

MEMORANDUM

21 July 2015

To: Dr. John Shepherd, Vice-Provost and Associate Vice-President (Academic)

Cc: Dr. André Plourde, Dean, Faculty of Public Affairs

Cassandra Larose, Program Review Officer, Office of the Vice-Provost and Associate Vice-President (Academic)

From: Dr. Barry Wright, Director, Arthur Kroeger College of Public Affairs, Associate Dean, Faculty of Public Affairs

Re: Update on B.PAPM. Action Plan

The Carleton University Committee on Quality Assurance issued its Executive Summary and Final Assessment report for the cyclical review of the bachelor's program in Public Affairs and Policy Management on 22 October 2014, approving the program Action Plan (August 2014) and confirming categorization of the program as being of **good quality with national presence**. Although the assessment is not one 'with report,' Carleton's IQAP (5.4) provides for the monitoring of Action Plans, and as indicated in your memorandum of 5 June 2014, updates have been requested in the form of a brief report to be submitted in two stages (June 2015 and June 2016) on three identified issues; provision of sufficient teaching resources, curriculum renewal, and impact of the addition to Kroeger College of the MPM and BGIoS programs on the responsibilities of the College Director and Administrator. I am pleased to submit the first stage of the requested follow-up report with an account of steps taken to address the first two issues.

1. Review of arrangements for the provision of teaching resources:

Under the holding company resourcing model the BPAPM program has no faculty establishment of its own and so there are no faculty members directly appointed to the Kroeger College to teach BPAPM core courses or the required courses for the seven specializations. The BPAPM self-study noted that the existing holding company resourcing model enabled satisfactory program delivery but that dedicated teaching resources and access to required course for the degree were vulnerable to the planning priorities of the contributing units and there was room for improvement of the longer term stability of provision of these essential supports for the program from the other FPA units. Under current arrangements a process of annual negotiation takes place with the contributing units based on 2002 Memoranda of Understanding (FPA units received related faculty hires in return for an ongoing commitment to provide teaching resources allocated to the BPAPM; 2.0 credit equivalent annual contributions from SPPA, NPSIA, Political Science and Journalism; 1.0 credit equivalent annual contributions from Law/Legal Studies, Economics and Business, which was then a unit with the Faculty).

New chairs and directors are often not aware of the MoUs and this makes the annual meeting to negotiate teaching secondment for core PAPM courses a challenge and also creates continuing difficulties for our students in accessing or securing permission to register in courses offered by the supporting units required for the BPAPM specializations and necessary for our students to complete their program. It was recommended that program vulnerability could be met by multi-year teaching commitments (also advocated in the previous periodic review) and renewals (and, if necessary, amendment) of the current MoUs, with future renewals timed in conjunction with periodic program reviews. The Reviewers' Report recommended enhanced control over teaching faculty roster and formalizing long-term teaching arrangements with contributing units and indicated that substantive cross-appointments might be necessary should enrolment increases in the BPAPM be sustained.

Your 5 June 2014 memorandum noted that, "[w]hile the Committee [Carleton University Committee on Quality Assurance] feels that review and renewal of Memoranda of Understanding will be useful, it believes that the making of substantive faculty cross-appointments (ie., greater than 0%/100% cross-appointments) to the College is a more preferable and effective way of enabling the College Director to ensure adequate delivery of the program." In our September 2014 Action Plan, subsequently endorsed by CUCQA, the following action on this matter was indicated:

Request that the Dean facilitate consultation between the Director and relevant Chairs and Directors in the Faculty of Public Affairs to address reform of the current holding company model with agreement on the following matters to be sought during the 2015-16 academic year, with the aim of implementing related undertakings in 2016:

- i. Teaching commitments from contributing units established on a three-year cycle for PAPM core courses.*
- ii. Explicit agreement from the relevant units that BPAPM students be given the same access and status for required courses offered by those units as in-program students.*
- iii. Renewed MoUs to include commitment on i and ii above, and with recognition that current arrangements had resulted in faculty hires in the contributing units that were explicitly linked to support of the B.PAPM.*
- iv. Explore possibility of creating a roster of 100/0 cross-appointed faculty from the contributing units to the College.*

Action Plan Follow-up:

Additional resources would need to be forthcoming to support any contemplated substantive cross-appointments because any such appointments would come at the cost of a corresponding permanent reduction of teaching contributions from those faculty members to their 'home' units. Should the supporting units be compensated accordingly for the partial loss of faculty teaching credits within their own units, such a course of action would indeed ensure a more regular and predictable delivery of the core PAPM 1000, 2000 and 3000 courses and 4th year capstone seminars. However, it follows that such gains for the College in the absence of more resources to compensate the contributing units would invariably result in losses for the contributing units and damage relations with them: It would reduce the flexibility Chairs and Directors currently enjoy in deploying faculty members in the annual negotiation of their unit's ongoing contribution to the BPAPM, complicate the planning priorities as developed in those units for their own programs, and potentially erode existing goodwill, damaging the productive and cordial relations enjoyed currently with those units and essential for entry of our students in their courses and the success of a multidisciplinary program of this nature.

This matter has been considered and discussed at length between the Director and Dean of FPA. Dean Plourde confirms that no additional resources are available at the level of the Faculty to support substantive cross appoints to compensate contributing units for the corresponding loss of teaching resources to support their own programs.

In this and the previous periodic review, self-appraisals and external reviewers had suggested a more modest substantive cross appointment in the form of creating an Associate Director position. Substantive cross appointment of a faculty member from the School of Public Policy and Administration was indicated as an ideal fit for such a position. However, in the context of faculty-wide resourcing demands, there appears to be little appetite at the Faculty level for even this limited form of substantive cross-appointment. Cross appointments on a 100/0% basis would not have a resourcing impact but are essentially symbolic in an undergraduate context. Such cross appointments might make contributing faculty more visible to BPAPM students as well as make a cohort of contributing faculty more visible to Chairs and Directors. In the absence of increased resources, this would appear to be the only feasible form of cross appointment and this possibility will be raised in discussions between the Dean, Director and Chairs and Directors of the contributing units in conjunction with renewals of the MoUs.

In the absence of increased resourcing from the centre, we maintain that the renewal of MoUs and periodic review and, if necessary, adjustment of the holding company model remains the most realistic approach to stable provision of teaching resources for the BPAPM. The primary challenge is ensuring that our program obligations remain a priority for Chairs and Directors of the contributing units. Accordingly, the Director will request the Dean to send a memorandum by January 2016 to the relevant Chairs and Directors of the contributing units, drawing attention to the existing MoUs and associated ongoing commitments, and inviting their suggestions for renewing and strengthening their involvement with the BPAPM program.

2. Curricular Renewal:

The BPAPM self-study identified several elements to BPAPM curricular renewal including review of existing program specializations, review of the relationship between PAPM 3000, PAPM 4000 capstone seminars and PAPM 4908 (mandatory HRE), articulation of graduate pathways, and refinement of the theory/practice relationship focusing on the introduction of experiential learning in years one and two. CUCQA noted this strong commitment to curriculum review in consultation with College Council and requested an account of progress on these issues and encouraged consultation with Ann Clarke-Okah in the Quality Assurance Office to develop relevant program learning outcomes and to ensure that such outcomes are a foundational context for curriculum review.

We are pleased to report good progress on all of these elements of curriculum renewal, with curricular proposals on graduate pathways into SPPA and NPSIA planned for submission in the coming 2015 curricular change round, the introduction of a new experiential learning pilot for year 1 students in Winter Term 2016 and major curricular changes in support of updated specializations (to be called concentrations or more narrowly defined majors), which will also have a direct impact the PAPM 4000 capstones, planned for submission in next year's (2016) curricular change round. Ann Clarke-Okah was contacted initially and subsequently meetings have been held with Andrea Thompson to discuss and articulate learning outcomes in connection with the specialization and experiential learning initiatives.

There are complex curricular challenges faced in a multidisciplinary program resourced on a holding company model. It should be noted that some elements of curricular renewal (the relationship between PAPM 3000 and 4908 and the mandatory HRE, the introduction of experiential learning opportunities to new students) can be managed by the Director and College Council, while others, such as renewal of the program specializations and the development of graduate pathways entail complex consultations with the contributing units and always in the shadow of their own planning priorities and timelines.

a) Update on review of specializations:

College Council has endorsed a plan to update and rationalize the existing seven specializations into four broadly cast concentrations (or possibly using the term majors—it appears that the university will discontinue use of the term specialization for undergraduate programs). This is best described as an evolution of the existing specializations; it would not change the 6.5 credit load of this element of the program and its relation to the program core, and the involvement of the contributing units would remain essentially the same. That said, the existing specializations are the legacy of replacement of the Bachelor of Public Administration degree and the wider policy interests and expertise of the faculty in the newly constituted Faculty of Public Affairs in the late 1990s who collaborated on the Faculty's new flagship undergraduate program. Our contributing units have since developed faculty interest and expertise in new policy areas such as environment and sustainable energy, security and our BPAPM students share these interests. A degree in human rights has since emerged and the new Bachelor of Global and International Studies obliges us to refine the rights and international dimensions of our specializations in a way that better reflects our distinct policy focus. Our proposed, broadly cast concentrations, with subsidiary policy streams allow us to absorb existing specializations, fine tune them and add new policy areas.

This model was endorsed by College Council in Fall Term 2014 and three subcommittees of the Council were formed, joined by several interested colleagues from the contributing units. Over the course of the Winter Term the subcommittees worked on detailed proposals including updated required and optional courses (largely complete for the first two “concentrations” provisionally named *International Relations, Conflict and Security* and *Development and International Political Economy*, while the new *Public Policy and Administration* and *Public Opinion, Communication and Policy Advocacy* concentrations, again provisionally named, which rely heavily on courses in SPPA and Journalism, are less far along due to pending curricular changes in those units). The Director has also consulted with Andrea Thompson in the Quality Assurance Office to refine relevant learning outcomes and with Suzanne Blanchard, Vicki Saveland and Patty Patrick to refine the formal elements for a major curricular proposal. We aim to complete detailed proposals for all four concentrations in Fall Term 2015 and that they will be translated in the requisite curricular language in Winter Term 2016.

b) Update on review of PAPM 3000, 4000 and 4908:

The proposed update and rationalization of the existing specializations will reduce the number of capstone seminars (PAPM 4000) from seven to four. There is currently an uneven distribution of student numbers between the current specializations, with numbers ranging between 5 and 25 students and in some cases we are obliged to piggy back a fourth year or graduate seminar offered by another unit. There is also inconsistency in the capstone experience, which should attempt to unite policy theory and practice. Four capstones will not only result in a better distribution of students in the seminars and

relatively robust numbers in each, but it will also be possible to better ensure that the pedagogical objectives of the capstone are consistently met.

Professor Jennifer Robson taught the PAPM 3000 course in Fall Term 2014 and assisted the Director in overseeing PAPM 4908, which included information sessions for the HRE in the Fall Term and two focus groups with senior BPAPM students in the Winter Term. This exercise enabled us to better coordinate the policy research methods course with the HRE and refine the objectives and relationship between 3000 and 4908 courses. It also informed a Report written by Professor Robson in consultation with College Director and Administrator that was presented to and endorsed by College Council in April 2015. To summarize the findings:

A substantial minority of students encounter challenges finding a supervisor and the HRE looms as an obstacle to timely graduation. A smaller minority, about 10-15%, encounter serious difficulties completing an acceptable HRE in a reasonable period of time. At the same time, the HRE is regarded as a distinguishing feature of the BPAPM degree, setting it apart from the majority of honours BA programs where the HRE has become an option or virtually disappeared. Moreover, completing an independent policy research study makes BPAPM graduates attractive to prospective employers as well as strong candidates for graduate programs that involve advanced research.

The Report recommends the following near-term measures: adjust interim deadlines and check-points (earlier dates) and fine-tune guidance offered to both students and supervisors, use available interactive software to help prompt and pace students through the project, move to electronic submission and develop a searchable HRE database. In the medium term (2-3 years, after assessment of impact of near-term changes), reconsider making an HRE an optional requirement, requiring a minimum grade requirement (B-), with 1.0 credit otherwise met by .5 coursework and .5 directed readings with technical report.

c) Articulation of graduate pathways:

The development of graduate pathways was undertaken during Winter Term 2015 in consultation with the Directors of SPPA and NPSIA following a meeting with Deans Neufang and Plourde and reference to the FGPA briefing on accelerated BA-MA programs (Fall 2014) and the FGPA Accelerated Pathway Template (most recent version, 8 June 2015). Courses can be counted for both undergraduate and graduate degrees. While there has been reference to these documents, it should be noted that the BPAPM is not a BA program. The undergraduate PADM and INAF courses offered by SPPA and NPSIA are offered exclusively to our multidisciplinary limited enrolment program and thus their programs are the leading candidates to begin developing graduate pathways.

SPPA plans to reduce the credit load of the MA in Public Administration from 7.5 to 7 and adjust the distribution of core and elective components. A clear pathway has been identified for students in the Public Policy and Administration specialization (which will not be affected by reconstitution into a new concentration), which will enable those students to complete the MAPA in two academic terms: up to 3.0 credits advanced standing (4th year undergrad PADM courses with 3000 level PADM prerequisites, are deemed equivalent or piggy-backed to some of the core 5000 level PADM courses and all BPAPM students have the required background in Economics). A more general or generic pathway might also be

considered which would enable BPAPM students in other specializations (and possibly other degree programs) to receive up to 2.0 credits advanced standing.

NPSIA has presented a more general proposal, applicable to the BPAPM and BA programs alike that would allow a transfer of credit of 1.0 credit in INAF courses completed at the 5000 level by students in their fourth year of undergraduate studies. The Master of Arts in International Affairs is a 5 credit graduate program and so the proposed pathway allows up to 20% of requirements to be completed in advance, considerably less than the SPPA proposal. Although the NPSIA proposal retains wide discretion on advanced standing, in practice, BPAPM students in the International specialization would be best placed to take advantage of the pathway. However, there remain concerns about its generic formulation, which has not been tailored to the particular circumstances of the BPAPM and the status of INAF 4000 level courses. What remains to be resolved with NPSIA is the following: the status of INAF 4000 level courses completed with INAF 3000 prerequisites (again offered exclusively to BPAPM students) and whether they can be considered on the same basis as INAF 5000 courses completed in 4th year as specified in the generic pathway. With no forthcoming program specific pathway of this nature the *raison d'être* of NPSIA's involvement in BPAPM comes into question.

In the case of both pathways, we believe that BPAPM students in year two should be advised of the recommended pathway and plan their course of studies accordingly. Although a number of details remained to be worked out, appropriate curricular submissions are contemplated for the coming 2015 round. SPPA and NPSIA are the main destination of BPAPM students for post graduate studies at Carleton but not the only ones. Once in place further graduate pathways are planned for the Master of Political Management, the MBA and MA degrees in Political Economy, Political Science and EURUS as interest emerges.

d) Experiential Learning:

As noted in the self-study and external appraisers' report, there are numerous experiential learning opportunities for BPAPM students in years 3 and 4 (co-op placements, internships and the capstone seminar). There is a relative dearth for students in years 1 and 2. The internships in Peru with *Nexos Comunitarios* in which 6 BPAPM students are selected annually for a month long placement has for selected senior students primarily but in June 2015 half the students were in year two, and we hope to continue to this proportion going forward.

An experiential learning pilot is planned for students in year 1 to be held Winter Term 2016. Preliminary design will be completed in September 2015 with the assistance of consultants (including Quality Assurance and EDC personnel) and refined through a student survey and focus group consultation and coordination with the PAMM 1000 instructors. The pilot is currently conceived as an optional, not for credit, intensive session to be held over two days in the Winter Term Reading Week, or alternatively, a series of Friday afternoon sessions in late January through mid-February.