

**CARLETON UNIVERSITY COMMITTEE ON  
QUALITY ASSURANCE**  
**Cyclical Review of the Bachelor of Global and International Studies**

**Executive Summary and Final Assessment Report**

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's Bachelor of Global and International Studies (BGIns) are provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

**EXECUTIVE SUMMARY**

The Bachelor of Global and International Studies resides in the Arthur Kroeger College of Public Affairs which is administered by the Faculty of Public Affairs.

As a consequence of the review, the program was categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of good quality. (Carleton's IQAP 7.2.13-7.2.14).

The External Reviewers' report offered a very positive assessment of the programs. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the programs. These recommendations were productively addressed by the Director of the Bachelor of Global and International Studies and the Dean of the Faculty of Public Affairs in responses to the External Reviewers' report and Implementation Plan that was submitted to SQAPC on September 22, 2022.

## UNIT RESPONSE AND IMPLEMENTATION PLAN

Programs Being Reviewed: BGINS

Prepared by (name/position/unit):

External Reviewer Recommendation & Categorization	Unit Response (choose only one for each recommendation): 1- Agreed to unconditionally 2- Agreed to if additional resources permit (describe resources) 3- Agreed to in principle 4- Not agreed to Rationales are required for categories 2, 3 & 4	Action Item	Owner	Timeline	Will the action described require calendar changes? (Y or N)
1) That the program continues to explore curriculum innovations in their teaching (good example being the three proposed courses).	2. Agreed to if additional resources permit.  Program is working on revising an existing course and developing new courses, but additional teaching resources, either in the form of CIs, or an additional faculty appointment, would be required to mount the classes. Regularized program meetings can also be used to ensure this recommendation is met.	- Re-engage the curriculum committee to start a review of all core courses to look for opportunity for improvement and innovation.  - Pilot two new courses if resources are available. Initially these will be piloted as special topics classes: 1. Add a global indigeneity course 2. Add a policy analysis seminar taught by government practitioner  - Ensure regular program meetings to discuss curriculum innovation	BGInS Program Director  BGInS Program Director  BGInS Program Director	Committee to be established fall 2022  Run global indigeneity course in fall 2022  Ongoing	N  N  N
2. That the post Covid IER is further rethought. BGInS should explore ways of making this unique element of the program equitable in terms of costs, access and reduction of climate miles.	1. Agreed to unconditionally.  The program has always considered cost and equitable access to the IER. It has always offered domestic options for placements and there is a bursary available to students if needed. The	- work with Career Services to ensure continuation of virtual placement options  - removal of GINS 3200 from IER options	BGInS Program Director  BGInS Program Director	Ongoing  Calendar changes submitted in	N  Y

	<p>program sends students many reminders about applying for the bursary. That said, BGInS can look more at virtual alternatives in light of its pandemic experiences. It can also remove GINS 3200 – a class that used to travel to Belize. It was very expensive, did not generate a lot of student participation, and the partnership in Belize has ended. This will lead to a reduction of climate miles.</p>	<ul style="list-style-type: none"> <li>- establish a procedure for reviewing and approving placements, including domestic placements, identified by students.</li>   <li>- Establish new BGInS staff position focused on placements.</li> </ul>	<p>BGInS Program Director</p> <p>Kroeger College Director</p>	<p>summer 2022 for a 2023-24 removal.</p> <p>winter 2023</p> <p>New position approved by PBWG in March 2022</p> <p>Consult faculty on position needs May 2022</p> <p>Develop job description in fall 2022</p> <p>Hire in winter 2023</p>	<p>N</p> <p>N</p> <p>N</p> <p>N</p> <p>N</p>
<p>3. That faculty pressures be considered. Faculty burnout is a real issue and the small size of the core BGInS faculty would mean that the program is vulnerable.</p>	<p>2. Agreed to unconditionally.</p> <p>The pandemic has meant isolation for some faculty which has contributed to some burnout.</p>	<ul style="list-style-type: none"> <li>- BGInS program director to have an annual 1:1 informal check with faculty</li>   <li>- Revisit the idea of professional development activities for faculty</li>   <li>- Request the return of a pre-tenure resignation to BGInS</li> </ul>	<p>BGInS Program Director</p> <p>BGInS Program Director</p> <p>Director, Kroeger College</p>	<p>Ongoing</p> <p>Fall 2022</p> <p>Winter 2022</p>	<p>N</p> <p>N</p> <p>N</p>

<p>4. That BGIInS becomes its own department with a department head.</p>	<p>4. Not agreed to.</p> <p>The administrative structure of the program was intentionally designed and agreed to by the Deans of FASS and FPA. While the reviewers made this recommendation, they also recommended keeping BGIInS within Kroeger College (pg 5): It cannot be both an independent department and part of the College. Effectively, the BGIInS Program Director is the program head. The Kroeger College model does not allow for independent departments within the College. It is not the same as a Faculty. That said, there are some internal improvements that can be made.</p>	<ul style="list-style-type: none"> <li>- Ensure each annual retreat includes an opportunity to discuss governance.</li> <li>- Look at moving to appoint BGIInS faculty to the position of Program Director</li> <li>- Initiate a review of the Management Committee's terms of reference</li> </ul>	<p>BGIInS Program Director</p> <p>Deans FPA and FASS</p> <p>BGIInS Program Director</p>	<p>Ongoing</p> <p>Fall 2022</p> <p>Fall 2022</p>	<p>N</p> <p>N</p> <p>N</p>
<p>5. That a BGIInS curriculum group is developed for core faculty. This group should meet at least every few months to discuss curriculum and operational issues of the program outside of the meetings with the BGIInS management group.</p>	<p>3. Agree to in principle.</p> <p>This recommendation is to have a curriculum group, but then it also references the need to discuss operational issues. This would be outside the scope of a curriculum committee. It should also be noted that there is an existing BGIInS curriculum committee. It has not been overly active during the pandemic and can be reactivated. Curriculum changes also need to be approved by the BGIInS Management Committee.</p>	<ul style="list-style-type: none"> <li>- Ensure the BGIInS management Committee meets twice per year (once in fall and once in winter).</li> <li>- Regularize BGIInS program meetings with core faculty</li> <li>- Re-engage Curriculum committee</li> </ul>	<p>BGIInS Program Director</p> <p>BGIInS Program Director</p> <p>BGIInS Program Director</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Fall 2022</p>	<p>N</p> <p>N</p> <p>N</p>
<p>6. That the BGIInS core faculty create a strategic plan for the program and the group, outlining its vision, mission, values and ways forward for the program and the group.</p>	<p>1. Agreed to unconditionally.</p> <p>BGIInS recently completed its initial strategic plan with its last hire in 2021. The program held off on developing a new plan until the completion of the program review and clarification of post-pandemic norms.</p>	<ul style="list-style-type: none"> <li>- hold a retreat with BGIInS core faculty to initiate a process for developing a new strategic plan to address issues that would include:</li> </ul> <p>Revisions to IER program, curriculum changes, hiring priorities, strategy for online courses, indigenous content, EDI initiatives, and other issues.</p>	<p>BGIInS Program Director</p>	<p>Retreat is planned for Spring 2022</p>	<p>N</p>

<p>7. Specialisation – language component should remain strengthened. The 18 specialisations lead to much frustration, so these should be revisited and potentially collapsed.</p>	<p>3. Agree to in principle.</p> <p>It is agreed that the 18 specializations are a lot. That said restructuring is complicated because of the way the relationship with contributing units was established. Students in each specialization count as students in the corresponding unit. This gives units an incentive to contribute to the BGIInS program. Collapsing could remove this incentive and result in departure of contributing units, which would seriously hurt the program and its students.</p>	<p>- Maintain language requirement at 2 credits</p> <p>- Raise issue of number of specializations for discussion in the BGIInS Management Committee</p>	<p>BGIInS Program Director</p> <p>Kroeger College Director</p>	<p>Ongoing</p> <p>Fall 2022</p>	<p>N</p> <p>N</p>
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