

Quality Assurance Action Plan

Pauline Jewett Institute of Women's and Gender Studies

Completed by: Ann Cvetkovich

Date: July 10, 2019

Dean or delegate: Peter Thompson Approval date: July 11, 2019

External Reviewer Recommendation	Unit Action Item *	Timeline & Owner	Status as of June 2018	Progress Update June 2019
1) Offer FYSM 1402.	To be offered	September 2018 – April 2019 Owners -FYSM Instructor & WGST Director	In May 2019, the WGST Director will examine course enrolment and course evaluations results. WGST plans to offer FYSM 1402 as long as future resources exist for teaching support.	FYSM 1402 was offered in 2018-19 with an enrollment of 27 students and was taught through the Article 17 appointment of Maggie Fitzgerald, a grad student in Political Science. The Director met with Fitzgerald in Winter 2019 to discuss the design and teaching of the course, and Fitzgerald reported that it was going well. The evaluations for the course were very strong. FYSM 1402 will also be offered in 2019-20 by a CI, who is also well qualified for the appointment. We expect to continue to prioritize offering the course through CI funding or Article 17 appointment.
2) Develop & Track Learning Outcomes for the Post-Baccalaureate Diploma.	Learning Outcomes developed	Learning Outcomes will be monitored by a survey sent to students in May, 2019 Owner -WGST Curriculum Committee	Continuous Assessment: The WGST Curriculum Committee will continue to monitor the Learning Outcomes and student satisfaction for the Post-Baccalaureate Diploma.	The Post-Baccalaureate Program is in the process of being reviewed by the current faculty as part of our longer-term curriculum assessment. There is a strong consensus that the Program has should not be continued.

				Admissions have been very low because many applicants do not meet the GPA requirements. 1 student was admitted in 2017 and 1 in 2018, and neither has completed the program. Although the idea was that the program would provide a bridge year for students to prepare to enter the MA program, our sense is that there are more effective ways to increase how MA admissions pool, which showed a marked increase in quality this year.
3) Track student numbers in teaching and undergraduate and graduate supervision across Women's and Gender Studies.	Create a database	To be developed Fall term, 2018 Owner -WGST Executive Committee	Continuous Assessment: The WGST Executive Committee will conduct yearly updates of the database and monitor faculty/instructor workload.	This database has not yet been implemented. The Director is consulting with the Program Administrator and with current faculty about whether and how to proceed with this plan.
4) Reassess the approach and content of WGST 2801, Activism, Feminisms and Social Justice.	WGST 2801 reassessed and divided into two separate course offerings to ensure more effective group work projects.	Discussion with students and course instructor indicate the course division was effective. Owners - WGST 2801 Instructor and WGST Director	Continuous Assessment: The WGST Director will meet each year in May with the WGST 2801 course instructor after course evaluation to discuss any new alterations deemed necessary.	WGST 2801 was divided into two sections in 2018-19 and was taught by a term Instructor Nael Bhanji with good success. For 2019-20, we have had a shortage of faculty due to departures and retirements, and we are only able to offer one section. Bhanji was scheduled to teach it again but has just been hired to a TT position – we are in the process of hiring a term appointment to

				replace him. We will continue to monitor the status of WGST 2801 – and it will also be one of the core courses we review carefully as part of our longer-term planning for curricular change.
5) Refine methods for cross-listing courses listed in other departments, including Sister units, with possibilities for expansion.	No changes made. WGST calendar offerings and the wide range of Sister unit courses that are included in our degree programs are extensive and appear to satisfy WGST student requirements.	The current curriculum process of cross-listing courses at Carleton and WGST inclusion of special topics courses as part of individual degree programs meets both undergraduate and graduate student needs. Owners - WGST Undergraduate and Graduate Curriculum Committees	Continuous Assessment: The WGST Graduate and Undergraduate Curriculum Committees will continue to examine the curriculum offerings of both our own and our sister units to ensure future student academic needs are met.	The new Director of IWGS has been carefully monitoring cross-listings – looking for opportunities to collaborate with other units in order to coordinate offerings. We are seeking to enhance our intersectional curricular offerings and to partner with our cross-appointed and affiliated faculty in order to provide our students with a wide range of curricular opportunities.
6) Develop long-term strategic plans for the academic unit in relation to its staffing, including leadership and curriculum.	The unit is in the process of transitioning from the Institute of WGST to the Institute of Critical Diversity.	-incoming Director on July 1 2018 -transfer of Sexuality Studies minor to WGST, July 1 2018 -transfer of Disability Studies minor to WGST, July 1 2018 Owners - WGST Director and WGST Strategic Planning Committee	Ongoing: An ongoing process to be led by the WGST Director and expected to take between 1 to 3 years of consultation and program alteration/adjustment.	This change has happened with the appointment of a new Director, Ann Cvetkovich, in January 2019 – and the incorporation of SXST and DBST into IWGS in July 2018. The impacts of this change are ongoing and have catalyzed a process of curricular review and change. We are looking to coordinate and combine core courses and to develop curriculum and programs, including a possible Critical Diversity Studies program that will take advantage of our new identity and our large number of minors.

<p>7) Track and analyze data regarding the completion of the Master's-level Transitions course for graduate student outcomes and effectiveness of faculty resources.</p>	<p>The Transitions became an on-line course.</p>	<p>The first offering of the on-line Transitions course occurs September-December 2018.</p> <p>Owners - The Transitions course instructor, WGST Director and Strategic Planning Committee</p>	<p>Throughout the fall term 2018, the Transitions course instructor will assess the course, discuss progress with the students throughout the term and make adjustments accordingly.</p> <p>Continuous Assessment: Continued course assessment and adjustments through yearly course evaluations and anecdotal student comments.</p>	<p>The Transitions course was successfully offered in Summer 2018, including the implementation of a new online version of the course. However, because of a shortage of faculty, we were not able to offer the course in summer 2019– and we will be assessing the future of the course as part of curricular review in 2019-20. The status of the course is closely tied to our graduate admissions -and we admitted a cohort for 2019-20 that would be able to begin the fall term without the additional preparation of the Transitions course.</p>
<p>8) Build a departmental culture that supports, encourages and celebrates undergraduate and graduate applications to internal and external funding bodies, including Tri-Council Agencies.</p>	<p>Research/grant application information, procedures and process integrated into WGST 5905, the MA pro-seminar course.</p> <p>Send letters to 3rd and 4th year undergraduate students who are eligible to apply for external funding.</p> <p>Internal and external award information added to the WGST website.</p>	<p>Included in the 2017-18 WGST 5905 course outline. Owner – course instructor</p> <p>Monitored in 2018 Owner WGST Undergraduate Coordinator</p> <p>Posted Fall 2017 Owner - WGST administrator</p>	<p>Continuous Monitoring: The WGST 5905 instructor will continue to mentor and check on graduate student applications.</p> <p>Each year, the Undergraduate Coordinator examine student audits and send letters to 3rd and 4th year students.</p> <p>The WGST administrator will continue to update the WGST website.</p>	<p>We are moving forward on all of these fronts – we have had excellent undergrad and grad advisors for 2018-19 – and new advisors are in place for 2019-20 who have been briefed on these initiatives.</p> <p>Grad students receive training in and support for grant applications in the WGST 5905 proseminar and the graduate advisor also mentors them through the application process.</p> <p>We are seeking to encourage our undergraduates to produce work that they can share publicly – and this year had our first, and very successful, undergraduate research symposium that allowed</p>

				<p>students to showcase their work to a larger audience.</p> <p>This summer, we have been updating our website to reflect our new identity and to include more information about our curriculum, its relation to our research profile, and to showcase the accomplishments of both current students and alumni/ae. Information about awards will be included as part of this update.</p>
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***Will any of the Action Items described above require calendar changes? If yes, please indicate which ones.**

#5 and #6: The ongoing work of curriculum assessment described in item 6 has entailed “minor” calendar changes thus far – mostly to remove courses from the inventory that are not regularly taught and to prepare for further changes. As part of the work of monitoring and enhancing cross-listings, we also regularly review our lists of “approved electives” that students can take to fulfill requirements for majors and minors.

Part 2: Update on Learning Outcomes Assessment Activities

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

- Learning Outcomes Assessment Committee
- Undergraduate and/or Curriculum Committee(s)
- X 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*)

I just arrived at Carleton to assume the position of Director in January 2019, and Karen March, the 2017-18 Director (who submitted the action plan is now retired) and the previous Director, Katharine Kelly, has been on sabbatical, I am still in the process of investigating learning outcome assessment activities for 2016-2018. In the time since I arrived, no formal learning outcome assessments have been implemented, but as part of our work of curriculum assessment and reform, we have been reviewing our courses and their learning outcomes.

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
- XX Faculty retreats or discussion sessions
- XX Reviews of program curricula and courses (*includes efforts to align course and program learning outcomes*)
- Other _____

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

See statement above. In 2018-19, the Sexuality Studies and Disability Studies minors, previously housed in the Institute for Interdisciplinary Studies joined the Institute for Women's and Gender Studies. We have established a Curriculum Working Group which is looking at ways to coordinate and integrate our different programs – and we are also discussing the possibility of creating a Critical Diversity Studies program that would better combine our offerings. As the first step towards that work, we are eliminating courses from our inventory that are not regularly offered and reviewing our core courses in all the majors and minors – this large overview of our program includes careful scrutiny of our courses and learning outcomes.

Midway Assessment Report Example

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

In response to this request for a Midway Assessment, I will take up the question of assessment with my faculty during a retreat that we have scheduled in August 2019 – and in our subsequent monthly strategic meetings as need be. We will devise an assessment plan, including implementation strategies in preparation for our next CPR.