Jeff Barnaby, director - 2019), *The Body Remembers When the World Broke Open* (Elle-Maija Tailfeathers and Kathleen Hepburn, directors - 2019), *Monkey Beach* (Loretta Todd, director - 2020), *Kuessipan* (MyriamVerreault, director - 2021) and *Beans* (Tracey Deer director - 2021).

**Indigenous authors:**

-Ray Belcourt (*NDN Coping Mechanisms: Notes from the Field*), Francine Cunningham (*On/me*), Cherie Dimaline (*The Marrow Thieves*), Alicia Elliott (*A Mind Spread Out*), Naomi Fontaine (*Shuni: ce que tu dois savoir, Julie),* Carol Rose Goldeneagle (*Bone Black*), Terese Marie Mailhot (*Heart Berries*), Karen McBride (*Crow Winter*), Eden Robinson (*Monkey Beach, Trickster Drift, and Son of a Trickster*), and Tanya Tagaq (*Split Tooth*).

* 1. **Costs of Activities in Relation to Objectives:** The Consortium budget provides a full description of our program costs; expenses are reasonable and consistent with the U.S. General Services Administration and Department of State guidelines (for program activities in Canada)

and approved by the Office of Research Administration at UMaine and Sponsored Research & Programs at SUNY-P. NRC funds will be used for personnel, travel, supplies, library resources, and especially for new program initiatives. For personnel, the newly created tenure-track position in Political Science/Assistant Director of the Center at ME will be funded during the project period at 40% by NRC funds; the balance of salary and related fringe benefits will be underwritten by the College of Liberal Arts and Sciences. The salaries of the FLAS coordinator and outreach coordinator are covered by ME (except for one month of summer salary for outreach), and the administrative specialist is covered at 75%. SUNY-P will employ a summer research support specialist to assist with Center program initiatives.

* 1. **Long-Term Impacts:** The Consortium's proposed undergraduate, graduate, and professional training programs will have immediate and sustainable impacts. At the undergraduate level, SUNY-P's CS Individualized Study Major and Minor and Quebec Studies Minor will be strengthened by the addition of new thematic elective courses emphasizing Canadian identity, the environment, Indigenous Peoples and issues, Quebec and U.S.-Canada relations. These new course offerings will ensure an increase in Canadian content throughout the project period, further contributing to the Center for the Study of Canada's educational outreach to an increasingly larger segment of the student population at SUNY-P. Our French language program will also benefit students seeking to develop and acquire bilingual skills for use in educational, government or business settings. At the undergraduate level, ME offers a learning environment in which students gain a deep and complex understanding of Canada. The thematic lenses and the new position in political science will ensure all major disciplines include Canadian Studies. The lecture series offered are all directly linked to courses taught, enabling us to reach a large number of undergraduates. The CAN 101 course, the Canada Club, the French Club, the Ottawa field trip and

the Quebec May Term contribute to building a strong sense of community among undergraduates interested in Canada. The new pathway to career readiness program will develop internships in French (French education - K-12), Business and Economy (Canada Desk - Maine International Trade Center), as well as in History and Anthropology (New England and Canada Museums). Each year, 3,851 undergraduate students from the Consortium take classes related to Canada.

At the graduate level, in addition to all activities listed in this section, students have research and work opportunities, including teaching courses with Canadian content in their respective departments. They are invited to present their research on campus, and receive funding to participate in national and international conferences and to undertake research in Canada. Graduate students will also be joining our Faculty Institute in Kuujjuaq and the Sustainable Borderland Tourism workshops series. With regard to professional training programs, the Consortium's plan for enhanced engagement with elementary, secondary and post-secondary educators will achieve long-term impacts, including: an increased number of professional training opportunities to develop more experts and educator competence in Canadian Studies, North American French, and/or Indigenous language abilities; expanded access for traditionally underrepresented peoples; increased participation from all geographic regions across the United States and involvement with state-level Departments of Education K-12 curriculum decision- makers; a higher rate of Consortium faculty involvement in outreach activities; a higher overall number of K-16 students exposed to international career opportunities; and, superior support mechanisms to assist educators with their direct application of Canadian Studies training to teaching, research and/or publishing activities.

# J. COMPETITIVE PREFERENCE PRIORITY

**NRC Competitive Preference Priority:** Our proposal specifically details significant and sustained new collaborative program initiatives working with Minority-Serving Institutions, Community Colleges, and Tribal Colleges and Universities across all four years of the project period. Three particular project activities are especially noteworthy. First, the Consortium, working with Canadian Consulate Generals in New York City, Denver, Boston, and Chicago will organize and deliver annual professional development workshops on Canada exclusively for MSI and Community College faculty and administrators. The workshops (to include participants from Adelphi University, City University of New York (multiple campuses), Manhattanville College, Nassau Community College, St, John's University, SUNY Westchester Community College [New York]; Adams State College, Colorado State University-Pueblo, Community College of Aurora, Fort Lewis College, Morgan Community College, Pueblo Community College [Denver]; Bunker Hill Community College, Northern Essex Community College, Roxbury Community College, University of Massachusetts-Boston, Dartmouth, Lowell [Boston]; and, Aurora University, City Colleges of Chicago, Concordia University, Elmhurst College, Northeastern Illinois University, Roosevelt University, University of Illinois Chicago [Chicago]), will directly contribute to a strengthening of Canadian Studies at each participating institution by introducing and integrating Canada into the academic curriculum. Upwards of 50 faculty and administrators are annually expected to participate in "The Place of Canada in American Colleges and Universities" training workshops. Second, the Consortium - led by SUNY-P - will directly recruit higher education faculty from MSIs and Community Colleges to participate in our annual Quebec Winter Symposium, a dedicated French language educational workshop convened in Montreal. These forums will provide MSI and Community College educators with current pedagogical tools and

Quebec content for inclusion and use in the American undergraduate and graduate curriculum. Third, the Consortium will partner with the College of Natural and Social Sciences at Haskell Indian Nations University (a federally designated Tribal College and University) and the Institute for Critical Indigenous Studies at the University of British Columbia to plan and implement the authors' workshop and book project, *lndigenous Marginalization in North America: The 1768 Boundary Line Treaty of Fort Stanwix*.