

Childhood and Youth Studies
Update on Unit Response to External Reviewers' Report & Action Plan
Programs Being Reviewed: Undergraduate Programs

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Approved by Dean: Augustine Park, Interim Associate Dean (Academic) on behalf of Pauline Rankin, Dean of FASS, on 15 November 2022

Note: This document is made available for public posting on the Vice- Provost's website.

***** Denotes items that SQAPC would like the unit to pay particular attention to based on their past review of the original action item.**

External Reviewer Recommendation	Original Action Item	Owner & Timeline	Progress Update February 2022	Will the action described require calendar changes? (Y or N)
1. We recommend that additional curriculum be developed in the area of texts directed to young people and produced by young people, including not only print texts, such as books, but also film, digital texts, video games, social media and other media texts.	<i>Discussion with Dean regarding potential support for additional resources.</i>	<i>Co-Director, September 2020</i>	<i>We developed and launched a new course, CHST 3201: Childrens Cultures, Knowledges, and Representations as well CHST 3204: Literary Representations of Childhood and Youth. We also developed a new course description for CHST 4101: Children, Youth and Popular Culture, but have not been able to offer this course due to insufficient faculty resources.</i>	<i>N</i>
2. We recommend that the program develop a common understanding of what the essential requirements of the Childhood and Youth Studies program are.	<i>Ongoing program development and assessment work to be addressed during program meetings.</i>	<i>Program Faculty – Co-Director will facilitate. Ongoing beginning September 2020</i>	<i>Since the CPR, we have updated our website with more information about the program requirements, updated our recruitment materials with faculty input on the program goals and outcomes, and we have developed program guides for use in advisement.</i>	<i>N</i>
3. We recommend that the program be established as a Department within FASS.	<i>Discussion with Dean regarding support for department structure.</i>	<i>Co-Director, September 2020</i>	<i>The Dean determined that IIS should remain one unit.</i>	<i>N</i>

<p>4. We recommend that the program assess its faculty complement and plan for additional teaching and mentoring resources to help address issues of workload and maintain a high level of educational experience for students. In light of the ratio of majors to core faculty members, the high caps in senior courses, and the need to incorporate further courses in cultural studies, it seems evident to us that the program needs more faculty resources.</p>	<p><i>Discussion with Dean regarding potential support for additional resources.</i></p>	<p><i>Co-Director, September 2020</i></p>	<p><i>In 2019, we added a 50% cross-appointed instructor and hired three new tenure-track faculty members.</i></p>	<p><i>N</i></p>
<p>5. We recommend scheduling more time for meetings with the program faculty during the site visit of reviewers, including allowing time for individual meetings with any faculty member who wishes to meet with reviewers separately from the group. In order to accommodate this, and to allow reviewers more time to discuss the drafting of the report, we recommend extending the visit to include a full second day.</p>	<p><i>Review and make changes in CPR process.</i></p>	<p><i>Office of Vice-Provost. Timeline: N/A</i></p>	<p><i>This item is not within our responsibility, so no action was taken.</i></p>	<p><i>N</i></p>
<p>6. We recommend that faculty members include in-depth writing experiences as course assignments as much as possible and maintain rigour in terms of course content and required readings.</p>	<p><i>Discussion with Dean regarding potential support for additional resources and request to facilitate writing support at the faculty/ university</i></p>	<p><i>Co-Director, September 2020</i></p>	<p><i>We launched a new first-year course: CHST 1003 and worked together to design it for academic and writing support for students.</i></p>	<p><i>N</i></p>
<p>7. We recommend that more seminar courses (perhaps under the Special Topics in Child Studies or Advanced Topics in Child Studies rubrics) with course caps of 20 be developed for third and fourth-year students.</p>	<p><i>Discussion with Dean regarding potential support for additional resources.</i></p>	<p><i>Co-Director, September 2020</i></p>	<p><i>We have been granted additional faculty resources, but given our enrolment numbers we still don't have sufficient faculty resources to offer courses capped at 20 students.</i></p>	<p><i>N</i></p>
<p>8. We recommend that the faculty continue to establish and formalize relationships with different community partners to allow for more diverse experiential learning opportunities, including in the area of policy development and analysis pertaining to children and youth.</p>	<p><i>n/a – already in process. Faculty are already working with FASS staff and community partners to expand experiential learning activities and increase the number of practicum placements, including virtual/digital placements given the situation with COVID.</i></p>	<p><i>Program faculty teaching experiential learning courses, including practicum. Timeline: Ongoing – already in progress</i></p>	<p><i>Continuing this process – we received funding in 2019 for experiential learning at the program level and have continued to advance community partnerships.</i></p>	<p><i>N</i></p>

<p>9. We recommend that the program ensure that all interested students are able to enrol in opportunities for experiential learning and that the program consider making two such opportunities available to Honours students.</p>	<p><i>Discussion with Dean regarding potential support for additional resources.</i></p> <p><i>Encourage faculty to work with the FASS experiential learning coordinator.</i></p>	<p><i>Co-Director, September 2020</i></p>	<p><i>We have been granted additional faculty resources, but given our enrolment numbers we still don't have sufficient faculty resources to offer practicum and thesis to all students. However, we launched a course called CHST 2001: Experiential Learning in Childhood and Youth Studies in Winter 2020 that is now required of all students. CHST 3201 also contains an experiential learning component.</i></p>	<p><i>N</i></p>
<p>10. We recommend that the program consider adding more study in the history of childhood and youth, in order to give students a better understanding of the range of assumptions about young people they encounter in their experiences with “real” children.</p>	<p><i>N/A -already in process</i></p>	<p><i>Program Faculty Ongoing</i></p>	<p><i>We continue to offer courses and elective offerings in this area.</i></p>	<p><i>N</i></p>
<p>11. We recommend that the program maintain a commitment to foundational learning in the several disciplines that constitute the curriculum.</p>	<p><i>This was agreed to unconditionally in the initial unit response with the following notes:</i></p> <p><i>We already have a commitment to foundational learning and will continue to maintain this. We just completed an extensive overhaul of the program to produce an interdisciplinary curriculum that emphasizes foundational learning and expand course offerings that are cross-listed with English and History. We continue to have sociology courses as part of our major electives.</i></p>	<p><i>Program Faculty Ongoing</i></p>	<p><i>We continue to have cross-listed courses with English and History, and we are working on a new proposal for a cross-listed course with Philosophy. We continue to have sociology courses as part of our major electives.</i></p>	<p><i>N</i></p>
<p>12. We recommend that regular opportunities to consult faculty members from other units in the University who contribute CHST courses to the program be developed.</p>	<p><i>Discussion with Dean, FASS chairs and directors regarding potential strategies.</i></p>	<p><i>Co-Director, September 2020</i></p>	<p><i>This process got delayed by the complications of the pandemic but we now have a new leadership structure and are working on a plan to include affiliate faculty in program meetings.</i></p>	<p><i>N</i></p>

<p>13. We recommend that the program add some components to the Honours program that would further distinguish this route from the General program, such as, for example, making the Honours Research Project a more visible and valued option in the program and developing a Teaching Apprenticeship course for Honours students.</p>	<p><i>We don't feel action is needed on this item. We are already working on strategies to attract more students into the Honours Thesis and will continue to do this. The reviewers didn't ask us about these strategies.</i></p>	<p><i>n/a</i></p>	<p><i>n/a</i></p>	<p><i>N</i></p>
<p>14. We recommend that the program maintain a list of electives offered in other programs at Carleton that are of relevance to students majoring in Childhood and Youth Studies and that support and enhance the core curriculum of the program.</p>	<p><i>Co-Director will ask unit administrator to compile a list of complementary courses and share the list with students.</i></p>	<p><i>Co-Director/ Unit Administrator September 2020</i></p>	<p><i>The undergraduate administrator maintains a list of units offering elective course options. This year, we will add a page to our website on suggested electives based on career interest.</i></p>	<p><i>N</i></p>
<p>15. We recommend that the program consider making French a requirement, given the program's location in the Capital Region.</p>	<p><i>n/a</i></p>	<p><i>n/a</i></p>	<p><i>n/a</i></p>	<p><i>N</i></p>
<p>16. We recommend that program faculty continue to develop rubrics by which to measure student satisfaction.</p>	<p><i>Discussion with OIRP regarding ways to evaluate and respond to student experience.</i></p>	<p><i>Co-Director, September 2020</i></p>	<p><i>OIRP denied permission for us to survey students directly. A discussion has been ongoing in SQAPC regarding institutional support for such surveys for Quality Assurance purposes and we will take advantage of this opportunity when it becomes available.</i></p>	<p><i>N</i></p>
<p>17. We recommend that program faculty continue to develop rubrics by which to test learning outcomes and achievement of degree-level expectations.</p>	<p><i>We have already begun working on assessing learning outcomes and will continue to develop these measures.</i></p>	<p><i>Program Faculty, October 2020</i></p>	<p><i>Our plan to assess learning outcomes was interrupted during the pandemic and then the chair was on sabbatical. We have the artifacts and plan to hold a retreat in the spring to examine learning outcomes.</i></p>	<p><i>N</i></p>

<p>18. We recommend that program faculty respond to student demand for more in-depth career counselling, including exploring the possibility of having Carleton University's Career Services Office facilitate sessions or job fairs targeted to students in the program; further emphasising the program's practicum component; and building further connections with community partners and future employers in the region.</p>	<p><i>Discussion with Career Services to determine what supports can be provided. Discussion with Dean/Chairs and Directors to determine capacity for support at the faculty level.</i></p>	<p><i>Co-Director, September 2020</i></p>	<p><i>We have been hosting career/ graduate school workshops each year for students and will be expanding those efforts this year by working with Career Services. Career/ employability counseling was also incorporated into the curriculum for the new 1st year course.</i></p>	<p><i>N</i></p>
<p>19. We recommend that the program consider appointing an Experiential Learning Coordinator as this aspect of the program is further developed.</p>	<p><i>Discussion with Dean regarding potential support for additional resources.</i></p>	<p><i>Co-Director, September 2020</i></p>	<p><i>We do not have the resources for this. We did have a short ELF grant that employed a graduate student. We have a new program initiative that we are developing this year in collaboration with the library to utilize the children's literature collection in the library for experiential learning. We are also submitting a new program level CUELF grant application to further develop our experiential learning opportunities now that in-person opportunities are available again.</i></p>	<p><i>N</i></p>
<p>20. We recommend that the program institute a formal system of mentoring for junior faculty.</p>	<p><i>Discussion with Dean and FASS chairs and directors regarding need for a formal mentoring system.</i></p> <p><i>Original notes: We already have an informal mentoring system in place that works for our program. If formal mentoring systems are to be implemented, this should happen at the faculty level so that mentors can be held accountable and effective strategies can be developed and standardized across units.</i></p>	<p><i>Co-Director, September 2020</i></p>	<p><i>IIS has since developed a formal mentoring system in 2020. The Acting IIS Director began meeting periodically with pre-tenure faculty as a small group. Under the new leadership structure, this responsibility has now been assigned to the Associate Director, who will be holding small group support meetings with faculty from both programs.</i></p>	<p><i>N</i></p>

<p>21. We recommend that program faculty integrate students into their research programs in the form of RA appointments, co-authorship, etc., as their research programs become more established.</p>	<p><i>No action is needed. We are already doing this and the culture of the program supports this.</i></p>		<p><i>We continue to do this.</i></p>	<p><i>N</i></p>
<p>22. We recommend that faculty members seek opportunities to supervise Postdoctoral Fellows.</p>	<p><i>Discussion with Dean regarding the feasibility of this goal and what resources would be necessary to facilitate this.</i></p>	<p><i>Co-Director, September 2020</i></p>	<p><i>A graduate program is needed to facilitate this. We have held initial discussions with the Dean regarding a proposal for a graduate program and will be beginning the process of developing a new program proposal this year.</i></p>	<p><i>N</i></p>

BA in Childhood and Youth Studies
Update on Learning Outcomes Assessment Activities
Programs Being Reviewed: Undergraduate Programs
Completed by: Julie Garlen & Patrizia Gentile

1. Who is responsible for the assessment of program learning outcomes?

- Learning Outcomes Assessment Committee
- Undergraduate and/or Curriculum Committee(s)
- All faculty in unit
- Other:

2. Which program learning outcomes have been assessed since the last CPR? (*list the learning outcome statements, or abbreviated versions, below*)

We collected artifacts but did not actually assess them as this process was interrupted by the pandemic and the following year the chair being on sabbatical. We plan to resume this process this year.

3. What methods have been employed to assess the program learning outcomes? (*check all that apply*)

- Reviews of examples of student work
- cuPortfolio
- Student surveys or focus groups
- Faculty retreats or discussion sessions
- Reviews of program curricula and courses (*includes efforts to align course and program learning outcomes*)
- Other _student work collected but not analyzed _____

4. Provide a brief description of the assessment activities undertaken since your last CPR Review.

See above – artifacts collected but not assessed.

5. What assessment activities will be undertaken between now and your next CPR? When will these be implemented?

In the spring of 2023, we will hold a program retreat to assess these program learning outcomes:

LO2. Interrogate normative assumptions about children and childhood.

LO6. Demonstrate knowledge of research methods in child studies.