



**Carleton**  
UNIVERSITY

Office of  
**Quality Assurance**  
(Academic Programs)

## **Institutional Quality Assurance Process**

# **Ethics and Public Affairs (EPAF)**

### **Doctoral Program**

New Program Approval

### **Master's Level Type 2 Diploma**

### **Master's Level Type 3 Diploma**

New Program Approval – Expedited Approval Process

## **Volume I: Self-study**

**January 8, 2015**

## **Approvals**

Jay Drydyk, Program Development Chair, May 28, 2014

Gordon Davis, Chair, Department of Philosophy, May 8, 2014

John Osborne, Dean, Faculty of Arts and Social Sciences, May 20, 2014

André Plourde, Dean, Faculty of Public Affairs, May 23, 2014

Matthias Neufang, Dean, Graduate and Postdoctoral Affairs, September 10, 2014

## **Committees Reviews and Approvals**

Academic Planning, Priorities and Initiatives Committee, February 26, 2014 - approved

Program and Planning Committee, June 2, 2014 – approved

Senate Academic Program Committee, June 5, 2014 – initial review

Carleton University Committee on Quality Assurance – initial review

Graduate Faculty Board, September 17, 2014 - approved

Financial Planning Group, September 29, 2014 – business plan approved

Graduate Faculty Board Executive Council, October 6, 2014 - approved

Carleton University Committee on Quality Assurance, October 8, 2014 - review site visit

Carleton University Committee on Quality Assurance

Senate Academic Program Committee

Senate

Quality Council Appraisal Committee (graduate diplomas)

Quality Council (PhD program)

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## A. THE PROGRAMS

### A.1. Program Overview

In recent years, ethical questions about public policy have received increasing attention. Ranging from the environment, immigration, social inequality, aid and trade, to other responsibilities – social or global – questions of what is the *right* thing for Canadians to do are of ever greater public interest. On the other hand, the people who are employed to raise, answer, and discuss these questions generally have little formal training in handling ethical debates and discussions. Typically they have undergraduate or graduate degrees in social science, or, in the case of journalists, greater training in social science than in ethics or political philosophy. Meanwhile, people who have received substantial training in ethics or political philosophy have not been as well trained in the social science methodologies that are typically used to advocate or advance policy decisions. The principal objective of the proposed programs in Ethics and Public Affairs – a Ph.D. and two master’s diplomas – is to address those gaps by providing interdisciplinary training in handling issues of public policy, drawing both on social science methodologies and on analytical methods of ethics and political philosophy.

The kind of research and skills that will distinguish this program and its graduates will focus on what political philosophers have called ‘public reason’. Analysis of public reason notes values-based and evidence-based rationales for and against policy alternatives and generates advice on where significant ethical risks may lie, based on the comparative merits of those rationales.

These programs will be interdisciplinary from start to finish. Their common starting-point is a core course with a teaching team including, in each of two terms, one faculty member who brings greater strengths in social science paired with another who is stronger in ethics or political philosophy. For the doctoral students, every supervision will be a co-supervision by faculty who approach the student’s research topic with these complementary strengths between them.

Their interdisciplinarity and range distinguish the EPAF programs from programs in applied ethics. The latter are taught mainly by philosophers and are less interdisciplinary. Moreover, most advanced applied ethics programs concentrate on a single area, such as bioethics, business ethics, global ethics, or environmental ethics. The Carleton EPAF programs will bring together students working on any ethics/policy interface on which Carleton faculty hold expertise. (See D.1 for a list.) This will be advantageous for the students in that they will be challenged by parallel problems in different issue areas, rather than being confined to conventional ‘silos’ of applied ethics. The program will also offer training in the theory of organizational ethics and the practice of ethics officers, by means of academic and practicum courses. Accordingly, the program should prepare its graduates well for non-academic careers; we anticipate that many will also be in demand for post-secondary teaching, and some will have academic careers.

Thus, because they are interdisciplinary, open to a range of topics, with a practicum option, the EPAF programs will be unique in the world.

This initiative has been led by a program development team within the Centre on Values and Ethics, a Carleton University Research Centre.

## **A.2. International, National, and Provincial Profile**

Currently, most graduate programs in applied ethics are single-area programs, typically in bioethics/health, business ethics, or environmental ethics. Examples are:

- Ph.D. students in Philosophy at the University of British Columbia can specialize in business ethics, biomedical ethics, or environmental ethics, with co-supervision provided through the Maurice Young Centre for Applied Ethics.
- The University of Toronto's Collaborative Program in Bioethics adds interdisciplinary requirements to the standing requirements of a participating program (e.g., Ph.D. in Philosophy, or Medical Science, Nursing, or Law, among others).
- There are numerous doctoral programs in bioethics or medical ethics around the world. Many are concentrations within a Philosophy Ph.D. (e.g., Georgetown), while a few are more broadly interdisciplinary (e.g., Harvard, Health Policy).
- Another program with multiple issue areas is a grand collaboration between three Australian universities (ANU, Melbourne, and Charles Sturt); however, it is a non-interdisciplinary philosophy program, supported by the Centre for Applied Philosophy and Public Ethics (CAPPE).

In contrast, the EPAF programs will be fully interdisciplinary and open to research in a variety of issue areas, limited only by the expertise of available faculty. Faculty currently committed to participate in the program have expertise in a wide variety of issue areas, including: bioethics; development ethics; environmental ethics; gender justice; justice and rights for LGBTQ communities and individuals; global ethics and politics; governance and citizen/stakeholder/employee engagement; human rights; law enforcement; migration; multiculturalism; racism; social and global justice.

This can be done at Carleton because of our comparative strength in (a) philosophers interested in public issues and (b) social scientists interested in topics that raise issues of values and ethics.

## **A.3. Contributions from and to other Academic Programs at Carleton**

**Contributions from other units:** EPAF core courses and supervisions will draw on two groups: (a) philosophers and others with strengths in normative theory and its applications, and (b) social scientists with strengths in public issues and some knowledge of their normative significance. A few individuals fall into both categories, but the first will be filled mainly by members of the Department of Philosophy, and the second will be filled mainly by members of social science units in the Faculty of Arts and Social Sciences, the Faculty of Public Affairs, and the Sprott School of Business. Teaching release will be provided for team-teaching in core courses but not for supervision or other non-classroom teaching contributions.

**Contributions to other units:** EPAF will repay these contributions amply, in a variety of ways. (a) A 3.0 credit Type 2<sup>1</sup> master's diploma will be offered to students in other Carleton graduate programs. (b) The first core course, EPAF 6100 Public Reason I will be open to qualified students in other graduate programs. (c) Elective courses will likewise be open: EPAF 5200 Ethics in Organizations and EPAF 5300

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<sup>1</sup> Type 2 master's diplomas are offered to students in other graduate programs at Carleton, whereas Type 3 master's diplomas are offered to professionals and others who are not currently registered in graduate programs at Carleton.

Values-based Deliberation. (d) EPAF faculty will assist other units to develop courses or modules in professional ethics specific to programs in those units. Preliminary discussions along these lines have been held with regard to the master's programs in Health: Science, Technology and Policy, and Philanthropy and Non-profit Leadership. For a more extensive discussion of these options, see Appendix 7, Options for Students in Other Graduate Programs. See also Appendix 6, Letters of Support.

#### **A.4. Mission and Strategic Directions: Supporting the Strategic Integrated Plan**

**Carleton's Strategic Integrated Plan** identifies values and strengths, along with strategic themes, goals, and actions to move us forward beyond Carleton's 75th year in operation. The EPAF programs will exhibit those values, manifest those strengths, and contribute to some of the strategic goals in an exemplary way. The programs will therefore symbolize much of what Carleton is about. Accordingly, while the numbers of students we take in may be small (5 per year in the Ph.D.), our potential contribution to Carleton's image may be much greater. That ethics and public affairs can be studied systematically at all levels will differentiate us from almost all other universities.<sup>2</sup>

**Values and strengths supporting the Strategic Integrated Plan.** The value of *interdisciplinarity* is manifested most clearly in the EPAF programs. Both core courses and thesis supervisions are constructed in a systematically interdisciplinary way by combining one faculty member having greater strength in ethical analysis or political philosophy with another whose greater strengths lie in social science research. We might say that the instructional whole is greater than the sum of its participants. Fortunately, the *people* at Carleton are well suited to this interdisciplinary challenge. The success of the EPAF programs will rest in good measure on the collaborative good will of faculty drawn by their commitment to research on ethics in public affairs from several different departments or schools. Students will have access to *experiential learning* through practicum courses and short-term employment stints developed through the network of ethics officers, practitioners, and consultants, and others who have interests and responsibilities for value-based work in government, civil society, and the private sector. The core of this network has already been developed by the Centre on Values and Ethics, in part through the non-credit Certificate Program in Organizational Ethics that is offered by COVE; the value of *collaboration* is promoted by this network, whose members share the goal of raising the profile of ethics not only in their work but more broadly in public life. In part this network is represented by the Ethics Practitioners Association of Canada, which is headquartered in Ottawa. The strength of this collaborative network testifies to the '*Capital Advantage*' that Carleton enjoys in virtue of its location in the National Capital Region. The presence of three universities that are potential sources of applicants for the EPAF programs also testifies to that advantage. Finally, the value of *efficiency* is well served insofar as the EPAF programs create new areas of study with existing resources.

**Strategic themes, goals, and actions contributing to Carleton's Strategic Integrated Plan** The theme of Sustainable Communities – Global Prosperity can embrace the work of all faculty and students in the EPAF programs. Sustainability is, of course, a value-based concept – initially conceived by the Brundtland

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<sup>2</sup> A B.A. Honours is already offered in Philosophy, Ethics, and Public Affairs. The proposed diploma programs will enable graduate students in any department to undertake advanced work in ethics and public affairs, and the same opportunity will be on offer to qualified professionals. This breadth of availability is another unique feature of these programs.

Commission as meeting the needs of present generations without sacrificing the needs of future generations. Some EPAF faculty and students will be studying precisely such issues of intergenerational justice. And even those who are not working on these specific issues will make a contribution to the theme. Applied to human societies, 'sustainability' cannot be reduced to some function of 'survival', since there have always been aspects of human societies that did not deserve to survive – e.g., slavery, patriarchy. For human societies, 'sustainability' is not a narrowly biological concept; it also relates to values such as well-being, freedom, and justice. Human beings have evolved a marvelous vehicle in which choices about what is deservedly sustainable can be constrained not only by facts but also by values, and this is, simply, discussion. Of course, discussion can go well, or it can go badly, and the unifying aim of the EPAF programs is to study the difference and draw conclusions about what would be decided, on a given issue, if discussion went well. This is the study of public reason (see B.1 below), and it contributes directly to understanding what in our societies is 'sustainable' in a double sense: that it can be sustained, and that it deserves to be sustained.

Providing policy advice based on analysis of public reason is just one way in which EPAF graduates can contribute to building sustainable communities. They can also bring governance experience gained in practicum placements in ethics offices in the public or private sector; a network of these offices and their managers has been built over the years by Carleton's Centre on Values and Ethics (COVE). In these ways, EPAF programs can make a special contribution if **sustainable communities, evolving societies, and governance** continue to be defining elements within Carleton's Strategic Mandate Agreement with the Ministry of Training, Colleges, and Universities.

The EPAF programs will also fulfill some of the specific actions and goals put forward under the sustainable communities theme of the Strategic Integrated Plan, insofar as:

- The EPAF Ph.D. and master's diploma programs are interdisciplinary (see A.1, above) graduate programs in areas associated with our strategic focus (Goal 1-1);
- They achieve greater undergraduate/graduate alignment by introducing graduate programs complementing an existing undergraduate program in Philosophy, Ethics, and Public Affairs (Goal 1-1);
- They promote the employability and future success of students through experiential learning, engagement, and innovative teaching (Goal 3-1).

## **B. PROGRAM STRUCTURE AND CONTENT**

### **B.1. Program Structure**

The 10-credit, four-year Ph.D. and 3.0-credit, two-year Master's Diploma programs branch off from common core courses EPAF 6100 and 6200. A parallel course (EPAF 6000), restricted to entering Ph.D. students, guides their first steps towards a viable research topic.

In the core courses, students will engage with public reason as a framework for values-based and

evidence-based public policy research.<sup>3</sup> Public reason research is most easily understood in contrast with public opinion research, which aims primarily to capture what different segments of the public actually think about issues; it may or may not inquire about their reasons, and it does not evaluate their reasons. In contrast, public reason research is primarily concerned with reasons, including moral or ethical ones, and it does evaluate the strength of argumentation supporting the various contending positions on an issue. What public reason research on a given issue does – at a minimum – is to analyze the various lines of argument that can be given for and against alternative answers to a public issue, assessing the comparative strength of those arguments.

However, there are different models of public reason, and this introduces added complexity. According to some, only the arguments actually made should be counted; according to others, all available arguments should be considered, even those that have not yet been considered within a given public. According to others, comprehensive moral doctrines should not be included, only more narrowly political values that can be accepted by everyone, regardless of their moral ideas. Accordingly, these courses will have three principal learning objectives.

- The first is to understand the range of interpretations and models of public reason that have been advocated in analytical political philosophy.
- The second is to conduct public reason research on actual debates on public issues – analyzing and assessing applicable lines of argument, both factual and normative.
- A third objective is to be achieved during the discussion of actual debates, and that is to recognize the different ethical concerns that arise from different ethical paradigms: duty-based (e.g. Kantian), consequentialist (e.g., utilitarian), virtue-based (e.g. Aristotelian, Buddhist), and so on.

<b>Ph.D. [10 credits]</b>
<b>EPAF 6000 Ethical Concerns in Public Affairs.</b> 0.5-credit course over two terms. Students will meet independently with their co-supervisors with a view to identifying the ethical concerns that are raised by the student’s chosen policy issue. They will report their findings back to the class, as they proceed, and write a final paper identifying, clarifying, and documenting the ethical concerns they have found.
<b>EPAF 6100 Public Reason I [1.0] and EPAF 6200 Public Reason II [1.0].</b> Each is an intensive, double-weighted, team-taught seminar focusing on a particular public issue or set of issues, identifying ethical concerns and lines of argument. Theories of justice and other ethical theories are brought in as they become relevant. Efforts will be made to focus in each term on a different set of ethical concerns, e.g. justice in one term, well-being and autonomy in the other.
<b>A 0.5-credit elective in Year 1,</b> such as: <ul style="list-style-type: none"> <li>• A social science course in the student’s area of policy interest</li> </ul>

<sup>3</sup> Changes or additions responding to questions by the external reviewers are set in a red font.

<ul style="list-style-type: none"> <li>• A social science methodology course</li> <li>• A graduate philosophy tutorial</li> <li>• Another course, with approval by the Program Director, in consultation with the supervisors</li> </ul>
<p><b>EPAF 6600 [0.5] Theory Examination</b> (Summer Term, Year 1)</p> <p><b>EPAF 6700 [0.5] Area Examination</b> (Fall Term, Year 2)</p>
<p><b>Courses to be taken in Years 2, 3, or 4:</b></p> <p><b>EPAF 5500 Practicum</b></p> <p><b>One further 0.5 credit elective</b>, such as:</p> <ul style="list-style-type: none"> <li>• <b>EPAF 5200 Ethics in Organizations</b></li> <li>• <b>EPAF 5300 Values-based Deliberation</b></li> <li>• Another course, with approval by the Program Director</li> </ul>
<p><b>Thesis Proposal &amp; Defence<sup>4</sup> [0 credit]</b></p>
<p><b>EPAF 6909 Thesis &amp; Defence [5.0 ]</b></p>
<p><b>Presentation of research findings to a professional audience.</b> This can be done either as an external presentation to a professional (i.e., outside academia) conference or meeting, an article in a professional or policy-oriented publication, or a presentation to an audience including members of the EPAF professional network. (See Appendix 8, Professional Network.)</p>

**Theory and Area Examinations.** During the Ph.D. program’s first year, the Program Director will (a) survey models of comprehensive examinations that are in use by other Ph.D. programs both at Carleton and at other universities and (b) propose a Theory Examination Committee of EPAF faculty for approval by the Management Committee. The Theory Examination Committee will be charged with setting the procedures and parameters for a written theory examination and with conducting the first such examination during or after the summer of the program’s first year.

The Area Examination is also to be a written examination, but in this case it is individualized to the student’s research topic. We have revised D.3 Distribution of Thesis Supervision so that a supervisory committee is struck not at the Thesis Proposal phase, but for setting and administering the Area Exam. Procedures and parameters for these examinations will be proposed by the Program Director and approved by the Program Committee.

**Practicum.** It will be the responsibility of the Program Director to manage the Practicum: soliciting placements and assigning students to them, assigning and assessing student reports on their work, and assessing employers’ reports on the students’ work. Amount of work time and other details will be established in accordance with norms of other practicum programs at Carleton and with the needs of

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<sup>4</sup> The requirement of an oral defence of the thesis proposal follows the practice of other Carleton doctoral programs, namely in Canadian Studies, Cognitive Science, Computer Science, Geography, International Relations, Management, Political Science, and Public Policy.

organizations offering placements. Normally students will not register EAPF 5500 Practicum until their first year of coursework has been completed (though we should be flexible about this if exceptional opportunities arise). Therefore it is unlikely that the Practicum will be offered before Fall 2016.

The EAPF Professional Network (Appendix) will play a particularly helpful role in developing practicum opportunities. Because of its current strategic direction, the Ethics Practitioners Association of Canada wishes to offer at least one placement on a continuing basis, and they foresee that their members will also be interested in working with practicum students. For other members of the Network, projects that would be suitable for a practicum student will come up on shorter notice. So we polled the Network, asking members whether they would foresee possible practicum placement in their workplaces in the medium term (3 to 5 years), and ten of them replied affirmatively.

There will also be demand for practicum students from outside the Professional Network. In the past, requests to fill short-term ethics-related jobs have been received regularly by the Centre on Values and Ethics; these requests in future will be directed to the EAPF Director and developed as practicum placements. Thus the Practicum Network is bound to expand beyond the Professional Network.

Practicum placements will involve service-based learning, in which the practicum student assists in carrying out tasks in a workplace, or for an organization or consultant. During the program's first year, the Program Director will further develop the parameters of the practicum course, in consultation with the professional network, faculty, and students, based on the relevant best practices of other practicum courses at Carleton (e.g., in Art History, Geography and Environmental Studies, Psychology, and Social Work). Typically these involve 1 to 1.5 days per week of work, for one academic term.

Work may be done for a government or corporate department, a non-governmental organization, or a consultant. Some placements will be paid, others will not. The one-day-per-week format will be a minimum, not a maximum, since there may also be demand by employers for placements that are full-time, or part-time for more than 1.5 days per week. In the case of a placement that lasts longer than one academic term, the for-credit portion will last for only one academic term.

Each practicum student will receive a grade of 'satisfactory' or 'unsatisfactory' based on an evaluation by the workplace supervisor, plus written outputs by the student, such as a work journal and a longer paper discussing ethical aspects of the project on which the student was working. In keeping with the program's intended learning outcomes, these reports will discuss ethical concerns in the context of public reason. Specific requirements will be formulated by the Program Director, in consultation with faculty, students, and the professional network, and approved by the Program Committee.

The degree to which students' placements and doctoral thesis research overlap will vary. One might imagine an ideal case in which the practicum placement gives the student experience in the development of regulations for a certain practice, around which the student is doing a larger doctoral research project. This would give the student excellent insight into how one political actor or institution views this issue, which might be contrasted in the student's doctoral research with a wider set of policy options than that actor or institution is considering. At its best, this kind of overlap would afford a student a remarkable opportunity to shift perspective between narrower and wider concerns.

Finding such close connection may be an exception rather than the rule. Still, even where there is no close connection between students' research and their placements, the practicum contributes importantly to their professional development. The kinds of problems addressed and documents produced by government and corporate departments, NGOs, and consultants typically differ considerably from academic research problems and writing, and that is of course why we want our students to have experience with both.

**Thesis format.** The external reviewers 'wondered whether the model used in some social science and hard science disciplines, in which a doctoral student may submit three stand-alone journal articles they have written, could satisfy the dissertation requirement.' We agree that these multi-article options should be considered. However, they raise pedagogical questions that must be addressed by the EPAF Program Committee in consultation with the students, such as: would the requirement be that the articles be published, or of publishable quality, or publishable in format and satisfactory in quality as doctoral dissertation research? To prepare for this discussion, the Program Director will survey the requirements that other programs use and report to the EPAF Program Committee and students.

<b>Master's Diplomas (Types 2 &amp; 3) [3.0 credits]</b>
<p><b>EPAF 6100 Public Reason I [1.0] and EPAF 6200 Public Reason II [1.0].</b> Each is an intensive, double-weighted, team-taught seminar focusing on a particular public issue or set of issues, identifying ethical concerns and lines of argument. Theories of justice and other ethical theories are brought in as they become relevant. Efforts will be made to focus in each term on a different set of ethical concerns, e.g. justice in one term, well-being and autonomy in the other.</p>
<p><b>EPAF 5000 Topics in Ethics and Public Affairs.</b></p> <p>This is a 0.5-credit course over two terms, based on a series of guest lectures on different topics. Student will do background reading in advance and submit a critical review after each lecture.</p> <p><b>Plus one of the following 0.5-credit electives:</b></p> <ul style="list-style-type: none"> <li>• <b>EPAF 5100 Supervised Research Tutorial</b></li> <li>• <b>EPAF 5200 Ethics in Organizations</b></li> <li>• <b>EPAF 5300 Values-based Deliberation</b></li> <li>• <b>EPAF 5500 Practicum</b></li> <li>• Another course, with approval by the Program Director, in consultation with the supervisors</li> </ul>

There are a number of reasons for proposing Diplomas rather than full MA degrees. Master's degrees in applied ethics (non-multidisciplinary) are already offered by philosophy departments at University of Ottawa, Saint Paul University, and Carleton. It is more feasible for graduate students in other programs at Carleton – and for working professionals – to take one of the Diplomas than it would be for them to take a full MA. Participation by these two groups will enrich the core courses with varied disciplinary and professional experience.

## B.2. Program Learning Objectives, Learning Outcomes, and Degree Level Expectations

The Council of Ontario Universities has established a framework of Degree Level Expectations (DLEs) that specify what students should know, and be able to do, after successfully completing degree program. The DLEs for degrees at the graduate level are represented by the following six categories:

1. Depth and breadth of knowledge
2. Research and scholarship
3. Level of application of knowledge
4. Professional capacity/autonomy
5. Level of communication skills
6. Awareness of limits of knowledge

Three graduate programs are proposed: a Ph.D. (10 credits) and a master’s-level diploma (3.0 credits in Type 2 and Type 3 alike).

**Ph.D. program.** Graduates of the doctoral program will be able to:

1. Demonstrate thorough understanding of public reason, including
  - a. Conceptual issues concerning its nature and limits;
  - b. Its application to particular public issues as a standard for public justification.
2. Demonstrate thorough understanding of the principal ethical theories and theories of justice that are applicable to public issues.
3. Conduct independent and original research on the application of public reason to a particular public issue, of a quality to satisfy peer review, including the following four elements:
  - a. Describing a full range of value and ethical concerns relevant to that issue;
  - b. Reporting principal social science findings relevant to that issue;
  - c. Analyzing and expressing the main lines of argument (evidence-based and values-based) relevant to that issue;
  - d. Critically analyzing and assessing the comparative strength of those lines of argument.
4. Explain their research to a professional audience.

*Table B.2.a(i): Learning outcomes and activities of the Ph.D. program*

Learning Outcomes								
Program Elements	1a: PR concepts	1b: PR applied	2: Theory	3a: Research values & concerns	3b: Research relevant social science	3c: Research arguments	3d: Research argument strength	4: Explain to professionals
EPAF 6000				Critical literature review				
EPAF 6001	Seminar discussion	Seminar discussion; seminar presentations; analytical essay/report	Seminar discussion	Seminar discussion		Seminar discussion; seminar presentations; analytical essay/report	Seminar discussion; seminar presentations; analytical essay/report	
EPAF 6002		Seminar discussion; seminar presentation	Seminar discussion	Seminar discussion		Seminar discussion; seminar presentations;	Seminar discussion; seminar presentation	

	s; analytical essay/report			analytical essay/report		s; analytical essay/report		
Electives	Course requirements							
EPAF 6600	Exam							
EPAF 6700	Exam							
Thesis Project	Proposal & defence	Proposal & defence		Literature review thesis components	Literature review thesis components	Argument analysis thesis components	Argument assessment components	Mentoring by member of EPAF professional network
Professional presentation								Presentation to external groups or professional network
DLEs met	1, 4, 5, 6	3, 4, 5, 6	1, 5	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	2, 3, 4, 5, 6	2, 3, 4, 5, 6	4

**Master’s diploma.** Graduates of the diploma program will be able to:

1. Demonstrate accurate understanding of public reason, including
  - a. Main conceptual issues concerning its nature and limits;
  - b. Its application to particular public issues as a standard for public justification.
2. Demonstrate accurate understanding of applications of some ethical theories and theories of justice to public issues.
3. Engage in group or directed research on the application of public reason to a particular public issue, including the following elements:
  - a. Describing some of the main value and ethical concerns relevant to that issue;
  - b. Analyzing and expressing some of the main lines of argument (evidence-based and values-based) relevant to that issue;
  - c. Critically analyzing and assessing the comparative strength of some of those lines of argument.

*Table B.2.a(ii): Learning outcomes and activities of the master’s diploma program*

Learning Outcomes					
Program Elements	1a: PR concepts	1b: PR applied	3a: Identify values & concerns	3b: Analyze arguments	3c: Assess argument strength
EPAF 6001	Seminar discussion	Seminar discussion; seminar presentations; analytical essay/report	Seminar discussion	Seminar discussion; seminar presentations; analytical essay/report	Seminar discussion; seminar presentations; analytical essay/report
EPAF 6002		Seminar discussion; seminar presentations; analytical essay/report	Seminar discussion	Seminar discussion; seminar presentations; analytical essay/report	Seminar discussion; seminar presentations; analytical essay/report
EPAF 5000		Critical written discussions of	Critical written discussions of	Critical written discussions of	Critical written discussions of

EPAF 5100 (elective)	guest lectures	guest lectures	guest lectures	guest lectures
	Tutorial presentations; 1- term research essay	Tutorial presentations; 1-term research essay	Tutorial presentations; 1-term research essay	Tutorial presentations; 1-term research essay

In order to document and demonstrate the level of performance of each student in the programs, the Program Director will conduct regular monitoring of individual student progress, evaluating grade distribution and, for PhD students, appraising the candidate’s development through the various stages of comprehensive exam preparation and dissertation research. The Program Director will ascertain the need for remedial action for individual students who received grades lower than “B” in any course, and PhD students who are falling behind on their exam preparation or dissertation work. On an annual basis, the Program Director will prepare a report on individual student progress which will be presented to, and reviewed by, the Program Committee.

### **B.2.1 Learning Outcomes Assessment**

The responsibility for the assessment of the learning outcomes of both the Ph.D. program and the two Diploma programs will rest jointly with the Program and Management Committees. During the EPAF programs’ first two years of operation, the Program and Management Committees will develop and approve an initial assessment plan to cover each of these programs. During this period the committees will determine the most appropriate approach to establishing assessment methodologies for the learning outcomes of the Ethics and Public Affairs Programs. This will allow a suitable period of time for the committees and the first cohort of students to engage in the research, reflection, collaboration and consensus building deemed necessary for the development and establishment of effective assessment methodologies.

This exercise will be conducted in two stages. The first stage will involve the development and establishment of methodologies to assess the programs learning outcomes, and document and demonstrate the level of performance of the first cohorts of students. Steps 1-3 of the implementation plan detailed below comprise this first stage. Given the modest number of students to be registered in the programs, it is felt that this exercise can be concluded successfully during the first year of the program’s delivery, thus anticipating the first delivery of the programs core courses, EPAF 6001 and 6002.

Steps 4-7 comprise the second stage, which will be undertaken beginning with the program’s second year of implementation. These steps will review the effectiveness of the methodologies established during the first year of the program’s implementation, enable any necessary adjustments to be made, and thus lay the ground for continuous program improvement.

These seven steps will be undertaken by the two committees and by in-program students. The faculty and students will be supported in these efforts by staff in the Office of the Vice-Provost and Associate Vice-President (Academic).

1. During the first term of the programs delivery, a review will be undertaken of how and where the outcomes will be assessed. The assessments will use both direct and indirect measures.
2. During the first term of the programs delivery, it will be determined who will be involved in the assessment. Course embedded assessments will be designed with the cooperation of course instructors.
3. During the first term of the programs delivery, appropriate rubrics will be developed that can be applied for direct assessment of student learning. The rubrics will be developed using a collaborative approach with input from both faculty and students. The rubrics will include expectations regarding student performance. The initial assessment of each learning outcome will provide a baseline for future assessment to assist in ensuring continuous improvement. The initial assessment will also serve as a validation of the appropriateness of the rubric.
4. In the light of the evidence gathered during the first and following years of the programs delivery, analyses will be performed of data obtained from assessments with the following possible outcomes:
  - Revision of the assessment tools
  - Revision of the curriculum to ensure that performance against outcomes is improved;
  - Revision of the learning outcomes to better reflect program expectations.
5. In light of the experience gained during the first and following years of the programs' implementation, dissemination plans will be developed for stakeholders to facilitate input and feedback.
6. Based on steps 4 & 5 and the evidence derived therefrom, an annually updated action plan will be developed and maintained for continuous program improvement.
7. The Carleton University Committee on Quality Assurance (CUCQA) will receive and monitor annual reports on the continuous improvement of this program.

It is therefore anticipated that a secure basis for the assessment of learning outcomes will be developed during the first year of the program's delivery (steps 1-3 above). This is consistent with the requirement of the Carleton University Committee on Quality Assurance that, assuming implementation of the program beginning September 2015, a report will be submitted by May 1, 2016, providing an account of the development of the methodologies for the assessment of program learning outcomes.

It is intended that assessment of program learning outcomes will be continuous on an annual basis (step 6 above). Not every outcome will be measured every year. Rather, it is expected that each outcome will be assessed at least twice within each seven-year period and the assessment reported through the

Office of the Vice-Provost and Associate Vice-President (Academic) to the Carleton University Committee on Quality Assurance (step 7 above).

Such reporting will allow the University to fulfil its obligations under articles 1.2.6. and 1.2.7. of Carleton's IQAP:

1.2.6. The program's objective and learning outcomes are consistent with the Graduate University Degree Level Expectations

1.2.7. The program is appropriately designed and structured to achieve such objectives and outcomes.

The reporting will in addition ensure compliance with article 2.1.1 (a) of the Provincial Quality Assurance Framework, namely, that the program's learning outcomes and their achievement remain consistent with 'the institution's mission and academic plans' (in the case of Carleton, the University's Strategic Integrated Plan: <http://www.carleton.ca/sip/wp-content/uploads/Strategic-Integrated-Plan.pdf>).

The following proposals will be considered by the committees in developing the assessment plan:

- (a) The faculty and students in each core course (6001 and 6002) will collaboratively design and implement a supplemental course evaluation focusing on achievement of learning outcomes 1, 2, and 3. Based on this experience, the Program and Management Committees will approve a supplemental course evaluation to be used in future.
- (b) Students will be requested to create e-portfolios accessible through the Carleton website, to include (initially) their final papers for EPAF 6001 and 6002, a reflective assessment of how the group achieved learning outcomes 1, 2, and 3 and of how the individual student contributed to that achievement.
- (c) Although the Theory Exam itself is graded pass/fail, the Examining Committee will be asked to develop a tool for assessing levels of performance (e.g., good, very good, outstanding), and reporting the numbers of students who performed, in a given year, at each level.
- (d) A level-of-performance tool for assessing progress in thesis research against learning objectives 1 and 3 will be developed by the Program and Management Committees during the programs' second year of operation, and revised based on supervisory committees' experience in applying it. In each year, the numbers of students performing at each level would be recorded by the Program Director.
- (e) The Program Director will consult with members of the Professional Network to develop a questionnaire for assessing students' presentations of their research to a professional audience (including members of the Professional Network).

### **B.3. Program Essential Requirements**

The program essential requirements for both the Ph.D. and the master's diploma include the credits and courses listed in B1, combined with the learning outcomes in B2. The courses run as interactive graduate seminars or tutorials in which students must not only demonstrate their understanding of the reading material but be prepared to discuss and apply this knowledge. Strong English language reading and writing skills are required, including clarity and precision. Most courses will require library and internet research. The essential skills are: 1) the ability to read carefully and comprehend and report on the material with accuracy and precision; 2) the ability to write with clarity and precision (with technology assistance as required); 3) class attendance and participation in discussions and group projects.

### **C. GOVERNANCE**

The program will be located for administrative purposes in the Department of Philosophy, an academic unit in Carleton's Faculty of Arts and Social Sciences.

The administration of the program will be overseen by a Program Committee. The Committee will consist of those faculty members formally identified as having full supervisory privileges in the program by the Dean of the Faculty of Graduate and Postdoctoral Affairs. These faculty members will be known as 'core' faculty within the program. A list of proposed core faculty is contained in table D1 of this self-study.

The Dean of the Faculty of Graduate and Postdoctoral Affairs will formally identify core faculty in consultation with the Dean of the Faculty of Arts and Social Sciences, the Dean of the Faculty of Public Affairs, and other deans as the occasion may demand. The Chair of the Department of Philosophy will be an ex officio member of the Committee if not a core faculty member within the program. There will be student representatives on the Committee as determined from time to time by the Committee. This Committee will be chaired by the Program Director.

The Program Director will be a core faculty member within the program. The Director will be appointed by the Dean of the Faculty of Arts and Social Sciences and the Dean of the Faculty of Public Affairs on the recommendation of the Program Committee. The Program Committee's recommendation will be conveyed to the Deans by the Chair of the Department of Philosophy. The Committee may wish to establish a representative sub-committee of faculty, staff and students to make a recommendation to the Committee on the appointment of a Director.

The Program Director will report to the Dean of the Faculty of Arts and Social Sciences through the Chair of the Department of Philosophy. The Dean of the Faculty of Arts and Social Sciences will consult on a regular basis with the Dean of the Faculty of Public Affairs on matters of mutual interest and concern regarding the program.

The Program Committee will be responsible for the general direction and development of the program, including program and curriculum development. It will be the body that forwards proposals for program

and curriculum changes to the Programs and Planning Committee of the Faculty of Graduate and Postdoctoral Affairs. The Committee may delegate detailed work on program and curriculum development to a sub-committee. The Program Committee will meet at least once in the fall term and once in the winter term.

A second committee, the Management Committee, will work within general guidelines as set by the Program Committee. This Committee will consist of the Program Director, at least two core faculty members from the Department of Philosophy, at least two core faculty members from the Faculty of Public Affairs and other Faculties as appropriate, and at least one student. The Management Committee will have responsibility for overseeing matters related to the day-to-day management of the program. The Committee will be responsible for reviewing applications to the program and making recommendations on admissions and funding to the Faculty of Graduate and Postdoctoral Affairs. Student members of the Management Committee will recuse themselves from meetings at which matters of admission and funding or other matters to do with individual students are to be discussed.

Decisions on course offerings, teaching assignments and related matters will rest with the Program Director, who will consult with the Chair of the Department of Philosophy and, as appropriate, with the Chairs and Directors of academic units in the Faculty of Public Affairs and, as the occasion demands, other Faculties which have core faculty within the program. The Program Director will fulfill those responsibilities normally assumed by Graduate Supervisors or Associate Chairs (Graduate Affairs) in Carleton's academic units. The Program Director will in addition report to the Dean of the Faculty of Graduate and Postdoctoral Affairs with respect to the fulfillment of these responsibilities, which have principally to do with the careers of students and program and curriculum matters.

Administrative support for the Program Director, the Program Committee and the Management Committee will be provided by the Program Administrator, who will report to the Administrator of the Department of Philosophy.

The Centre on Values and Ethics will continue to function as a Carleton University Research Centre, with its own Executive Committee and Executive Director. Contingent upon program approval, the EPAF Director will normally be appointed as Director of COVE.

## **D. THE FACULTY**

### **D.1. Faculty appointed to or to be appointed (new programs) to the unit or program.**

Academic staffing will be resourced in five ways. (a) Team-teaching of the core course will be resourced by teaching release funding to the instructors' home departments. (b) Supervision (from exploratory stages to area exams, thesis proposal defence, and thesis supervision and examination) all fall under normal supervisory duties. (c) Some non-classroom teaching (such as small group tutorials) will fall under non-classroom-teaching duties of faculty in the Department of Philosophy. (d) Contract Instructor funding will be provided for the courses in Organizational Ethics and Values-based Deliberation, which will be offered in alternate years. (e) Release time will be provided for the EPAF Program Director and

for two teaching functions that could be performed by the EPAF Program Director. See Appendix 4, Program Delivery and Staffing.

One course will be based on the EPAF Colloquium featuring guest speakers from outside Carleton as well as within. The budget is projected at \$6000 per year.

No further appointments are required, and no retirements are imminent. We have a sufficient pool of faculty for participating in team-teaching the core courses, on the assumption that two are drawn from Philosophy and two are drawn from other departments in a given year.

Team-teaching of the core courses will require four faculty per year, each contributing 0.5 credit. These faculty will be drawn from the group of 17 faculty who have agreed to participate in the program. If two of these come from the Department of Philosophy, the remaining two can be drawn from the remaining 12 faculty – which should not impose any hardships on other units. Nor should this affect the ability of the Philosophy Department to offer 4000/5000 seminars in ethics and political philosophy: in 2013-14 two such seminars were offered, and if only two of four faculty in these fields (Davis, Drydyk, Koggel, and Panitch) teach EPAF courses, two remain to teach 4000/5000 seminars. In addition: teaching release funding will make it possible to recruit qualified ethics practitioners to offer seminars on an occasional basis, and it will be possible to offer an undergraduate group tutorial based on the EPAF series of guest speakers. Moreover, Philosophy M.A. students will be interested in taking the EPAF core and elective courses.

This faculty group offers prospective students a rich menu of issue areas:

- Democratic theory and practice
- Environment and climate change
- Gender
- Global ethics
- Global justice
- Governance
- Bioethics, health care and research
- Human rights
- International law
- Lesbian, gay, bisexual and transgender issues
- Migration
- Multiculturalism
- Organizational ethics
- Privacy
- Race
- Social and economic development

Members of this faculty group have a long-standing interest in and commitment to the intersection of ethics and social science pertaining to public issues. Many have known each other as participants in

activities sponsored by the Centre on Values and Ethics (a Carleton University Research Centre), including the popular 'research day' events in which colleagues doing social science and ethics research on similar topics discuss their work with each other. Some have also served as thesis or thesis proposal examiners for each other's students. Some have participated in the same reading groups. This network will mature through interactions specific to the EPAF program. One venue will be the lecture series, which, much of the time, will feature talks by our own faculty, and in other cases will feature talks by guest speakers proposed by EPAF faculty. Another venue will be the management board meetings (similar to department meetings) in which EPAF faculty deliberate on decisions that need to be made regarding the programs.

Table D.1: Core program faculty

<b>Core Faculty</b>	<b>Rank</b>	<b>M/F</b>	<b>Appointment Status</b>	<b>Supervision Privileges*</b>	<b>Academic Unit</b>
Jay Drydyk	Full Professor	M	Tenured	D	Department of Philosophy
Lorraine Dyke	Full Professor	F	Tenured	D	Sprott School of Business
Christine Koggel	Full Professor	F	Tenured	D	Department of Philosophy
James Meadowcroft	Full Professor	M	Tenured	D	Department of Political Science, School of Public Policy and Administration
Fiona Robinson	Full Professor	F	Tenured	D	Department of Political Science
Doris Buss	Associate Professor	F	Tenured	D	Department of Law
Vivek Dehejia	Associate Professor	M	Tenured	D	Department of Economics
David Matheson	Associate Professor	M	Tenured	D	Department of Philosophy
Lisa Mills	Associate Professor	F	Tenured	D	School of Public Policy and Administration
Vida Panitch	Associate Professor	F	Tenured 07-2014	D	Department of Philosophy
Pauline Rankin	Associate Professor	F	Tenured	D	Departments of Political Science and Canadian Studies
Phil Ryan	Associate Professor	M	Tenured	D	School of Public Policy and Administration
Robert Shepherd	Associate Professor	M	Tenured	D	School of Public Policy and Administration
Alexis Shotwell	Associate Professor	F	Preliminary	D	Department of Sociology
Christiane Wilke	Associate Professor	F	Tenured	D	Department of Law
Melanie Adrian	Assistant Professor	F	Preliminary	D	Department of Law
Gordon Davis	Assistant Professor	M	Tenured	D	Department Philosophy

## D.2. Faculty research funding.

Granting councils are the most significant source of research funding for EPAF faculty. From 2008 to 2013, these grants have nearly doubled.

*Table D.2.a: Operating Research Funding by Source and Year*

Year	Source				Grand Total
	Contract	Granting Councils	Other	Other Peer Adjudicated	
2006	113,071	234,575	27,065		374,712
2007	110,571	222,725	31,516	39,812	404,625
2008	95,571	243,889	9,842		349,302
2009	95,571	255,378	15,869		366,818
2010	95,571	269,469	8,855	7,500	381,396
2011	95,571	412,574	17,500	12,500	538,146
2012	3,110	391,066		0	394,176
2013		480,965	35,000	86,224	602,189
<b>Grand Total</b>	<b>609,039</b>	<b>2,510,642</b>	<b>145,648</b>	<b>146,036</b>	<b>3,411,364</b>

## D.3. Distribution of Thesis Supervision.

The group of faculty listed above will be more than adequate for supervisory tasks. The program will reach full enrollment at 20, and two provisional supervisors will be assigned to each student on admission: one who is stronger in ethics and theory and another with greater expertise in the student's issue area. Prior to the Area Examination, a third faculty member will be assigned (and of course either of the two provisional supervisors can be replaced) to form a supervisory committee. The Philosophy supervisor will be the "administrative" supervisor, responsible for signing off on the thesis. The supervisory load for the two principal supervisors works out to an average of little more than one additional supervision per faculty member per year. If the five Philosophy faculty handled theory/ethics supervision all on their own, each would assume an additional four supervisions, on average, and their colleagues in other departments would on average add one or two. Sufficient overlap exists in all areas of expertise to ensure continuity of supervision in the case where a supervisor is unable to continue in his/her role.

Table D.3: Distribution of thesis supervision

Faculty Name	Rank	Completed		Current	
		Masters	PhD	Masters	PhD
Jay Drydyk	Full Professor	16	0	2	0
Lorraine Dyke	Full Professor	7	5	0	1
Christine Koggel	Full Professor	5	0	2	0
James Meadowcroft	Full Professor	6	2	0	6
Fiona Robinson	Full Professor	16	7	1	4
Doris Buss	Associate Professor	17	1	1	1
Vivek Dehejia	Associate Professor	8	0	0	1
David Matheson	Associate Professor	5	0	0	0
Lisa Mills	Associate Professor	2	0	2	5
Vida Panitch	Associate Professor	4	0	1	0
Pauline Rankin	Associate Professor	21	1	0	2
Phil Ryan	Associate Professor	2	0	0	2
Robert Shepherd	Associate Professor	2	1	0	3
Alexis Shotwell	Associate Professor	1	0	3	3
Christiane Wilke	Associate Professor	6	0	1	0
Melanie Adrian	Assistant Professor	0	0	0	0
Gordon Davis	Assistant Professor	10	0	1	0

#### **D.4. Current Teaching Assignments.**

The EPAF program has been designed so as to minimize staffing demands on other units. Three new courses will need to be resourced either by teaching release to the instructors' home departments or by salaries for Contract Instructors:

- EPAF 6100 and 6200 Public Reason I and II (four 1-term releases)
- EPAF 5200 Organizational Ethics (1-term CI every other year)
- EPAF 5300 Values-based Deliberation (1-term CI every other year)

Two other courses can be resourced from available resources. The students will meet regularly with the course director, for whom this can contribute to satisfying non-classroom teaching duties in the Department of Philosophy. Students will also consult with topic experts in other departments, for whom this will contribute to satisfying normal supervisory duties.

- EPAF 6000 Ethical Concerns in Public Affairs
- EPAF 5100 Supervised Research Tutorial

Normal supervisory duties also apply to:

- EPAF 6600 Theory Examination
- EPAF 6700 Area Examination
- Thesis Proposal & Defence
- EPAF 6909 Thesis & Defence

The EPAF Program Director will normally carry the following additional teaching load:

- EPAF 5000 Topics in Ethics and Public Affairs (colloquium)
- EPAF 5500 Practicum

Thus the EPAF Program Director's combined teaching release will be 0.5 credit for program direction duties and 0.5 credit for teaching duties.

Table D.4: Distribution of Teaching Assignments

Name	Rank	Time (Academic Year)			
		Courses	2013/14	2012/13	2011/12
Drydyk, Jay	Full Professor	PHIL1500P - Contemp Moral, Soc & Rel Iss	x	x	
		PHIL2103A - Philosophy of Human Rights	x		
		PHIL5900W - Research Seminar	x	x	
Dyke, Lorraine	Full Professor	BUSI5900F - Directed Studies	x		
		BUSI5900W - Directed Studies	x		
		BUSI5907F - M.B.A. Thesis Tutorial	x		
		BUSI5907W - M.B.A. Thesis Tutorial	x		
		BUSI5908F - M.B.A. Research Project	x		
		BUSI5908W - M.B.A. Research Project	x		
		BUSI5909F - M.B.A. Thesis Research	x		
		BUSI5909W - M.B.A. Thesis Research	x		
		BUSI5999F - Practicum	x		
		BUSI5999W - Practicum	x		
		BUSI6802A - Women in Management	x		
		BUSI6902F - Research Methodology	x	x	x
		MGMT5111A - Conflict & Negotiation		x	x
		MGMT5113A - Managing Teams			x
		MGMT5114A - Managing Diversity			x
MGMT5114C - Managing Diversity		x	x		
Koggel, Christine M.	Full Professor	FYSM1209A - Cont Moral, Soc & Rel Issues	x		
		PHIL4330A - Sem Social or Political Phil	x		
		PHIL5350W - Topic in Ethics or Polit Phil	x		
Meadowcroft, James	Full Professor	PAPM4100B - Special Topics in Public Aff.	x		
		PSCI4808A - Global Environmental Politics	x	x	x
		PSCI5901F - Tutorial in a Selected Field			x

		PADM4615F - Sustainable Energy Policy		x	x	
		PADM5615F - Sustainable Energy Policy		x	x	
		PADM5672F - Policy Seminar Inno. Sc. & Env	x			
Robinson, Fiona E.	Full Professor	GPOL1000A - Global Politics	x	x		
		PSCI4800B - Adv Int'l Relations Theory	x	x		
		PSCI5602F - Ethics in International Relat	x	x		
	Associate Professor	PSCI1001B - Great Political Questions				x
		PSCI4605A - Gender in Int'l Relations				x
		PSCI4800B - Adv Int'l Relations Theory				x
		PSCI5602F - Ethics in International Relat				x
Buss, Doris	Associate Professor	WGST4812C - Sel Top:Women's&Gender Studi		x		
		WGST4910B - Sel Top:Women & Gender Studies			x	
		LAWS4603B - Transitional Justice	x			
		LAWS5302F - Feminism, Law & Soc Transform	x			
		LAWS5302W - Feminism, Law & Soc Transform		x		
		LAWS6000F - Doctoral Seminar Legal Studies			x	
		LAWS6001F - Proseminar in Legal Studies		x	x	
Dehejia, Vivek H.	Associate Professor	ECON3601A - Introduction to Int'l Trade	x			
		ECON4508A - Int'l Aspects of Econ Develop	x	x	x	
		ECON5505F - Econ Develop: Int'l Aspects	x	x	x	
		ECON5505S - Econ Develop: Int'l Aspects		x		
		FYSM1608C - Selected Topics in Economics		x	x	
Matheson, David J.	Associate Professor	PHIL1200A - The Meaning of Life	x	x		
		PHIL2003A - Informal Reasoning	x			
		PHIL2003B - Informal Reasoning	x	x		
		PHIL3005A - 19th Century Philosophy	x			
		PHIL3140A - Epistemology		x		
		PHIL4230B - Sem Metaphysics, Epistemology,		x		
		PHIL5250X - Top in Logic, Epistemology,		x		
		PHIL5850F - Proseminar	x			

	Assistant Professor	PHIL2003A - Informal Reasoning			x
		PHIL3005A - 19th Century Philosophy			x
		PHIL5900W - Research Seminar			x
Mills, Lisa	Associate Professor	PADM5115A - Intro. to State & Society	x	x	
		PADM5115W - Intro. to State & Society			x
		PADM5818F - Theories of Development	x		
		PADM5818S - Theories of Development		x	x
		PADM5818W - Theories of Development		x	
Panitch, Vida	Associate Professor	PHIL2020A - Issues in Practical Philosophy	x	x	x
		PHIL2101A - History of Ethics			x
		PHIL2408A – Bioethics	x	x	x
		PHIL3340A - Top Contemp Soc & Pol Phil	x	x	
		PHIL4100A - Special Topic	x	x	x
		PHIL5000F - Special Topic in Philosophy	x		
		PHIL5000W - Special Topic in Philosophy		x	x
Ryan, Philip A.	Associate Professor	PAPM3000A - Policy Research			x
		PADM5113A - Research Methods & Design 1		x	
		PADM5115F - Intro. to State & Society		x	x
		PADM5272B - Policy Sem. (Poli. Analy. Con)			x
		PADM5272W - Policy Sem. (Poli. Analy. Con)		x	
		PADM5301W - Co-operative Work Term			x
		PADM5302S - Co-operative Work Term			x
		PADM5303F - Co-operative Work Term			x
		PADM6112W - Policy Institutions and Proces		x	x
		PADM6113W - Public Policy Analysis		x	x
Shepherd, Robert P.	Associate Professor	PADM4412W - Ethic&Accountabil Public Sect	x	x	
		PADM5117A - Public Management		x	
		PADM5117F - Public Management	x		
		PADM5272D - Policy Sem. (Poli. Analy. Con)		x	
		PADM5412W - Ethics & Accoun. Public Sector	x	x	

		PADM5420D - Policy & Program Evaluation	x	x	
	Assistant Professor	PADM4412W - Ethic&Accountabil Public Sect			x
		PADM5117A - Public Management			x
		PADM5412W - Ethics & Accoun. Public Sector			x
		PADM5420A - Policy & Program Evaluation			x
		PADM5420D - Policy & Program Evaluation			x
Shotwell, Alexis	Associate Professor	SOCI2005B - Sociological Theory	x	x	
		SOCI2702B - Power & Everyday Life	x		
		SOCI4045A - Sociology of Sex & Sexuality	x		
		SOCI5805X - Selected Topics in Sociology		x	
Wilke, Christiane	Associate Professor	LAWS3908B - Methods and Theory II		x	
		LAWS3908E - Methods and Theory II	x		
		LAWS4603A - Transitional Justice		x	
		LAWS5904W - Contemporary Topics		x	
		LAWS6000F - Doctoral Seminar Legal Studies	x	x	
Adrian, Melanie	Assistant Professor	LAWS3602A - International Human Rights	x		
		LAWS3903B - Selected Legal Topics	x		
Davis, Gordon	Assistant Professor	SAST1001A - Intro to South Asian Studies I	x		
		PHIL2101A - History of Ethics	x	x	
		PHIL3010A - Philosophical Traditions			x
		PHIL3320A - Contemporary Ethical Theory			x
		PHIL5850F - Proseminar		x	x

Note: Pauline Rankin – no teaching assignments, on sabbatical 2011/12, Associate Dean 2010-2016

#### **D.5. Contribution of Faculty from other Carleton Units and Programs**

Faculty from five other disciplines had confirmed their willingness to participate in the program. Three faculty at the University of Ottawa will also participate, once they are appointed into the program as Adjunct Research Professors. All three are philosophically trained and can therefore contribute as co-supervisors with strengths in ethical analysis, reducing the supervisory burden on faculty in the Department of Philosophy.

#### **D.6. Contract instructors**

Two elective courses will be taught by contract instructors (See letter of support from John Osborne, Dean of FASS). One of these courses can be taught by an Adjunct Research Professor who has taught it as an M.A. seminar in Philosophy. For the other course, we have identified qualified ethics practitioners as potential instructors.

### **E. ADMISSION**

Because the EPAF programs attempt to train students both in methods of analytical ethics and in social science methodologies, and because few applicants will present equal background in both, care will have to be exercised in choosing students for admission. This care will be exercised in the following ways.

First, admission standards for the Diploma program will be liberal. It will be open both to students in other Carleton graduate programs and to others (e.g., working in public service or civil society) who present sufficient academic experience (at A- or above) both in ethical analysis and in social science, either at the graduate level (for those presently or previously registered in a graduate program) or otherwise at the undergraduate level (e.g., for a student now in a graduate social science program who has taken upper-year undergraduate philosophy courses).

On the other hand, the Ph.D. is conceived as an elite program for which admissions will be highly competitive. Students who succeed in the Diploma program at a high level may compete for places in the Ph.D. program. The other competitors will have achieved either (a) high success in both ethics and social science, or (b) high success in one with evidence of proficiency in the other. That being said, assessments will be based on evidence of individuals' abilities rather than any rigid checklist of credentials.

**Diploma** applicants must present an average of A- or above in honours or graduate courses, with evidence of proficiency (at those levels) both in social science and in philosophical ethics or political philosophy.

**Ph.D.** applications will be reviewed on a competitive basis. Applications will be assessed under one of the following two standards:

- A master's degree in a relevant field, and an A average in relevant honours or graduate courses both in (a) analytical ethics or political philosophy and in (b) social science or interdisciplinary studies including social science.
- A master's degree in a relevant field, and successful performance in an EPAF Diploma program

with an A average. Students may receive up to 3.0 credits in advanced standing in the Ph.D. program for courses completed in the EPAF Diploma with an A average.

The program requirement of 'proficiency in a social science research methodology' (see Appendix 3) will be administered through the admissions process. Before an offer of admission is made to an applicant, the admissions committee will ascertain whether a graduate-level course in social science methods is listed on the applicant's transcript. If it is not, and the committee wishes to offer admission to that applicant, it will add a graduate-level methodology course to the student's Ph.D. program requirements. The particular course that is used to satisfy that requirement will be chosen subsequently by the Program Director in consultation with the student.

## F. PROGRAM ENROLMENT

### F.1. Enrolment Projection

The program's business plan is based on an annual intake of five full-time Ph.D. students. It is also assumed that three new full-time students and one new part-time student will begin the two-year Masters Diploma programs each year.

*Table F.6a: Projected enrolment – Ph.D.*

	Full Time				Part Time				Total Enrolment
	Domestic		International		Domestic		International		
	Intake	Enrolment	Intake	Enrolment	Intake	Enrolment	Intake	Enrolment	
<b>Year 1 (2015)</b>	5	5	0	0	0	0	0	0	5
<b>Year 2 (2016)</b>	5	10	0	0	0	0	0	0	10
<b>Year 3 (2017)</b>	5	15	0	0	0	0	0	0	15
<b>Year 4 (2018)</b>	5	20	0	0	0	0	0	0	20
<b>Year 5 (2019)</b>	5	20	0	0	0	0	0	0	20
<b>Year 6 (2020)</b>	5	20	0	0	0	0	0	0	20

*Table F.6a: Projected enrolment – M.A. Diplomas*

	Full Time				Part Time				Total Enrolment
	Domestic		International		Domestic		International		
	Intake	Enrolment	Intake	Enrolment	Intake	Enrolment	Intake	Enrolment	
<b>Year 1 (2015)</b>	3	3	0	0	1	1	0	0	4
<b>Year 2 (2016)</b>	3	6	0	0	1	2	0	0	8
<b>Year 3 (2017)</b>	3	6	0	0	1	2	0	0	8
<b>Year 4 (2018)</b>	3	6	0	0	1	2	0	0	8
<b>Year 5 (2019)</b>	3	6	0	0	1	2	0	0	8
<b>Year 6 (2020)</b>	3	6	0	0	1	2	0	0	8

## **F.2. Student-faculty Ratios**

The ratio of Ph.D. students to faculty is nearly 1:1. The ratio of Masters Diploma students to faculty is 6:19, or slightly over 1:3. The composite ratio is 26:19, or slightly over 1.3:1.

## **G. STUDENTS**

### **G.1. Student Funding**

Funding will not be available to type 3 diploma students. Type 2 diploma students, being graduate students in other departments, will be subject to funding provisions in their home departments. Average funding for EPAF Ph.D. students will be as follows:

#### Year 1 average package \$24,000

- Teaching Assistantship \$10,500
- Departmental Scholarship 10,500
- Entrance Scholarship 3,000

#### Years 2, 3, 4 average package \$21,000

- TA \$10,500
- Departmental 10,500

The Year 1 combination of entrance scholarship, internal scholarship, and teaching assistantship is competitive with typical offers from other Ontario universities at the present time; it should meet tuition fees and living expenses. The first-year Entrance Scholarship, which falls away in subsequent years, can be replaced in a number of ways, including other internal scholarships available at Carleton, external contracts for ethics-related work, research assistantships to those faculty who have been awarded research grants, or SSHRC doctoral scholarships.

Travel funding for students presenting papers at conferences is available from the Faculty of Graduate and Postdoctoral Affairs.

### **G.2. Teaching Opportunities**

The Department of Philosophy offers a wide range of applied ethics courses at 1000- and 2000-level that could be taught by advanced students in the EPAF Ph.D. program, depending on their area of specialization. These include:

- PHIL 1550 Introduction to Ethics and Social Issues
- PHIL 2103 Philosophy of Human Rights
- PHIL 2306 Philosophy and Feminism
- PHIL 2307 Gender and Philosophy
- PHIL 2380 Introduction to Environmental Ethics
- PHIL 2408 Bioethics

Normally as many as three of these courses might be available for teaching by Ph.D. students. That number could be increased in the following ways:

- Some of these courses can also be offered in the summer terms.
- The new undergraduate program in Health Sciences may require additional sections of the bioethics course.
- A global ethics course has been developed for the recently approved Bachelor of Global and International Studies.

### **G.3. Career Paths**

Willingness of the Department of Philosophy to host the EPAF programs stems from its earlier decisions not to develop a general Ph.D. in philosophy, on grounds that, given the number of such programs already in operation, placement of graduates in academic jobs would be difficult. Therefore the department set out to develop multidisciplinary programs with both academic and non-academic career paths. The first of these was the Ph.D. in Cognitive Science, and this is followed now by the EPAF programs. Some recent thinking on the future of the humanities Ph.D. calls precisely for this turn to 'applied humanities'.<sup>5</sup>

EPAF graduates will have received advanced training in both social science and in ethical analysis applied to public policy issues. Thus they will have social science credentials and subject-matter expertise with which they can compete for policy-related jobs in civil society as well as in government. Ethical analysis skills will be an additional asset, and, anecdotally, we have heard some managers lament that they cannot find people who possess those skills.

This path overlaps with that of an existing group of professionals who provide ethics advice, management, and consulting. This occupational group has its own professional association, the Ethics Practitioners Association of Canada ([www.epac-apec.ca](http://www.epac-apec.ca)). Some are employed full-time in the public or private sector, while others work on contract as consultants. We will encourage its members to engage our students in practicum work.

Public sector departments and ministries now include ethics offices that are responsible for managing ethics programs. These programs make employees aware of core values of public service generally but also values specific to the particular department or ministry. Ethics officers identify organizational ethical risks, co-develop mitigation strategies, implement plans to foster a respectful workplace, develop and conduct training on such issues as ethical leadership, values based management practices, implementing values based solutions, conflicts of interest, accountability, and other ethical dilemmas. An emerging area of importance for ethics officers is surveying, analyzing, and improving organizational ethical climate. Presently, very few ethics officers have the requisite background in the social sciences to develop methodologically sound surveys. The EPAF program is well positioned to prepare ethics officers for the increasingly complex demands of their position.

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<sup>5</sup> *White Paper on the Future of the PhD in the Humanities*. Institute for the Public Life of Arts and Ideas, McGill University. December 2013.

Through Carleton’s Centre on Values and Ethics, we are well connected to this network and already offer a non-credit Certificate in Organizational Ethics. EPAF students will acquire deeper understanding of this field through EPAF 5200 Ethics in Organizations and practicum opportunities, and thus they will be well qualified to join this occupational group. Indeed the occupational group also extends into the private sector, where the function is more commonly called ‘ethics and compliance’. (See for instance <http://www.conferenceboard.ca/e-library/abstract.aspx?did=2123>.) While organizations in the public and private sectors value familiarity with their operations and business lines, there is growing recognition that it is easier to bring people up to speed with organizational operations than it is to develop in-house subject matter experts on ethics. Nonetheless, students who are committed to ethics positions in the private sector will be better prepared if they have some business education before entering the program or elect to complete an MBA after graduating.

Some graduates will qualify for academic positions; although this is a severely competitive market, we will advise those students who want to keep this option open on how to develop their credentials. Those who do not acquire full-time teaching positions may enjoy combinations of consulting or full-time work for organizations with part-time teaching.

*Table G.1: Typical Career Paths for EPAF Graduates*

Education Sector	Public Sector	Private Sector	Civil Society
Part-time or full-time university teaching	Federal, provincial, or municipal governments: <ul style="list-style-type: none"> <li>• Ethics officer or staff</li> <li>• Policy manager, advisor, or analyst</li> <li>• Consultant</li> </ul>	Corporations: <ul style="list-style-type: none"> <li>• Ethics and compliance officer or staff</li> <li>• Consultant</li> </ul>	National or international NGOs, charities: <ul style="list-style-type: none"> <li>• Ethics officer or staff</li> <li>• Policy researcher</li> <li>• Consultant</li> </ul>

## H. RESOURCES

### H.1. Administration and Support Staff

The EPAF Program Director will assume leadership for the programs and overall responsibility for all phases of their administration, including:

- Admissions and assignment of students to supervisors (with a small committee)
- Student program advising
- Student career advising
- Maintaining the network of non-academic mentors and practicum providers
- Enlisting, recruiting, and organizing teaching staff for EPAF courses
- Class scheduling

- Curriculum development (with a small committee)
- Chairing the Management Board
- Attending Faculty Board meetings
- Cyclical Program Review (with a small committee)
- Serving as Director of the Centre on Values and Ethics (see Appendix 4: Governance)

In addition, the EPAF Director will normally have two additional teaching functions:

- Organizing and teaching/marking the colloquium course (EPAF 5000)
- Organizing and supervising/marking EPAF 5500 Practicum

With this in mind, the business plan budgets for a combined release time of 1.0 credit per year for the EPAF Director. That would be reduced to 0.5 credit per year if the additional teaching functions are performed by other faculty.

A full-time Graduate Administrator will provide administrative support for all of the activities overseen by the EPAF Director, as listed above, in addition to supporting the M.A. program in Philosophy. This position has been approved by Prof. John Osborne, Dean of the Faculty of Arts and Social Sciences. According to the proposed governance plan, the EPAF Graduate Administrator will be supervised by the Administrator of the Department of Philosophy and will report to the EPAF Director. See Appendix 4, Program Delivery and Staffing.

## **H.2. Space and connectivity**

Office space and workstations for up to 20 Ph.D. students will be provided, phased in over the first four years of the Ph.D. program. Internet connectivity will also be provided either through ethernet or wifi. At least one desktop computer will be provided, to mitigate the risks of wifi failure and other breakdowns. However, students will bear primary responsibility for equipping themselves with personal computers (typically laptops).

## **H.3. Library Resources**

**Overview and Recommendations.** An analysis of Carleton University Library's information resources and services in support of the proposed Doctoral Program and Graduate Diplomas in Ethics and Public Affairs demonstrates that the Library does not require any additional funds to support them.

The Library's collection includes specific resources to support the new program and diplomas. The Library collects to the MA or PhD level in public policy and administration, philosophy, law, political science and sociology. An analysis of the journals ranked by impact factor in *Journal Citation Reports* shows the Library holds 19 of the top-ranked 20 journals classified as ethics and all 20 of the top-ranked 20 titles classified as public administration. Additional strong support for the program and diplomas is available from the Library's online and print resources in business, economics, Canadian studies, history, human rights and religion.

We agree with the Library Report that current holdings are fully adequate both in philosophy and in social sciences relevant to the proposed programs. In our experience, journal access is excellent: journals to which we do not have access are typically quite obscure. One example is the only journal in

someone's list of top-20 ethics journals that we do not hold: a Romanian-language journal in bioethics. (Appendix 5)

## **I. DEVELOPMENT OF THE SELF-STUDY**

The self-study team was drawn from the EPAF Program Development Team, joined by Philosophy Administrator Sandra Kirkpatrick and one new student (Julia Ringma, replacing Mary Renaud, who graduated). This combination offered a number of advantages:

- It is an interdisciplinary group drawing on Faculty of Public Affairs as well as Faculty of Arts and Social Sciences.
- Its members are well acquainted with the design of the EPAF programs and its rationale.
- It includes both the Administrator (Sandra Kirkpatrick) and the Chair (Gordon Davis) of the Philosophy Department, in which the proposed programs will be housed.
- It includes two MA students with interests in ethics and public affairs.

Members of the self-study team are:

- Prof. Craig Bennell (Psychology)
- Prof. Gordon Davis (Philosophy)
- Prof. Vivek Dehejia (Economics)
- Prof. Jay Drydyk (Philosophy)
- Dr. Tim Leis (Director of Research, Institute on Governance)
- Dr. Stephen Maguire (Adjunct Research Professor of Philosophy and Director of the Centre on Values and Ethics [COVE])
- Prof. Vida Panitch (Philosophy)
- Prof. Pauline Rankin (Associate Dean, Faculty of Arts and Social Sciences)
- Ms. Julia Ringma (M.A. student in Philosophy, and COVE Intern for 2014-15)
- Mr. Ben Trainor (M.A. student in Philosophy, and COVE Intern for 2013-14)

## APPENDICES

### Appendix 1: Calendar Program Requirements

#### Ph.D. Ethics and Public Affairs

##### About the Program

This interdisciplinary program of 10.0 credits combines methodologies of social science with analytical ethics and political philosophy, applied to particular public issues. Any issue can be the topic of dissertation research, provided that expertise is available to provide guidance in both the relevant ethics and political philosophy research and the relevant social science research.

##### Program Requirements

- 1. 3.0 credits in:**
  - EPAF 5500 Practicum
  - EPAF 6000 Ethical Concerns in Public Affairs (0.5 cr)
  - EPAF 6100 Public Reason I (1.0 cr)
  - EPAF 6200 Public Reason II (1.0 cr)
- 2.** Proficiency in a social science research methodology, as evidenced by successful completion of an approved graduate-level methods course (0.5 cr) either at Carleton or at another university. (May be satisfied on or after admission.)
- 3. 1.0 credit in:**
  - EPAF 6600 Theory Examination (0.5 cr)
  - EPAF 6700 Area Examination (0.5 cr)
- 4. 1.0 credits in** approved electives at the graduate level (which may include a methods course).
- 5.** Public defence of a written dissertation proposal, preceded by its formal acceptance by the supervisory committee.
- 6.** Submission and successful defence of a thesis proposal.
- 7. 5.0 credits in:**
  - EPAF 6909 Ph.D. Thesis [5.0 cr]
- 8.** Public defence of the dissertation.
- 9.** Presentation of research findings to a professional audience.

## **Graduate Diploma in Ethics and Public Affairs**

### **About the Program**

This interdisciplinary program of 3.0 credits combines methodologies of social science with analytical ethics and political philosophy, applied to particular public issues.

### **Program Requirements**

**1. 2.5 credits in:**

EPAF 5000 Topics in Ethics and Public Affairs [0.5 cr]

EPAF 6100 Public Reason I (1.0 cr)

EPAF 6200 Public Reason II (1.0 cr)

**2. 0.5 credit in electives, such as:**

EPAF 5100 Supervised Research Tutorial

EPAF 5200 Ethics in Organizations

EPAF 5300 Values-based Deliberation

EPAF 5500 Practicum

Or another course approved by the Program Director

## **Appendix 2: Calendar Course Descriptions**

### **EPAF 5000 [0.5 credit]**

#### **Topics in Ethics and Public Affairs**

Students prepare for and attend a series of guest lectures, submitting in writing a critical analysis of some aspect of the presentation or discussion for each lecture they attend.

### **EPAF 5100 [0.5 credit]**

#### **Supervised Research Tutorial**

On a particular public issue, students identify ethical concerns and a range of evidence-based and values-based arguments for alternative policy options, assessing the comparative strength of those arguments.

Prerequisite: EPAF 6100 Public Reason I

### **EPAF 5200 [0.5 credit]**

#### **Ethics in Organizations**

A seminar on proactive approaches to ethical issues in organizations including design and implementation of ethics programs based on research in ethics and social science.

### **EPAF 5300 [0.5 credit]**

#### **Values-based Deliberation**

A seminar exploring examples of civic and government dialogues on public issues, in light of theoretical foundations of deliberative dialogue.

### **EPAF 5500 [0.5 credit]**

#### **Practicum**

Students gain experience doing ethics-related work in government, business, civil society, or consulting. Students report on their work as required, and their performance is graded satisfactory or unsatisfactory.

### **EPAF 6000 [0.5 credit]**

#### **Ethical Concerns in Public Affairs**

A tutorial in which students identify the range of ethical concerns raised by a particular public issue chosen by the student.

Prerequisite: registration in the EPAF Ph.D. program.

### **EPAF 6100 [1.0 credit]**

#### **Public Reason I**

A seminar on the nature and limits of public reason, with application to a particular public issue chosen by the instructors. Normative concepts and theories of ethics and political philosophy will be studied as relevant to that issue.

**EPAF 6200 [1.0 credit]**

**Public Reason II**

A seminar continuing from Public Reason I, with application to a different public issue, which makes relevant a different set of normative concepts and theories of ethics and political philosophy.

Prerequisite: EPAF 6100 Public Reason I

**EPAF 6600 [0.5 credit]**

**Theory Examination**

Ph.D. preparation for an examination on main works and approaches in ethics and political philosophy.

The grade to be awarded will be that obtained on the examination.

**EPAF 6700 [0.5 credit]**

**Area Examination**

Ph.D. preparation for an examination on social science literature concerning the public issue on which the student wishes to conduct dissertation research. The grade to be awarded will be that obtained on the examination.

**EPAF 6909 [5.0 credits]**

**Ph.D. Thesis**

## **Appendix 3: Admission Requirements**

### **Ph.D. Ethics and Public Affairs**

The normal requirement for admission to the Ph.D. program is either (1) a master's degree in a relevant field, and an A average in relevant honours or graduate courses both in (a) analytical ethics or political philosophy and in (b) social science or interdisciplinary studies including social science; or (2) a master's degree in a relevant field, and successful performance in an EPAF Diploma program with an A average.

Students may receive up to 3.0 credits in advanced standing in the Ph.D. program for courses completed in the EPAF Diploma with an A average.

### **Master's Diplomas in Ethics and Public Affairs**

The normal requirement for admission to the Diploma programs is an average of A- or above in honours or graduate courses, with evidence of proficiency (at those levels) both in (a) analytical ethics or political philosophy and in (b) social science or interdisciplinary studies including social science.

#### Appendix 4: Program Delivery and Staffing

From the outset, core courses will be taught in an interdisciplinary manner by faculty from different fields. How to do this best will be learned over time, with experience. However, we believe that plans like those shown in the table below provide reasonable starting points.

One noteworthy feature is the team-teaching approach to EPAF 6100 and 6200 Public Reason I and II. The first of these is not only a core requirement for the Ph.D. and Diploma programs, but it will also be offered to interested and qualified graduate students in other programs (see Appendix 7). These intensive courses will be double-weighted accordingly. During each term, one member of the teaching team will have greater expertise in a policy area while the other will have greater expertise in ethical analysis. In order to ensure robust interdisciplinarity, both members of the team should attend all classes, read all material, comment on all student presentations, and mark each student’s work. To accommodate this, each member of the teaching team will receive teaching release from a 0.5-credit course for each term. Thus the total teaching credit will equal the course credit (1.0 per term).

<b>COURSE and Teaching Roles</b>	<b>Teaching Responsibilities</b>	<b>Teaching Credit</b>
<b>EPAF 6100 Public Reason I</b>		
<b>EPAF 6200 Public Reason II</b>		
Course director (or directors)	Manages the course and evaluation, attends all classes, doing some lecturing.	0.5 credit for each term
2 team teachers on policy issues	Teaching a policy issue and participating in discussion of ethical concerns.	0.5 credit for each term
Guest lecturers on theory	Each presents ethical or political theory in one or two classes, if they have greater expertise than the course director.	Within normal duties in Philosophy – unscheduled teaching
Guest lecturers on policy issues	As required.	Within normal duties of the 0-100% appointment

<b>EPAF 6000 Ethical Concerns in Public Affairs</b>		
Course director	Manages the course and student evaluation (possibly in consultation with supervisors) and attends all classes and leads discussion of student presentations.	Within normal duties in Philosophy, equivalent to a graduate tutorial
Supervisor	Meets with student at mutually agreed intervals to supervise student's learning of literature on a policy issue.	Within normal supervisory duties
<b>EPAF 5000 Topics</b>		
Organizer and instructor responsible	Invites guest lectures and oversees arrangements for them; makes readings available, oversees evaluation of follow-up papers by students, submits grades.	Responsibility of EPAF Director
<b>EPAF 5100 Supervised Research</b>		
Tutorial Director	Works with other EPAF faculty to help diploma students identify projects of public reason research achievable in one term.	Within normal duties in Philosophy, equivalent to a graduate tutorial
Supervisor	Meets occasionally with a student to clarify the research topic and to guide the student's research on relevant literature. Assists Tutorial Director in evaluating final project.	Within normal supervisory duties
<b>EPAF 5200 Ethics in Orgs</b>		
Instructor	Full responsibility for teaching the course.	Contract Instructor
<b>EPAF 5300 Deliberation</b>		
Instructor	Full responsibility for teaching the course.	Contract Instructor

<b>EPAF 5500 Practicum</b>		
Director and instructor responsible	Seeks and arranges placements; assigns and evaluates written work; receives reports from on-site supervisors.	Responsibility of EPAF Director
Supervisor	Assigns tasks and reports on performance.	Pro bono
<b>EPAF 6600 Theory Exam</b>		
Examiners	Review the reading list and evaluate examinations.	Within normal duties
<b>EPAF 6700 Area Exam</b>		
Supervisor	Supervises development of reading list, participate in examiners' committee.	Within normal supervisory duties
Examiners	Evaluate examinations	Within normal duties
<b>Thesis Proposal</b>		
Supervisor	Supervises development of thesis proposal for successful defence.	Within normal supervisory duties
<b>EPAF 6909 Thesis and Defence</b>		
Supervisor	Supervises thesis research for successful defence.	Within normal supervisory duties
Examiners	Participate in oral thesis defence.	Within normal duties
<b>Presentation to professional audience</b>		
Supervisor and/or Program Director	Identify a publication, an external forum, or members of the EPAF professional network to whom the research may be presented	Within normal duties
Members of professional network	Advise the student on this presentation; attend the presentation (if necessary)	Pro bono

The following faculty are willing to participate in the program:

Melanie Adrian, Department of Law  
Doris Buss, Department of Law  
Gordon Davis, Department Philosophy  
Vivek Dehejia, Department of Economics  
Jay Drydyk, Department of Philosophy  
Lorraine Dyke, Sprott School of Business  
Christine Koggel, Department of Philosophy  
James Meadowcroft, Department of Political Science, School of Public Policy and Administration  
David Matheson Department of Philosophy  
Lisa Mills, School of Public Policy and Administration  
Vida Panitch, Department of Philosophy  
Pauline Rankin, Departments of Political Science and Canadian Studies  
Fiona Robinson, Department of Political Science  
Philip Ryan, School of Public Policy and Administration  
Rob Shepherd, School of Public Policy and Administration  
Alexis Shotwell, Department of Sociology  
Christiane Wilke, Department of Law

The follow three faculty from the University of Ottawa will also participate, once they are appointed into the program as Adjunct Research Professors.

Patti Lenard, Graduate School of Public and International Affairs, University of Ottawa  
Sonia Sikka, Department of Philosophy, University of Ottawa  
Christine Straehle, Graduate School of Public and International Affairs, University of Ottawa

**Appendix 5: Library Report**

**Appendix 6: Letters of Support – Internal**

## **Appendix 7: Options for Students in other Graduate Programs**

While Ethics and Public Affairs is intended first and foremost to be a site for doctoral studies, it is also intended to be a site at which other graduate students at Carleton can build their competency and credentials in ethical analysis of public policy issues. Bringing these students together will not only build a critical mass for EPAF courses, but it will also support the efforts of students in other programs to include ethical analysis (and analysis of public reason) in their research. (Our grander ambition is that EPAF credentials influence the labour market, minimally by encouraging ethics questions normal in civil service and civil society hirings and interviews, but ideally by becoming regarded as difference-makers for candidates who have earned them.) This document sketches some of the spokes that can connect these various students with Ethics and Public Affairs as a hub.

### **The first core course, EPAF 6100 Public Reason I**

In this course, students engage with the idea of public reason as a framework for evidence-based and values-based research on issues of public policy. On an issue chosen by the instructors, a full range of ethical and evidence-based arguments will be studied, for and against some of the principal policy options. Critical assessments will be made of the comparative strength of these various lines of reasoning. The class may be organized as a research team, in which each student addresses a different aspect of the issue. (For a fuller description, see B.1 above.)

### **Elective courses**

Two elective courses offered exclusively by the EPAF program will be available to students in other graduate programs. Both provide skills and background knowledge valued by ethics consultants and their managers.

- EPAF 5200 Ethics in Organizations. Students in this course study practices and underlying theories for achieving ethical accountability within government, business, and civil society organizations.
- EPAF 5300 Values-based Deliberation. Theory and practices of designing and facilitating exercises in deliberation on public issues.

### **Graduate diplomas**

Students who have taken some of these courses and wish to earn a greater credential can add a few more courses to earn the EPAF Graduate Diploma (Type 2), which begins with the core courses, EPAF 6100 and 6200. Also required is EPAF 5000 Topics in Ethics and Public Affairs, based on a guest lecture series in which students do background reading and submit critical discussions of each lecture.

That leaves one elective (0.5 credit), to be earned in one of five ways:

- EPAF 5100 Supervised Research Tutorial. A small group tutorial in which each student develops a project of research in ethics and public affairs that can be completed in one term.

- EPAF 5200 Ethics in Organizations. Students in this course study practices and underlying theories for achieving ethical accountability within government, business, and civil society organizations.
- EPAF 5300 Values-based Deliberation. Theory and practices of designing and facilitating exercises in deliberation on public issues.
- EPAF 5500 Practicum
- Another approved course

### **Collaboration on specialty courses**

Many professional programs are required – either by professional regulation or by periodic review – to offer ethics courses. Where professional standards are well entrenched, these courses typically review those standards as ‘soft law’. But at some universities professional ethics courses are taught by philosophy departments, and here greater emphasis is placed on the application of the main branches of ethical theory to a particular profession. What may be missing in both of these approaches are strategies for coping with new ethical problems that are not exactly covered by established ‘soft law’ or by the main ethical theories. Strategies for coping with novel problems are central to EPAF 5200 Ethics in Organizations, but, in addition, EPAF faculty can collaborate or consult with units that wish to include this more creative dimension in their own program-based courses on professional ethics.

## **Appendix 8: Professional Network**

The professionals listed below have expressed their willingness to provide career advice and mentoring to advanced students in the Ph.D. program:

### **Susan Carter**

Chair of the Board, Leading Note Foundation  
Board Member, Transparency International Canada  
Former Director General, Corporate Development, Human Resource Development Canada

### **Kim Ann Chute, Q.Med**

Senior Advisor Conflict Management  
Canadian Forces Morale and Welfare Services

### **Robert Czerny**

President, Ethics Practitioners Association of Canada

### **Rebecca Dalton**

Advisor, Central Canada Centre for Values and Ethics  
Parks Canada Agency

### **Julie Delahanty**

Director, Central America Program (DFATD - Development)  
Embassy of Canada, Tegucigalpa, Honduras

### **Richard DeVidi**

Senior Analyst  
Corporate Security Directorate  
Public Works and Government Services Canada

### **Evonne Dutil**

Manager, Ethics Directorate  
Human Resources Branch  
Public Works and Government Services Canada

### **Marie Jude Etienne**

Manager, Integrity  
Immigration and Refugee Board of Canada

### **Stephen Hare**

Manager, Defence Ethics Support Program  
National Defence

### **Timothy Leis**

Chief Research Officer  
Institute on Governance

**Mary Pat MacKinnon**

Vice-President, Public Engagement  
Hill + Knowlton Strategies  
Senior Fellow  
Graduate School of Public and International Affairs  
University of Ottawa

**Joseph McDonald**

Director, Learning and Training  
Human Resources and Skills Development Canada

**Benedict Po**

Special Advisor  
Office of Values and Ethics  
Centres of Expertise  
Employment and Social Development Canada

**Mike Savage**

Ernst & Young LLP

**R. Scott Serson**

Former President, Public Service Commission of Canada (1999-2003)  
Former Champion for Values and Ethics in the Federal Public Service (1999-2003)

**Maggie Trudel-Maggiore**

Director, Centre for Values, Integrity and Conflict Resolution  
Fisheries and Oceans Canada / Government of Canada

**Aïda Warah**

Director / Senior Officer  
Values, Integrity and Disclosure Directorate  
Finance Branch Environment Canada

**John Williams**

Former Director of Ethics, World Medical Association (2003-2006)  
Former Director of Ethics, Canadian Medical Association (1991-2003)