

DATE: November 16, 2023

TO: Senate

FROM: Dr. David Hornsby, Vice-Provost and Associate Vice-President (Academic), and
Chair, Senate Quality Assurance and Planning Committee

RE: Final Assessment Reports and Executive Summaries

The purpose of this memorandum is to request that Senate approve the Final Assessment Reports and Executive Summaries arising from cyclical program reviews. The request to Senate is based on recommendations from the Senate Quality Assurance and Planning Committee (SQAPC).

The Final Assessment Reports and Executive Summaries are provided pursuant to article 5.4.1. of the provincial Quality Assurance Framework and article 7.2.24 of Carleton's Institutional Quality Assurance Process (IQAP). Article 7.2.24.3 of Carleton's IQAP (passed by Senate in November 2021 and ratified by the Ontario Universities Council on Quality Assurance in April 2022) stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SQAPC and Senate is to ensure that due process has been followed and that the conclusions and recommendations contained in the Final Assessment Report and Executive Summary are reasonable in terms of the documentation on which they are based.'

In making their recommendations to Senate and fulfilling their responsibilities under the IQAP, members of SQAPC were provided with all the appendices listed on page 2 of the Final Assessment Reports and Executive Summaries. These appendices constitute the basis for reviewing the process that was followed and assessing the appropriateness of the outcomes.

These appendices are not therefore included with the documentation for Senate. They can, however, be made available to Senators should they so wish.

Any major modifications described in the Implementation Plans, contained within the Final Assessment Reports, are subject to approval by the Senate Committee on Curriculum, Admission, and Studies Policy, the Senate Quality Assurance and Planning Committee (SQAPC) and Senate as outlined in articles 7.4.1 and 5.1 of Carleton's IQAP.

Once approved by Senate, the Final Assessment Reports, Executive Summaries and Implementation Plans will be forwarded to the Ontario Universities' Council on Quality Assurance and reported to Carleton's Board of Governors for information. The Executive Summaries and Implementation Plans will be posted on the website of Carleton University's Office of the Vice-Provost and Associate Vice-President (Academic), as required by the provincial Quality Assurance Framework and Carleton's IQAP.

Omnibus Motion

In order to expedite business with the multiple Final Assessment Reports and Executive Summaries that are subject to Senate approval at this meeting, the following omnibus motion will be moved.

Senators may wish to identify any of the following 6 Final Assessment Reports and Executive Summaries that they feel warrant individual discussion, that will then not be covered by the omnibus motion. Independent motions as set out below will nonetheless be written into the Senate minutes for those Final Assessment Reports and Executive Summaries that Senators agree can be covered by the omnibus motion.

THAT Senate approve the Final Assessment Reports and Executive Summaries arising from the Cyclical Reviews of the programs.

Final Assessment Reports and Executive Summaries

1. Undergraduate Programs in Criminology and Criminal Justice

SQAPC approval: September 14, 2023

SQAPC Motion:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the undergraduate programs in Criminology and Criminal Justice.

Senate Motion November 24, 2023:

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate programs in Criminology and Criminal Justice.

2. Undergraduate and Graduate Programs in Art History

SQAPC approval: September 28, 2023

SQAPC Motion:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the undergraduate programs in Art History and History and Theory of Architecture and the Graduate programs in Art and Architectural History.

Senate Motion November 24, 2023:

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate programs in Art History and History and Theory of Architecture and the Graduate programs in Art and Architectural History.

3. Undergraduate and Graduate Programs in Sociology

SQAPC approval: October 26, 2023

SQAPC Motion:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the undergraduate and graduate programs in Sociology.

Senate Motion November 24, 2023:

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate and graduate programs in Sociology.

4. Graduate Programs in the School of Public Policy and Administration

SQAPC approval: October 26, 2023

SQAPC Motion:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the graduate programs in the School of Public Policy and Administration.

Senate Motion November 24, 2023:

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the graduate programs in the School of Public Policy and Administration.

5. Undergraduate Programs in Humanities

SQAPC approval: November 9, 2023

SQAPC Motion:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the undergraduate programs in Humanities.

Senate Motion November 24, 2023:

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate programs in Humanities.

6. Undergraduate and Graduate Programs in Religion

SQAPC approval: November 9, 2023

SQAPC Motion:

THAT SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the undergraduate and graduate programs in Religion.

Senate Motion November 24, 2023:

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate and graduate programs in Religion.

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE**
**Cyclical Review of the undergraduate programs in Criminology and Criminal Justice
Executive Summary and Final Assessment Report**

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's undergraduate programs in Criminology and Criminal Justice are provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

EXECUTIVE SUMMARY

The undergraduate programs in Criminology and Criminal Justice resides in the Institute of Criminology and Criminal Justice, a unit administered by the Faculty of Public Affairs.

As a consequence of the review, the programs were 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 Institute of Criminology and Criminal Justice and the Dean of the Faculty of Public Affairs in response to the External Reviewers' report and Implementation Plan that was submitted to SQAPC on May 25, 2023.

FINAL ASSESSMENT REPORT

Introduction

The undergraduate programs resides in the Institute of Criminology and Criminal Justice, a unit administered by the Faculty of Public Affairs. This review was conducted pursuant to the Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP). As a consequence of the review, the programs were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of good quality. (Carleton's IQAP 7.2.13-14).

The site visit, which took place on December 5-7, 2022, was conducted by Dr. Steven Kohm, from the University of Winnipeg and Dr. Lesley Wood from York University. The site visit involved formal meetings with the Provost, the Vice-Provost and Associate Vice-President (Academic), the Dean of the Faculty of Public Affairs, and the Director of the Institute of Criminology and Criminal Justice. The review committee also met with faculty members, staff, and students.

The External Reviewers' report, submitted on January 21, 2023 offered a very positive assessment of the programs.

This Final Assessment Report provides a summary of:

- Strengths of the programs
- Challenges faced by the programs
- Opportunities for program improvement and enhancement
- The Outcome of the Review
- The Implementation Plan

This report draws on five documents:

- The Self-study developed by members of the Institute of Criminology and Criminal Justice (Appendix A)
- The Report of the External Review Committee (Appendix B).
- The response and implementation plan from the Director of the Institute of Criminology and Criminal Justice (Appendix C)
- The Response from the Dean of the Faculty of Public Affairs (Appendix D).
- The internal discussant's recommendation report (Appendix E).

Appendix F contains brief biographies of the members of the External Review Committee.

This Final Assessment Report contains the Implementation Plan (Appendix C) developed by the Director of the Institute of Criminology and Criminal Justice and agreed to by the Dean of

the Faculty of Public Affairs for the implementation of recommendations for program enhancement identified as part of the cyclical program review process.

The Implementation Plan identifies who is responsible for implementing the agreed-upon recommendations, as well as the timelines for implementation and reporting.

Strengths of the programs

General

The External Reviewers' Report states that:

- **“Reputation** - The ICCJ has a good reputation as an interdisciplinary, and critically oriented program.
- **Large and engaged student body** –the program offered by the Institute for Criminology and Criminal Justice is clearly attractive to students. The students who spoke with us were enthusiastic about the diversity and quality of the program and its faculty. Faculty foster a safe intellectual environment to critically examine pressing issues of crime and justice.
- **A robust process for continuous assessment of teaching and learning**—the Institute has developed a clear process for assessing student achievement of program-level learning outcomes and degree level expectations and is committed to continuous reflection and improvement of its program.
- **Highly regarded placement program** - Its field placement program is a considerable strength of the ICCJ and a unique feature that sets it apart from other undergraduate interdisciplinary criminology programs nationally and internationally. Students spoke very highly of the placement program and clearly view it as an attractive feature of their experience.
- **Growing and highly productive faculty complement** – The ICCJ has gained 7 full time faculty since 2007. These faculty are research active, attracting significant external funding. The research of ICCJ faculty has raised the profile of the Institute ensuring the program is at the cutting edge of research developments in the field.
- **Clear and cutting-edge vision** – the ICCJ has a vision for itself as a more autonomous unit, with more control over its curriculum and resources. It is engaged with the key debates of the field and is moving with cutting edge interdisciplinary

Opportunities for program improvement and enhancement

The External Reviewers' Report made 8 recommendations for improvement:

1. We recommend at minimum five additional tenure track faculty members be added over and above the current complement of nine full time faculty in part through Indigenous specific faculty positions. This is a pressing concern that requires immediate remedial action to address negative impacts to the quality of the program in terms of student experience. (Weakness)

2. We recommend that one full time equivalent administrative staff person be added to assist with general student advising and field placements. (Weakness)

3. We recommend that the ICCJ disband the original Institute structure and gain autonomy as a department or school of criminology and justice studies. We note that the last review made the same recommendation, so we believe this requires immediate remedial action. (Weakness)

4. We recommend the ICCJ work collegially with contributing departments to modify degree requirements to eliminate unnecessary overlap in course content. Courses containing overlapping content should be reduced as much as possible. Cross-listing courses, for example, might be used to minimize impact on contributing departments. (Concern)

5. We recommend a full year, 1.0 credit introductory course in criminology and criminal justice to introduce new students to the full breadth of the field. (Opportunity)

6. We recommend adding a new course at the upper level in the area of criminal justice policy as a useful enhancement of the curriculum. (Opportunity)

7. We recommend diversifying the interdisciplinary focus by adding new upper division courses in cutting edge areas such as Historical Criminology, Carceral Geography, and/or Environmental Justice, reflecting an expanded view of interdisciplinary criminology and justice studies. (Opportunity)

8. We recommend the ICCJ be provided institutional support to develop a branding and marketing campaign to highlight the strengths of the program with a focus on a broader conception of justice. (Opportunity)

The Outcome of the Review

As a consequence of the review, the undergraduate programs in Criminology and Criminal Justice was categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.13-14).

The Implementation Plan

The recommendations that were put forward as a result of the review process were productively addressed by the Director of the Institute of Criminology and Criminal Justice and the Dean of the Faculty of Public Affairs in response to the External Reviewers' report and Implementation Plan that was considered by SQAPC on May 25, 2023. The Department agreed to recommendations #1, 2 and 8 if resources permit. They also agreed to recommendations #3, 4, 5, 6 and 7 in principle.

It is to be noted that Carleton's IQAP provides for the monitoring of implementation plans. A monitoring report is to be submitted by the academic unit and Faculty Dean, and forwarded to SQAPC for its review by June 30th, 2026.

The Next Cyclical Review

The next cyclical review of the undergraduate programs in Criminology and Criminal Justice will be conducted during the 2028-29 academic year.

Criminology and Criminal Justice
Unit Response to External Reviewers' Report & Implementation Plan
Programs Being Reviewed: Undergraduate Programs

Note: This document is forwarded to Senate, the Quality Council and posted on the Vice- Provost's external website.

Introduction & General Comments

Please include any general comments regarding the External Reviewers' Report.

The Institute of Criminology & Criminal Justice was pleased to receive the very positive External Reviewers' report on January 21, 2023. This report was shared with our faculty and staff, and we are committed to the continual improvement of our programs to enhance the student, staff, and faculty experience. This document contains both a response to the External Reviewers' Report and an Implementation Plan (Section B) which have been created in consultation with the Dean(s).

For each recommendation **one** of the following responses must be selected:

Agreed to unconditionally: used when the unit agrees to and is able to take action on the recommendation without further consultation with any other parties internal or external to the unit.

Agreed to if additional resources permit: used when the unit agrees with the recommendation, however action can only be taken if additional resources are made available. Units must describe the resources needed to implement the recommendation and provide an explanation demonstrating how they plan to obtain those resources. In these cases, discussions with the Deans will normally be required and therefore identified as an action item.

Agreed to in principle: used when the unit agrees with the recommendation, however action is dependent on something other than resources. Units must describe these dependencies and determine what actions, if any, will be taken.

Not agreed to: used when the unit does not agree with the recommendation and therefore will not be taking further action. A rationale must be provided to indicate why the unit does not agree (no action should be associated with this response).

Calendar Changes

If any of the action items you intend to implement will result in calendar changes, please describe what those changes will be. To submit a formal calendar change, please do so using the Courseleaf system.

Hiring

Where an action item requires additional hiring (faculty or staff) the owner should at minimum include the Dean of the faculty and member of the unit.

UNIT RESPONSE AND IMPLEMENTATION PLAN

Programs Being Reviewed: Undergraduate Degree in Criminology and Criminal Justice

Prepared by (Nicolas Carrier, Director, Institute of Criminology & Criminal Justice, 2023-02-21):

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)
<p>1. We recommend at minimum five additional tenure track faculty members be added over and above the current complement of nine full time faculty in part through Indigenous specific faculty positions. This is a pressing concern that requires immediate remedial action to address negative impacts to the quality of the program in terms of student experience. (Weakness)</p>	<p>2 - Agreed to if additional resources permit</p> <p><i>We agree with the reviewer's recommendation that additional faculty positions be added and will advocate for such positions with the Dean of FPA. However, we are cognizant of the fact that the Faculty is currently facing budgetary pressures and has effectively frozen new hires for at least the next 2-3 years.</i></p>	<p><i>The director of the ICCJ will meet with the Dean of the Faculty of Public Affairs to petition for additional tenure track faculty positions. Given the current budgetary context at the Faculty level, the Dean may not be in a position to satisfy this request without financial support from the University's central administration. In this context, it is acknowledged that new positions may not be available before 2025</i></p>	<p><i>ICCJ Director, Dean FPA</i></p>	<p><i>2025 onwards</i></p>	<p><i>N</i></p>
<p>2. We recommend that one full time equivalent administrative staff person be added to assist with general student advising and field placements. (Weakness)</p>	<p>2 - Agreed to if additional resources permit</p> <p><i>We agree with the reviewers that a new full-time administrative staff position is needed to more effectively deliver our programs. This position would be dedicated to the management of our field placement programs (providing support to our field placement coordinator) and to general administrative and program support tasks (providing support to our undergraduate and institute administrators).</i></p>	<p><i>The ICCJ director will engage in discussion with the Dean of FPA to hire, if resources permit, a new full time administrative staff position for an initial 6 months contract, starting in Spring 2023. The need to produce a new, distinct job description for this position shall be examined during this period.</i></p>	<p><i>ICCJ Director, Dean FPA</i></p>	<p><i>Spring 2023</i></p>	<p><i>N</i></p>

<p>3. We recommend that the ICCJ disband the original Institute structure and gain autonomy as a department or school of criminology and justice studies. We note that the last review made the same recommendation, so we believe this requires immediate remedial action. (Weakness)</p>	<p>3 - Agreed to in principle</p> <p><i>We agree with this recommendation, but recognize that it is contingent upon the ICCJ being granted additional resources (recommendation #1); discussions to that end shall not commence before then.</i></p>	<p><i>The director of the ICCJ will engage in discussions with the Deans of the Faculty of Public Affairs and of the Faculty of Arts and Social Sciences to move towards the creation of an autonomous Department of Criminology once additional faculty resource commitments have been secured.</i></p>	<p>ICCJ Director</p>	<p>2025 onwards</p>	<p>N</p>
<p>4. We recommend the ICCJ work collegially with contributing departments to modify degree requirements to eliminate unnecessary overlap in course content. Courses containing overlapping content should be reduced as much as possible. Cross-listing courses, for example, might be used to minimize impact on contributing departments. (Concern)</p>	<p>3 - Agreed to in principle</p>	<p><i>The ICCJ curriculum committee, which includes representatives from two contributing units (Law & Legal Studies and Sociology & Anthropology), shall work towards recommendations to eliminate redundancies in the curriculum. The ICCJ director will liaise with the chairs and directors of all contributing units to find strategies to minimize impact.</i></p>	<p>ICCJ curriculum committee/Chairs and Directors: Law and Legal Studies, Sociology & Anthropology, Psychology, Criminology & Criminal Justice</p>	<p>2024 onwards</p>	<p>Y</p>
<p>5. We recommend a full year, 1.0 credit introductory course in criminology and criminal justice to introduce new students to the full breadth of the field. (Opportunity)</p>	<p>3 - Agreed to in principle</p>	<p><i>The ICCJ curriculum committee, which includes representatives from two contributing units (Law & Legal Studies and Sociology & Anthropology), shall work towards recommendations to transform CRC1000, currently a 0.5 credit course, into a full year 1.0 credit (or into a pair of 0.5 credit introductory courses). The ICCJ director will liaise with the chairs and directors of all contributing units to discuss the impact of the proposed calendar changes. Although the implementation of this recommendation may depend on item 1 above, the ICCJ curriculum committee shall examine the possibility to implement this modification without additional resources.</i></p>	<p>ICCJ curriculum committee/Chairs and Directors: Law and Legal Studies, Sociology & Anthropology, Psychology, Criminology & Criminal Justice</p>	<p>2024</p>	<p>Y</p>

<p>6. We recommend adding a new course at the upper level in the area of criminal justice policy as a useful enhancement of the curriculum. (Opportunity)</p>	<p>3 - Agreed to in principle</p>	<p><i>The ICCJ curriculum committee, which includes representatives from two contributing units (Law & Legal Studies and Sociology & Anthropology), shall work towards recommendations to strengthen and diversify the offer of 3000- and 4000-level CRCJ courses, including a course in the area of criminal justice policy. Although the implementation of this recommendation may depend on item 1 above, the ICCJ Director may be able to allocate this new course to contractual instructors.</i></p>	<p>ICCJ curriculum committee ICCJ Director</p>	<p>2024</p>	<p>Y</p>
<p>7. We recommend diversifying the interdisciplinary focus by adding new upper division courses in cutting edge areas such as Historical Criminology, Carceral Geography, and/or Environmental Justice, reflecting an expanded view of interdisciplinary criminology and justice studies. (Opportunity)</p>	<p>3 - Agreed to in principle</p>	<p><i>The ICCJ curriculum committee, which includes representatives from two contributing units (Law & Legal Studies and Sociology & Anthropology), shall work towards recommendations to strengthen and diversify the offer of 3000- and 4000-level CRCJ courses, including courses in carceral geography, green criminology, history of crime and punishment, as well as a land-based Indigenous course. Although the implementation of this recommendation may depend on item 1 above, the ICCJ Director may be able to allocate these new courses to contractual instructors, and/or offer them on a rotational basis to increase the variety of upper division courses.</i></p>	<p>ICCJ curriculum committee ICCJ Director</p>	<p>2024</p>	<p>Y</p>
<p>8. We recommend the ICCJ be provided institutional support to develop a branding and marketing campaign to highlight the strengths of the program with a focus on a broader conception of justice. (Opportunity)</p>	<p>2 - Agreed to if additional resources permit</p> <p><i>An ICCJ Branding committee was struck in 2021, which includes faculty and staff representatives, to work on a review of the ICCJ website, unit messaging, and image/reputation. We will work</i></p>	<p><i>The director of the ICCJ will engage in discussions with the Dean of the Faculty of Public Affairs, or their delegates, to facilitate branding and marketing of the academic unit, particularly its upcoming curricular changes and potential structural</i></p>	<p>ICCJ Director, ICCJ Branding Committee</p>	<p>2024 onwards</p>	<p>N</p>

	<i>to secure institutional support for these efforts, particularly given our upcoming curricular changes (new concentration in Mind & Behavior, and new non-concentration BA pathways).</i>	<i>changes</i>			
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**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE**
Cyclical Review of the undergraduate and graduate programs
in Art and Architectural History
Executive Summary and Final Assessment Report

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's undergraduate and graduate programs in Art and Architectural History are provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

EXECUTIVE SUMMARY

The undergraduate and graduate programs in Art and Architectural History reside in the School for Studies in Art and Culture, a unit administered by the Faculty of Arts and Social Sciences.

As a consequence of the review, the programs were 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 School for Studies in Art and Culture and the Dean of the Faculty of Arts and Social Sciences in responses to the External Reviewers' report and Implementation on Plan that was submitted to SQAPC on September 14th, 2023.

FINAL ASSESSMENT REPORT

Introduction

The undergraduate and graduate programs in Art and Architectural History reside in the School for Studies in Art and Culture, a unit administered by the Faculty of Arts and Social Sciences. This review was conducted pursuant to the Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP). As a consequence of the review, the programs were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of good quality. (Carleton's IQAP 7.2.13-14).

The site visit, which took place on April 4-5th, 2023, was conducted by Dr. Marilyn McKay from NSCAD University, and Dr. Mark Cheetham from University of Toronto. The site visit involved formal meetings with the Provost, the Vice-Provost and Associate Vice-President (Academic), the Associate Dean of the Faculty of Arts and Social Sciences, the Dean of the Faculty of Graduate and Postdoctoral Affairs, and the Director and Program Chair of the School for Studies in Art and Culture. The review committee also met with faculty members, contract instructors, staff, and undergraduate and graduate students.

The External Reviewers' report, submitted on April 11th, 2023 offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

- Strengths of the programs
- Challenges faced by the programs
- Opportunities for program improvement and enhancement
- The Outcome of the Review
- The Implementation Plan

This report draws on five documents:

- The Self-study developed by members of the School for Studies in Art and Culture (Appendix A)
- The Report of the External Review Committee (Appendix B).
- The response and implementation plan from the Director of the School for Studies in Art and Culture (Appendix C)
- The Response from the Dean of the Faculty of Arts and Social Sciences (Appendix D).
- The internal discussant's recommendation report (Appendix E).

Appendix F contains brief biographies of the members of the External Review Committee.

This Final Assessment Report contains the Implementation Plan (Appendix C) developed by the Director of the School for Studies in Art and Culture and agreed to by the Dean of the Faculty of Arts and Social Sciences for the implementation of recommendations for program enhancement identified as part of the cyclical program review process.

The Implementation Plan identifies who is responsible for implementing the agreed upon recommendations, as well as the timelines for implementation and reporting.

Strengths of the programs

Faculty

Speaking with regard to faculty, the external reviewers' stated:

"AAH has an active faculty with a strong overall record of peerreviewed publications and competitive funding (as shown in Table 11). Individually and as a remarkably collegial group, we gather, faculty are very supportive of students' needs and experience, both at and outside the university" (pp. 14).

Students

The external reviewers noted that "program students are doing well in being admitted to further study and in securing positions in the fields embraced by AAH during their studies and after graduation" (pp. 15).

Curriculum

The external reviewers noted that the "learning outcomes are part of each course's syllabus and, from their description in the Self-Study, appear entirely appropriate. Faculty work together with the head of the Assessment of Teaching and Learning Art and Architecture Unit to establish learning outcomes, to update them and to ensure that they conform to Provincial Degree-Level Expectations" (pp. 6-7).

Opportunities for program improvement and enhancement

The External Reviewers' Report made 6 recommendations for improvement:

1. A full-time, research stream appointment in Indigenous cultures, ideally a scholar working in built environments, to support all program streams and maintain Carleton's strong reputation in this area.
2. A full-time, research stream appointment in Architecture in the next few years to maintain this program.
3. Negotiate further to secure an appropriately outfitted student room in or near the CUAG to support teaching.
4. Soundproofing between classrooms.
5. A mid-sized lecture room, properly equipped for projection, near the programs reviewed.
6. In the MA, clearer information for and better communication with students on how to negotiate administrative aspects of their degrees, making it clear with who they should consult about particular issues. Regulations need to be consistent.

The Outcome of the Review

As a consequence of the review, the undergraduate and graduate programs in Art and Architectural History categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.13-14).

The Implementation Plan

The recommendations that were put forward as a result of the review process were productively addressed by the Director of the School for Studies in Art and Culture and the Dean of the Faculty of Arts and Social Sciences in responses to the External Reviewers' report and Implementation Plan that was considered by SQAPC on September 14th, 2023. The Department agreed unconditionally to recommendations #6 and agreed to recommendations #1-5 if resources permit.

It is to be noted that Carleton's IQAP provides for the monitoring of implementation plans. A monitoring report is to be submitted by the academic unit(s) and Faculty Dean(s), and forwarded to SQAPC for its review by January 30th, 2025.

The Next Cyclical Review

The next cyclical review of the undergraduate and graduate programs in Art and Architectural History will be conducted during the 2028-29 academic year.

Art and Architectural History
Unit Response to External Reviewers' Report & Implementation Plan
Programs Being Reviewed: Undergraduate and Graduate Programs

Note: This document is forwarded to Senate, the Quality Council and posted on the Vice- Provost's external website.

Introduction & General Comments

Please include any general comments regarding the External Reviewers' Report.

Art and Architectural History (AAH) is pleased to have received the very positive report from external reviewers Dr. Mark Cheetham and Dr. Marilyn McKay on April 19, 2023. AAH faculty and staff appreciate the care, effort, and thoroughness of the review of our undergraduate and graduate programs as well as their endorsement of the programs' quality. Our responses to their recommendations are outlined below.

For each recommendation ***one*** of the following responses must be selected:

Agreed to unconditionally: used when the unit agrees to and is able to take action on the recommendation without further consultation with any other parties internal or external to the unit.

Agreed to if additional resources permit: used when the unit agrees with the recommendation, however action can only be taken if additional resources are made available. Units must describe the resources needed to implement the recommendation and provide an explanation demonstrating how they plan to obtain those resources. In these cases, discussions with the Deans will normally be required and therefore identified as an action item.

Agreed to in principle: used when the unit agrees with the recommendation, however action is dependent on something other than resources. Units must describe these dependencies and determine what actions, if any, will be taken.

Not agreed to: used when the unit does not agree with the recommendation and therefore will not be taking further action. A rationale must be provided to indicate why the unit does not agree (no action should be associated with this response).

Calendar Changes

If any of the action items you intend to implement will result in calendar changes, please describe what those changes will be. To submit a formal calendar change, please do so using the Courseleaf system.

Hiring

Where an action item requires additional hiring (faculty or staff) the owner should at minimum include the Dean of the faculty and member of the unit.

UNIT RESPONSE AND IMPLEMENTATION PLAN

Programs Being Reviewed: BA in Art History, BA in History and Theory of Architecture, and MA in Art and Architectural History

Prepared by Michael Windover, Head of Art and Architectural History, 16 May 2023

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. A full-time, research stream appointment in Indigenous cultures, ideally a scholar working in built environments, to support all program streams and maintain Carleton's strong reputation in this area. Weakness & opportunity.	2. <i>Agreed to if additional resources permit.</i> <i>It is worth noting that a similar recommendation was made in the previous review. SSAC: AAH has failed to secure a hire in indigenous art three times in recent years. Although we have a CRC in Indigenous and North American Art and Material Culture, she is cross-appointed at 50% to SICS and teaches only upper-year (fourth-year) undergraduate and graduate courses. We require a faculty member who could teach more undergraduate courses on Indigenous art (or architecture) and shore up our position as a leader in studies in this field.</i>	<i>This recommendation was referred to the SSAC Director, who is responsible for proposing hires to the Dean of FASS. The SSAC Director will refer this recommendation to the Dean of FASS, who is responsible for hirings in the faculty.</i>	<i>SSAC Director, Dean of FASS</i>	<i>Ongoing</i>	<i>N</i>
2. A full-time, research stream appointment in architecture in the next few years to maintain this program. Concern & opportunity.	2. <i>Agreed to if additional resources permit.</i> <i>In the near future (before the next CPR), an HTA faculty member will be retiring, which will leave an unsustainable situation of only two faculty dedicated to the large-enrolment HTA program.</i>	<i>This recommendation was referred to the SSAC Director, who is responsible for proposing hires to the Dean of FASS. The SSAC Director will refer this recommendation to the Dean of FASS, who is responsible for hirings in the faculty.</i>	<i>SSAC Director, Dean of FASS</i>	<i>Ongoing</i>	<i>N</i>

<p>3. Negotiate further to secure an appropriately outfitted study room in or near the CUAG to support teaching. Weakness & opportunity.</p>	<p><i>2. Agreed to if additional resources permit.</i></p> <p><i>A similar recommendation was made in the previous review. Experiential learning in AAH involves interacting with artworks and other artefacts firsthand. A dedicated study room would not only benefit AAH but students and faculty in other units, as well as outside researchers. If combined with other material culture and design resources, this study space could become a hub for visual and material culture study on campus.</i></p>	<p><i>This recommendation was referred to the SSAC Director, who is responsible for SSAC space management. As in the past, the Director will discuss this recommendation with the Director of CUAG, but it should be noted that allotment of space at Carleton is ultimately a university, and not a departmental, decision. This said, SSAC is also undertaking a review of spaces on the 4th floor of the St. Patrick's Building with one aim being the development of a study space for resources held in the AVRC. If such a space is created, it may be used for consultation of artworks from CUAG. Funding will be required from such space re-allocation.</i></p>	<p><i>SSAC Director</i></p>	<p><i>Ongoing</i></p>	<p><i>N</i></p>
<p>4. Soundproofing between classrooms. Weakness.</p>	<p><i>2. Agreed to if additional resources permit.</i></p> <p><i>This is a perennial problem which is known to the ODFASS and is (finally) being rectified in the coming year. Sound from film screenings often bleeds into surrounding classrooms and offices.</i></p>	<p><i>This recommendation was referred to the SSAC Director, who is responsible for SSAC space management. Soundproofing is scheduled to be completed in 2024.</i></p>	<p><i>SSAC Director</i></p>	<p><i>Ongoing (projected 2024)</i></p>	<p><i>N</i></p>
<p>5. A mid-sized lecture room, properly equipped for projection, near the programs reviewed. Weakness.</p>	<p><i>2. Agreed to if additional resources permit.</i></p> <p><i>The only mid-sized lecture rooms with appropriate projection equipment in St. Pat's are SP 435 (capacity: 52) and SP 100 (capacity: 83). Both of those rooms – and especially SP 100 – are already in heavy demand, especially for Film Studies courses, which rely on the rooms' in-built technology. The availability, especially of SP 100, is therefore far from being a given.</i></p>	<p><i>This recommendation was referred to the SSAC Director, who is responsible for SSAC space management. Again, it should be noted that allotment of space at Carleton is ultimately a university, and not departmental, decision.</i></p>	<p><i>SSAC Director</i></p>	<p><i>Ongoing</i></p>	<p><i>N</i></p>

<p>6. In the MA, clearer information for and better communication with students on how to negotiate the administrative aspects of their degrees, making it clear with whom they should consult about particular issues. Regulations need to be consistent. Concern & Weakness.</p>	<p><i>1. Agreed to unconditionally.</i></p>	<p><i>This recommendation was referred to the AAH Graduate Committee, including Graduate Supervisor and Graduate Administrator. Several solutions are underway including: a) updating the AAH website to include visually effective representations of pathways through each stream of the MA; b) updating the Student Handbook with this same infographic; c) hold a meeting within ARTH 5010 (the required MA core course) with the Graduate Administrator early in the winter term to answer questions and review the pathways; d) continue to discuss details and program requirements in September Orientation as well as via email, as is the current practice. Changes to the website are projected to be completed by the Graduate Administrator in summer 2023 and the Graduate Student Handbook updated by September 2023.</i></p>	<p><i>Graduate Supervisor, Head of AAH</i></p>	<p><i>Ongoing</i></p>	<p><i>N</i></p>
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**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE
Cyclical Review of the undergraduate and graduate programs
in Sociology
Executive Summary and Final Assessment Report**

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's undergraduate and graduate programs in Sociology are provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

EXECUTIVE SUMMARY

The undergraduate and graduate programs in Sociology reside in the Department of Sociology and Anthropology, a unit administered by the Faculty of Arts and Social Sciences.

As a consequence of the review, the programs were 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 Chair of the Department of Sociology and Anthropology and the Dean of the Faculty of Arts and Social Sciences in responses to the External Reviewers' report and Implementation on Plan that was submitted to SQAPC on October 26th, 2023.

FINAL ASSESSMENT REPORT

Introduction

The undergraduate and graduate programs in Sociology reside in the Department of Sociology and Anthropology, a unit administered by the Faculty of Arts and Social Sciences. This review was conducted pursuant to the Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP). As a consequence of the review, the programs were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of good quality. (Carleton's IQAP 7.2.13-14).

The site visit, which took place on May 15th-17th, 2023, was conducted by Dr. William Carroll from University of Victoria, and Dr. Amy Kaler from University of Alberta. The site visit involved formal meetings with the Provost, the Vice-Provost and Associate Vice-President (Academic), the Dean of the Faculty of the Faculty of Graduate and Postdoctoral Affairs, Associate Dean of the Faculty of Arts and Social Sciences and the Chair of the Department of Sociology and Anthropology. The review committee also met with faculty members, staff, and undergraduate and graduate students.

The External Reviewers' report, submitted on June 12, 2023 offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

- Strengths of the programs
- Challenges faced by the programs
- Opportunities for program improvement and enhancement
- The Outcome of the Review
- The Implementation Plan

This report draws on five documents:

- The Self-study developed by members of the Department of Sociology and Anthropology (Appendix A)
- The Report of the External Review Committee (Appendix B).
- The response and implementation plan from the Chair of the Department of Sociology and Anthropology (Appendix C)
- The Response from the Dean of the Faculty of Arts and Social Sciences and the Dean of the Faculty of Graduate and Postdoctoral Affairs (Appendix D).
- The internal discussant's recommendation report (Appendix E).

Appendix F contains brief biographies of the members of the External Review Committee.

This Final Assessment Report contains the Implementation Plan (Appendix C) developed by the Chair of the Department of Sociology and Anthropology and agreed to by the Dean of the Faculty of Arts and Social Sciences for the implementation of recommendations for program enhancement identified as part of the cyclical program review process.

The Implementation Plan identifies who is responsible for implementing the agreed upon recommendations, as well as the timelines for implementation and reporting.

Strengths of the programs

General

The External Reviewers' Report states that "[t]hrough its pedagogical practices, the Department is building relations with local and extra-local communities, with an emergent emphasis on public sociology and experiential learning" (p. 1).

Faculty

Speaking with regard to faculty, the external reviewers' stated:

"The faculty is of high quality. As noted above, the number of faculty members who are able to supervise graduate students is declining, and this should be a consideration when new hires are made. Several major Tri-Council research funds have been won by sociology faculty in the last few years as primary applicants, and the self-study indicates that this amount is expected to rise over the next few years" (p. 1).

Students

The external reviewers noted that in responding to the *Share Knowledge; Shape the Future* as part of Carleton's Strategic Plan, "[t]he undergraduate and graduate programs in sociology do this very well by the quality of the students they attract and by the departmental emphasis on social justice and using sociological knowledge for social change." (p. 1).

Curriculum

The external reviewers noted that "We are impressed with the Department's efforts to create curriculum that reflects the current state of the discipline. Carleton Sociology has long emphasized the substantive issues of social inequality and social change that are at the core of sociology; indeed, the Department has been a leader within Canada in shaping the discipline." (p. 4).

Opportunities for program improvement and enhancement

The External Reviewers' Report made 10 recommendations for improvement:

1. Develop human and textual resources, with material support from senior administration, and a communications strategy for recruitment at the undergraduate level. **Concern.**
2. Consider making both qualitative and quantitative method required within BA and BGIInS programs. However, to address math phobia, the quantitative method course should be designed in a way that maximizes its relevance to undergraduate sociology students, very few of whom will become social statisticians. The course should emphasize numeracy and the practicalities of working with quantitative data. The course could be delivered in a hands-on mode using accessible spreadsheet software, fostering critical thinking on the uses and abuses of statistics. **Concern.**
3. Continue efforts to restore and build community in the wake of the pandemic and increased on-campus activity, within undergraduate and graduate programs. **Concern.**
4. Keep grad programs at current size, do not expand them if that would mean reducing funding commitments to incoming students. **Concern.**

5. Develop explicit protocols for online or remote participation in activities related to the graduate program, including whether students can hold their guaranteed funding if they are not on campus and whether in-person attendance is necessary for program requirements. The graduate program may drift towards being de facto hybrid; faculty and students should decide whether this is what they want. **Concern, Opportunity.**
6. Develop ways for early-career faculty to supervise graduate students (where this does not contradict institution-wide rules). **Concern, Opportunity.**
7. Create a space to be a graduate student lounge, even if it means reducing the space for individual offices. **Opportunity.**
8. Develop a way to acknowledge or recognize the work that faculty members do in supervising graduate students – this could take the form of course release or being awarded a semester of research assistance or some other resource when a faculty member has achieved a benchmark in terms of the number of students supervised. **Opportunity, Concern.**
9. Encourage faculty members to write graduate assistants into their external grant applications wherever possible, in order to add more research assistant positions to the mix of graduate student funding. **Opportunity.**
10. Track the whereabouts of alumni. **Opportunity.**

The Outcome of the Review

As a consequence of the review, the undergraduate and graduate programs in Sociology were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.13-14).

The Implementation Plan

The recommendations that were put forward as a result of the review process were productively addressed by the Chair of the Department of Sociology and Anthropology and the Dean of the Faculty of Arts and Social Sciences in a response to the External Reviewers' report and Implementation Plan that was considered by SQAPC on October 26th, 2023. The Department agreed unconditionally to recommendations #1, 3, 4, 7, 9, 10 and agreed to recommendations #2, 5 and 6 if resources permit. They also agreed to recommendations #3 while noting that additional resources could help facilitate these recommendations.

It is to be noted that Carleton's IQAP provides for the monitoring of implementation plans. A monitoring report is to be submitted by the academic unit(s) and Faculty Dean(s), and forwarded to SQAPC for its review by June 30th, 2025.

The Next Cyclical Review

The next cyclical review of the undergraduate and graduate programs in Sociology will be conducted during the 2028-29 academic year.

Sociology
Unit Response to External Reviewers' Report & Implementation Plan
Programs Being Reviewed: Undergraduate and Graduate Programs

Note: This document is forwarded to Senate, the Quality Council and posted on the Vice- Provost's external website.

Introduction & General Comments

Please include any general comments regarding the External Reviewers' Report.

The Department of Sociology and Anthropology was pleased to receive the Reviewers' very positive External Reviewers' report on June 15, 2023. This report was shared with our faculty and staff, and we are committed to the continual improvement of our programs to enhance the student, staff, and faculty experience. This document contains both a response to the External Reviewers' Report and an Implementation Plan (Section B) which have been created in consultation with the Dean(s).

For each recommendation **one** of the following responses must be selected:

Agreed to unconditionally: used when the unit agrees to and is able to take action on the recommendation without further consultation with any other parties internal or external to the unit.

Agreed to if additional resources permit: used when the unit agrees with the recommendation, however action can only be taken if additional resources are made available. Units must describe the resources needed to implement the recommendation and provide an explanation demonstrating how they plan to obtain those resources. In these cases, discussions with the Deans will normally be required and therefore identified as an action item.

Agreed to in principle: used when the unit agrees with the recommendation, however action is dependent on something other than resources. Units must describe these dependencies and determine what actions, if any, will be taken.

Not agreed to: used when the unit does not agree with the recommendation and therefore will not be taking further action. A rationale must be provided to indicate why the unit does not agree (no action should be associated with this response).

Calendar Changes

If any of the action items you intend to implement will result in calendar changes, please describe what those changes will be. To submit a formal calendar change, please do so using the Courseleaf system.

Hiring

Where an action item requires additional hiring (faculty or staff) the owner should at minimum include the Dean of the faculty and member of the unit.

UNIT RESPONSE AND IMPLEMENTATION PLAN

Programs Being Reviewed: Sociology BA, BA Honours, BA Combined Honours, BGINs Specialisation/Stream in Global Inequalities and Social Change, Sociology MA and Sociology PhD Programs.

Prepared by (name/position/unit/date): Carlos Novas

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. Develop human and textual resources, with material support from senior administration, and a communications strategy for recruitment at the undergraduate level. Concern.	<p><i>1) We are committed to improving our undergraduate recruitment. We have a dedicated committee at the undergraduate level that is focused on undergraduate recruitment. We are also currently developing a course through the Life Long Learning Program that aims to enhance the teaching of sociology by high school teachers. This course is being developed by Kathleen Moss who is a CI in our department and who has extensive contacts with Ottawa district school boards. We will also continue to work with FASS in various recruitment initiatives. For example, our unit will annually propose students for participation in the FASS Ambassador program. We also will maintain a regular representation at recruitment events like the FASS Open House and the Ontario University Fair.</i></p>	<p><i>1) Continue work of Joint Undergraduate Fall and First Year Orientation and Recruitment Committee (JUFFORC)</i></p> <p><i>2) Develop Life Long Learning course with Kathleen Moss for high school teachers who teach the Sociology, Anthropology and Psychology Class in grade 11/12</i></p> <p><i>3) Continue to work with FASS on recruitment initiatives. Participate in FASS Ambassador program and recruitment events like FASS Open House</i></p>	<p><i>1) Chair of JUFFORC Committee</i></p> <p><i>2) Chair of Department and Kathleen Moss</i></p> <p><i>3) Chair of JUFFORC and Sociology Undergraduate Committee Chair</i></p>	<p><i>1) Ongoing</i></p> <p><i>2) FW 23/24</i></p> <p><i>3) Ongoing</i></p>	<p><i>N</i></p>

<p>2. Consider making both qualitative and quantitative method required within BA and BGrS programs. However, to address math phobia, the quantitative method course should be designed in a way that maximizes its relevance to undergraduate sociology students, very few of whom will become social statisticians. The course should emphasize numeracy and the practicalities of working with quantitative data. The course could be delivered in a hands-on mode using accessible spreadsheet software, fostering critical thinking on the uses and abuses of statistics.</p> <p>Concern.</p>	<p><i>3) Our Sociology Undergraduate Committee and Sociology Caucus regularly discusses the status of our required methods classes. Both of these committees will consider whether we should make taking both qualitative and quantitative courses a required elements of our BA and BGrS programs. We have already identified this as an issue an many students prefer to take courses in qualitative research methods.</i></p>	<p><i>1) Discuss in Sociology Caucus whether to make both quantitative and qualitative courses required elements of our program</i></p>	<p><i>1) Sociology Caucus Chair</i></p>	<p><i>2) FW 23/24</i></p>	<p><i>Yes, if we decide to make these required components of our program.</i></p>
<p>3. Continue efforts to restore and build community in the wake of the pandemic and increased on-campus activity, within undergraduate and graduate programs. Concern.</p>	<p><i>1) We will continue efforts to restore and build community in the wake of the pandemic at both the undergraduate and graduate levels. To this end, over the past year, we established a Spirit Committee that is specifically tasked with rebuilding departmental culture, organizing social events, and working with undergraduate and graduate student associations. As part of this initiative, we have also established a Queer Circle, a Neurodivergent Circle, and a CI Circle.</i></p>	<p><i>1) Continue work of the departmental Spirit Committee.</i></p>	<p><i>1) Chair, Spirit Committee</i></p>	<p><i>1) FW23/24, FW 24/25</i></p>	<p><i>N</i></p>
<p>4. Keep grad programs at current size, do not expand them if that would mean reducing funding commitments to incoming students. Concern.</p>	<p><i>1) We do not have plans to expand our graduate programs.</i></p>	<p><i>2) No action required.</i></p>			<p><i>N</i></p>
<p>5. Develop explicit protocols for online or remote participation in activities related to the graduate program, including whether students can hold their guaranteed funding if they are not on campus and whether in-person attendance is necessary for program requirements. The graduate program may drift towards being de facto hybrid; faculty and</p>	<p><i>3) We currently host many of departmental meetings and activities in a hybrid format. In the case of graduate students, as one component of their funding is tied to being a teaching assistant, we cannot guarantee that students will be able to work remotely. We have also discussed offering elements of our graduate programs</i></p>	<p><i>1) Sociology Caucus will make more explicit guidelines for online or remote participation for graduate activities.</i></p>	<p><i>1) Chair, Sociology Caucus</i></p>	<p><i>1) FW 23/24</i></p>	<p><i>N</i></p>

students should decide whether this is what they want. Concern, Opportunity.	<i>online in Sociology Caucus meetings. The Sociology Caucus has decided against core graduate courses being offered online.</i>				
6. Develop ways for early-career faculty to supervise graduate students (where this does not contradict institution-wide rules). Concern, Opportunity.	<i>3) As per university policies, pre-tenured faculty are only permitted to supervise MA theses and to co-supervise PhD theses together with a tenured faculty member. Within the limits set by these regulations, one of the measures that we will attempt to distribute supervisory loads in a more even fashion is to introduce students to faculty in core courses at the graduate level. However, at the departmental level, there is a broad commitment to let students select their supervisor.</i>	<i>1) Sociology Graduate Chair will work towards introducing graduate students to a broader array of faculty</i>	<i>1) Sociology Graduate Chair</i>	<i>1) FW 23/24 and ongoing</i>	<i>N</i>
7. Create a space to be a graduate student lounge, even if it means reducing the space for individual offices. Opportunity.	<i>1) The Department has secured funding from the Dean's Office to create a graduate lounge. We will most likely convert an existing graduate office into a graduate lounge.</i>	<i>1) Consult with graduate students and faculty about converting an existing graduate student office into a graduate student lounge. 2) If approved by graduate students and faculty, convert a student office into a lounge.</i>	<i>1) Departmental Chair 2) Departmental Chair</i>	<i>FW 23/24</i>	<i>N</i>
8. Develop a way to acknowledge or recognize the work that faculty members do in supervising graduate students – this could take the form of course release or being awarded a semester of research assistance or some other resource when a faculty member has achieved a benchmark in terms of the number of students supervised. Opportunity, Concern.	<i>2) We will attempt to seek resources from the Dean's office to provide course releases for faculty members who have a heavy supervisory load. In order to provide teaching releases, we would need approval from the Dean's office.</i>	<i>1) Consult with Dean's office about securing teaching releases for Faculty with heavy supervisory loads.</i>	<i>1) Departmental Chair</i>	<i>FW 23/24</i>	<i>N</i>

<p>9. Encourage faculty members to write graduate assistants into their external grant applications wherever possible, in order to add more research assistant positions to the mix of graduate student funding. Opportunity.</p>	<p><i>1) This measure can be easily implemented within our department.</i></p>	<p><i>1) Discuss within Sociology Caucus of developing a practice of writing graduate students into external grant applications.</i></p>	<p><i>1) Chair, Sociology Caucus</i></p>	<p><i>FW 23/24 and ongoing</i></p>	<p><i>N</i></p>
<p>10. Track the whereabouts of alumni. Opportunity.</p>	<p><i>1) The Department has formed an Alumni Committee that has been running for the past 2 years. This committee has organized a series of alumni speaker events and career workshops for undergraduate and graduate students. The Alumni Committee has also generated a number of alumni profiles that we showcase on our website and social media. The Alumni Committee has also generated a large database of our alumni. We need to continue to build this database and continue to build relations with our alumni.</i></p> <p><i>2) We will also contact and set up a meeting with Carleton's Alumni Office to explore the possibility of outreach activities with them.</i></p>	<p><i>1) Continue the work of the alumni committee</i></p> <p><i>2) Meet with Carleton's Alumni Office</i></p>	<p><i>1) Alumni Committee Chair</i></p> <p><i>2) Alumni Committee Chair</i></p>	<p><i>FW 23/24 and ongoing</i></p>	<p><i>N</i></p>

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE
Cyclical Review of the graduate programs
in Public Policy and Administration
Executive Summary and Final Assessment Report**

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's graduate programs in Public Policy and Administration are provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

EXECUTIVE SUMMARY

The graduate programs in Public Policy and Administration reside in the School of Public Policy and Administration, a unit administered by the Faculty of Public Affairs.

As a consequence of the review, the programs were 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 School of Public Policy and Administration and the Dean of the Faculty of Public Affairs in response to the External Reviewers' report and Implementation Plan that was submitted to SQAPC on October 12, 2023.

FINAL ASSESSMENT REPORT

Introduction

The graduate programs in Public Policy and Administration reside in the School of Public Policy and Administration, a unit administered by the Faculty of Public Affairs. This review was conducted pursuant to the Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP). As a consequence of the review, the programs were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of good quality. (Carleton's IQAP 7.2.13-14).

The site visit, which took place November 16 through 18th, 2022, was conducted by Dr. Chris Lovato from the University of British Columbia, and Dr. Marthe Hurteau from the Université du Québec à Montréal. The site visit involved formal meetings with the Provost, the Vice-Provost and Associate Vice-President (Academic), the Dean of the Faculty of Public Affairs, the Dean of the Faculty of Graduate and Postdoctoral Affairs and the Director of the School of Public Policy and Administration. The review committee also met with faculty members, staff, and graduate students.

The External Reviewers' report, submitted on January 31, 2023 offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

- Strengths of the programs
- Challenges faced by the programs
- Opportunities for program improvement and enhancement
- The Outcome of the Review
- The Implementation Plan

This report draws on five documents:

- The Self-study developed by members of the School of Public Policy and Administration (Appendix A)
- The Report of the External Review Committee (Appendix B).
- The response and implementation plan from the Director of the School of Public Policy and Administration (Appendix C)
- The Response from the Dean of the Faculty of Public Affairs (Appendix D).
- The internal discussant's recommendation report (Appendix E).

Appendix F contains brief biographies of the members of the External Review Committee.

This Final Assessment Report contains the Implementation Plan (Appendix C) developed by the Director of the School of Public Policy and Administration and agreed to by the Dean of the Faculty of Public Affairs for the implementation of recommendations for program enhancement identified as part of the cyclical program review process.

The Implementation Plan identifies who is responsible for implementing the agreed upon recommendations, as well as the timelines for implementation and reporting.

Strengths of the programs

The External Reviewers identified 12 strengths for the programs, as described below:

Master of Public Policy

- Good internal and external reputation, active program of research among faculty
- Progress in addressing most of the concerns from the 2014 external review
- Program takes advantage of the rich teaching environment in public policy and administration

PhD in Public Policy

- Faculty dedicated to research
- Improvement of research course
- Location of the program (Ottawa, near the Canadian Parliament, which is a major employer)
- The program has a good reputation both internally and externally

Graduate Diploma in Public Policy and Program Evaluation

- Stable admissions over the years
- All courses were revised and put online, and outcome mapping was complete
- Commitment and knowledge of the program on the part of faculty members

Graduate Diploma in Indigenous Policy and Administration

- Unique program that addresses a priority gap
- Offers flexible options that address barriers to access (e.g. work schedules and other life circumstances)

Opportunities for program improvement and enhancement

The External Reviewers' Report made 22 recommendations for improvement:

Master of Public Policy and Administration

1. Develop an assessment plan for MPPA learning outcomes. To achieve full benefit from the mapping process, engage both faculty and students to initiate a dialogue on program issues.
2. Identify ways in which program delivery can be more flexible in meeting student's needs and more seriously consider the advantages of a hybrid approach to increase enrollment and retention.
3. Address student perceptions regarding sufficient access to faculty (for supervision) and staff.
4. Continue work to identify ways in which the number of core courses can be reduced to allow students to pursue their special interests.

5. Incorporate content into the curriculum that supports and facilitates an informed understanding of the perspectives of Indigenous people and other underrepresented populations.
6. Track student enrollment by implementing system for collecting and reviewing enrollment data on a regular basis.
7. To achieve full benefit from the mapping process, engage both faculty and students to initiate a dialogue on program issues (e.g.: continuity across courses, expectations at enrollment).
8. Complete outcome mapping which provides the opportunity to address many of the weaknesses and concerns.
9. Participate in strategic planning for the Department to help provide direction for the program.

PhD Public Policy

1. Invest energy into increasing enrollment and student retention to ensure program sustainability.
2. Review student reception to assign them a relevant supervisor and provide them with the required guidance to undertake and obtain their diploma.
3. Develop an enrollment data collection and review system to be used on a regular basis.
4. Finalize the outcomes planning, which could include reconsidering the contribution of economics.

Graduate Diploma in Public Policy and Program Evaluation

1. Consider renewing the list of contract instructors.
2. Consider renewing the list of practicum projects.
3. Consider the option of developing a concentration in the Masters of Public Policy and Administration as an alternative scenario.

Graduate Diploma in Indigenous Policy and Administration

1. Determine whether there is interest and support, both within the School and at the institutional level, to continue this program.
2. Determine the focus and direction of the program, including its unique contribution to the Indigenous programming in this area.
3. Identify a senior faculty lead to oversee program development.
4. Conduct a comprehensive evaluation of the program that addresses enrollment, student/faculty feedback, and outcome assessment.
5. Achieve the full benefit from mapping process by engaging both faculty and students to initiate a dialogue on programs issues.
6. Establish an advisory group that includes representation from key groups who have an interest (eg: community members, faculty, students) to help guide program renewal.

The Outcome of the Review

As a consequence of the review, the graduate programs in Public Policy and Administration categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.13-14).

The Implementation Plan

The recommendations that were put forward as a result of the review process were productively addressed by the Director of the School of Public Policy and Administration and the Dean of the Faculty of Public Affairs in a response to the External Reviewers' report and Implementation Plan that was considered by SQAPC on October 12, 2023. For the Masters in Public Policy and Administration, the School agreed unconditionally to recommendations #1, 4, 5, 7, 8 and 9, and to recommendations #6 if resources permit. They also agreed to recommendations #2 and 3. Regarding the PhD in Public Policy the School agreed to recommendations #1 and 4 unconditionally, and #2 and 3 if resources permit. For the Graduate Diploma in Policy and Evaluation, the School agreed to recommendations #1 and 2 unconditionally and did not agree to recommendation #3. In the Graduate Diploma in Indigenous Policy and Administration the School agreed to #1,2,5 and 6 unconditionally and agreed to recommendations #3 if resources permit.

It is to be noted that Carleton's IQAP provides for the monitoring of implementation plans. A monitoring report is to be submitted by the academic unit(s) and Faculty Dean(s), and forwarded to SQAPC for its review by December 15th, 2025.

The Next Cyclical Review

The next cyclical review of the graduate programs in the School of Public Policy and Administration will be conducted during the 2026-27 academic year.

School of Public Policy and Administration
Unit Response to External Reviewers' Report & Implementation Plan
Programs Being Reviewed: Master of Public Policy and Administration, PhD in Public Policy,
Graduate Diploma in Public Policy and Program Evaluation, Graduate Diploma in Indigenous Policy and Administration

Note: This document is forwarded to Senate, the Quality Council and posted on the Vice- Provost's external website.

Introduction & General Comments

The School of Public Policy and Administration is a multidisciplinary unit that offers six different graduate programs including the four programs that are currently under review and two other master degrees. There are currently 20.4 faculty in the school with backgrounds in political science, public administration, and economics who are leading experts in their fields. We provide professionally-relevant education in all our programs and are continuously engaged in assessment of our programs. We appreciate the report from the external referees. It supports many of our ongoing activities and encourages us to further engage in long-term strategic planning and to clearly define our learning objectives. We face increased competition as more universities are creating new programs related to public policy or public administration or both. Maintaining our strong reputation among Canadian policy schools will require us to carefully consider the advice in the report.

For each recommendation **one** of the following responses must be selected:

Agreed to unconditionally: used when the unit agrees to and is able to take action on the recommendation without further consultation with any other parties internal or external to the unit.

Agreed to if additional resources permit: used when the unit agrees with the recommendation, however action can only be taken if additional resources are made available. Units must describe the resources needed to implement the recommendation and provide an explanation demonstrating how they plan to obtain those resources. In these cases, discussions with the Deans will normally be required and therefore identified as an action item.

Agreed to in principle: used when the unit agrees with the recommendation, however action is dependent on something other than resources. Units must describe these dependencies and determine what actions, if any, will be taken.

Not agreed to: used when the unit does not agree with the recommendation and therefore will not be taking further action. A rationale must be provided to indicate why the unit does not agree (no action should be associated with this response).

Calendar Changes

If any of the action items you intend to implement will result in calendar changes, please describe what those changes will be. To submit a formal calendar change, please do so using the Courseleaf system.

Hiring

Where an action item requires additional hiring (faculty or staff) the owner should at minimum include the Dean of the faculty and member of the unit.

UNIT RESPONSE AND IMPLEMENTATION PLAN: Public Policy and Administration

Programs Being Reviewed: Graduate programs -Master of Public Policy and Administration, Ph.D. Public Policy, G. Dip. Public Policy and Program Evaluation, and G. Dip in Indigenous Policy and Administration

Prepared by Jennifer Stewart, Director, SPPA, 06-06-2023

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)
Master of Public Policy and Administration					
1. Develop an assessment plan for MPPA learning outcomes. To achieve full benefit from the mapping process, engage both faculty and students to initiate a dialogue on program issues	1- Agreed to unconditionally A Curriculum Review committee (CRC) has already been struck to create this plan. Dialogue with students will be added to their mandate.	Committee presented a draft at the April 2023 Management Committee. Returned to CRC to refine based on faculty and student comments. CRC will develop a process to consult students. Proposed plan for regularly collecting faculty and student Learning Outcome Assessments to be presented at September Management Committee.	MPPA Graduate Supervisor and CRC	April-September 2023	N
2. Identify ways in which program delivery can be more flexible in meeting students' needs and more seriously consider the advantages of a hybrid approach to increase enrollment and retention	3- Agreed to in principle A Curriculum Review committee (CRC) has already been struck to create this plan. The reviewers state that students "would like to see more core courses and electives offered in the spring and summer." To ensure quality of core courses and ensure students move through the program in a timely manner, SPPA is committed to only offering core courses in the Fall or Winter semesters. Based on our past	Add at least one on-line elective in each of the Summer and Fall terms to accommodate students on co-op. This addition would create at least 2 on-line electives each academic year. We will have discussions with other units (eg. Sprott) on their experience with on-line programs. We will continue discussions about developing more on-line programming.	MPPA Graduate Supervisor and CRC Director and Graduate Administrator for data gathering	Invited David Hornsby to April 2023 MC. Discussed at Faculty Retreat in May 2023 and Management Committee	Y

	<p>experience, offering core courses in the spring/summer terms tends to delay many students. We will not be considering a change in this commitment. We schedule core courses in the evening so that students who are working can complete their studies.</p> <p>The reviewers also wrote that “Students noted that if they do not finish the program within 2 years, it becomes a serious financial issue because their grants expire.” In Table 15, we show that 86% to 89% of our students complete the program with 2 years. It does not seem that students are unable to complete the program given its current structure.</p>	Gather more detailed information on the students who do not complete the program within 2 years to provide information on potential barriers to completing the program in a timely manner.		<p>September 2023.</p> <p>Spring 2023 to Summer 2024</p>	
4- Address student perceptions regarding sufficient access to faculty (for supervision) and staff	<p>3- Agreed to in principle</p> <p>The Director will inform faculty members that students felt that faculty was not sufficiently responsive.</p> <p>Balance between full-time faculty and CIs depends on faculty leaves and course releases in any given year and is a resource issue. We try to have only full-time faculty teach core courses. For 2022/23, seven sections of core courses were taught by CIs. For 2023/24, only three sections of core courses will be taught by CIs.</p>	Add an agenda item to September 2023 MC to note that students reported that faculty were not as responsive as they expected, and encourage faculty to be more responsive to emails, etc. from students. In addition, efforts to reduce the number of core courses in a revised MPPA program will create room for faculty to teach more electives, which may alleviate demand for supervisory support for specialized research projects	SPPA Director	April 2023 to September 2023	N
4. Continue work to identify ways in which the number of core courses can be reduced to allow students to pursue their special interests	<p>1- Agreed to unconditionally</p> <p>A Curriculum Review committee (CRC) has already been struck to create this plan.</p>	<p>Faculty and student feedback solicited in May.</p> <p>Feedback and options for reducing the core discussed at May retreat. CRC will prepare</p>	MPPA Graduate Supervisor and CRC	Summer 2023 to September 2023	Y

		<p>report with proposals for voting at Management Committee at end of August.</p> <p>Submit calendar changes by September 15th.</p>			
5. Incorporate content into the curriculum that supports and facilitates an informed understanding regarding the perspectives of Indigenous people and other underrepresented populations	<p>1- Agreed to unconditionally</p> <p>Core-course group leaders have been identified.</p>	<p>Core-course group leaders will organize a summer meeting of all instructors to discuss course comparability and inclusion of EDI issues in the curriculum. Group leaders have been asked to report back to Management Committee in September and October.</p>	Core-course group leaders	Summer 2023 to Fall 2023	Y
6. Track student enrollment by implementing system for collecting and reviewing enrollment data on a regular basis.	<p>2- Agree to if additional resources permit</p> <p>This issue would be in OIRP mandate.</p> <p>Preparing the requested data for the reviewers required administrative time that may not be available every year. It is not clear to us what information on the MPPA was not available to reviewers.</p>	Director to discuss with OIRP	SPPA Director and SPPA Administrator	Fall 2023	N
7. To achieve full benefit from the mapping process, engage both faculty and students to initiate a dialogue on program issues (e.g., continuity across courses, expectations at enrollment)	<p>1- Agreed to unconditionally</p> <p>Currently, SPPA engages with students through several activities. There is an active Student Society that brings forward student issues to faculty. There are two student representatives on Management Committee and time is allocated to student issues at every meeting. The Student Society meets with the Director and Administrators at least three times each year. The Director holds a pizza lunch in the Fall and Winter semester to have a casual conversation with students.</p>	<p>Once the learning outcomes assessment plan is approved, the Director will implement the plan. Additional forums for communication will be added if deemed necessary.</p>	Director	Fall 2023 and ongoing	Y

8. Complete outcome mapping which provides the opportunity to address many of the weaknesses and concerns	1- Agreed to unconditionally	The CRC presented an initial report to Management Committee in May 2023 with multiple options. The CRC will take feedback from faculty and present a narrower list of options.	MPPA Graduate Supervisor and CRC	Summer 2023 to Summer 2024	Y
9. Participate in departmental strategic planning to help provide direction for the program	1- Agreed to unconditionally	Add item to Management Committee agenda and add to Retreat agenda, as necessary. We will hold an additional mini-retreat in Fall.	Director	Summer 2023 and ongoing	N

Ph.D. Public Policy

1. Invest energy into increasing enrollment and student retention to ensure program sustainability	2- Agree to if additional resources permit We need more support for graduate recruitment. 2022/23 was the first year we received money from FPA for recruitment activities to enhance recruitment efforts carried out by FGPA. This FPA support is very helpful and needs to continue. To increase retention, we continue to work to create a welcoming environment at SPPA. We now invite PhD students to the lunch after our monthly seminar. This opportunity provides PhD students time to engage informally with faculty and between themselves across different PhD cohorts.	PhD Graduate Supervisor, Director, Graduate Administrator, ODFPA and FGPA graduate recruitment will meet to discuss ideas for recruitment, possible funding for initiatives, and ways to increase retention.	PhD Graduate Supervisor, Director, and ODFPA	Immediately	N
2. Review student reception to assign them a relevant supervisor and provide them with the required guidance to undertake and obtain their diploma	1- Agreed to unconditionally	PhD Supervisor assigns an interim supervisor and will continue to find appropriate matches. In working with new PhD students and their interim advisors, the PhD Supervisor will be more precise in explaining the expectations of the role.	PhD Graduate Supervisor and Director	Immediately and ongoing	N

		<p>During orientation, the PhD Supervisor will review the roles and responsibilities of interim and thesis supervisors and explain the Graduate Supervision policy to students.</p> <p>Director and PhD Graduate Supervisor will present the role of interim supervisor and the Graduate Supervision policy with faculty at an upcoming Management Committee.</p>			
3. Develop an enrollment data collection and review system to be used on a regular basis.	<p>2- Agree to if additional resources permit.</p> <p>This issue would be in OIRP mandate.</p> <p>Preparing the requested data for the reviewers required administrative time that may not be available every year.</p>	Director to discuss with OIRP	SPPA Director and SPPA Administrator	Fall 2023	N
4. Finalize the outcomes planning, which could include reconsidering the contribution of economics.	<p>1- Agreed to unconditionally</p> <p>A PhD Curriculum Review Committee has already been struck.</p>	<p>PhD Curriculum Review Committee (CRC) to establish new learning outcomes and create a learning outcome assessment plan (already completed and approved by Management Committee in March 2023).</p> <p>PhD CRC will continue to review program curriculum.</p> <p>SPPA will hire an RA to assist the PhD CRC. As the reviewers indicated, a comparison to other PhD programs is important. We will focus the comparison to programs that are committed to a multidisciplinary approach to public policy, rather than programs on policy studies run by Political Science departments, the latter not being comparable to our unit.</p>	PhD Supervisor and PhD committee	Winter 2023 to Summer 2024	Y

G. Dip. Public Policy and Program Evaluation

1. Consider renewing the list of contract instructors (CIs)	<p>1- Agreed to unconditionally</p> <p>With a new hire in Evaluation, the introductory course (PADM 5441) will be taught by a new faculty member in 2023/24. DPPE Supervisor has been assigned the final course offering (PADM5446). The new hire will reduce our reliance on CIS.</p>	A supplementary list of CIs will be developed within the constraints of the collective agreement, especially as the current cadre of CIs moves on or into retirements.	DPPE Supervisor and DPPE CRC	2023/24	N
2. Consider renewing the practicum projects	<p>1- Agreed to unconditionally</p> <p>A systematic process for identifying practicum projects has already been initiated with all DPPE instructors. The issue is scoping the projects in a way that better focuses on governmental evaluation.</p>	DPPE CRC to review the DPPE curriculum and formalize a review process for practicum project selection and scoping.	DPPE Supervisor and CRC	Summer 2023 to Summer 2024	Y
3. Consider the option of developing a concentration in the Master of Public Policy and Administration as an alternative scenario	<p>4- Not agreed to.</p> <p>The DPPE curriculum was renewed three years ago (2019-20). The target audience of the DPPE is mid-career professionals looking to upgrade their evaluation competencies and/or to seek the CES credential. To develop a separate concentration in the MPPA would amount to splitting already stretched evaluation faculty between two target audiences. The DPPE is working well under its current configuration and under its own diploma status.</p>				N

G. Dip in Indigenous Policy and Administration

1. Determine whether there is interest and support, both within the Department and at the institutional level, to continue this program	<p>1- Agreed to unconditionally</p> <p>Two major changes have occurred that address this recommendation since the external</p>		Director	Completed	N
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	evaluators' visit. First, administrative support has been hired to support the IPA. A competent administrator will ensure the program is properly administered, increase recruitment activities, and allow the IPA Graduate Supervisor to pursue more community engagement. Second, a faculty member has been appointed as the Graduate Supervisor for the program.				
2. Determine the focus and direction of the program, including its unique contribution to Indigenous programming in this area	1- Agreed to unconditionally	Convene the IPA Curriculum Review Committee to review the IPA curriculum and address concerns raised about the program's direction.	IPA Graduate Supervisor and IPA CRC	Summer 2023 to Summer 2024	Y
Based on recommendations 1 and 2					
3. Identify a senior faculty lead to oversee program development	3- Agreed to in principle	Katherine Minich will be the Graduate Supervisor for the program moving forward once approved by Provost. Katherine is an established teacher and researcher in the field.	SPPA Director in consultation with the Dean FPA	Waiting for approval from Provost	N
4. Conduct a comprehensive evaluation of the program that addresses enrollment, student/faculty feedback, and outcome assessment	1- Agreed to unconditionally	Convene IPA Curriculum Committee to conduct comprehensive program review.	IPA Graduate Supervisor and IPA CRC	Summer 2023 to Summer 2024	Y
5. Achieve the full benefit from mapping process by engaging both faculty and students to initiate a dialogue on program issues	1- Agreed to unconditionally	IPA CRC has planned two focus groups of IPA students after the Summer Institute. One focus group will ask participants to reflect on the Summer Institute and the other group will be asked to reflect on	IPA Graduate Supervisor and committee	Summer 2023 to Summer 2024	Y

		<p>learning outcomes for the Summer Institute.</p> <p>The IPA CRC will create mechanisms for receiving student feedback on the four on-line courses.</p>			
6. Establish an advisory group that includes representation from key groups who have an interest (e.g., community members, faculty, students) to help guide program renewal	1- Agreed to unconditionally	IPA Graduate Supervisor will conduct outreach with possible advisors with plan to establish advisory group for the IPA program.	IPA Graduate Supervisor	Summer 2024	N

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE
Cyclical Review of the undergraduate programs
in Humanities
Executive Summary and Final Assessment Report**

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's undergraduate programs in Humanities are provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

EXECUTIVE SUMMARY

The undergraduate programs in Humanities reside in the College of Humanities, a unit administered by the Faculty of Arts and Social Sciences.

As a consequence of the review, the programs were 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 College of Humanities and the Dean of the Faculty of Arts and Social Sciences in responses to the External Reviewers' report and Implementation on Plan that was submitted to SQAPC on September 28th, 2023.

FINAL ASSESSMENT REPORT

Introduction

The undergraduate programs in Humanities reside in the College of Humanities, a unit administered by the Faculty of Arts and Social Sciences. This review was conducted pursuant to the Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP). As a consequence of the review, the programs were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of good quality. (Carleton's IQAP 7.2.13-14).

The site visit, which took place on February 8th-10th, 2023, was conducted by Dr. Ivana Djordjevic, Concordia University and Dr. Gretchen Reydams-Schils, University of Notre Dame. The site visit involved formal meetings with the Provost, the Vice-Provost and Associate Vice-President (Academic), the Dean of the Faculty of Arts and Social Sciences and the Director of the College of Humanities. The review committee also met with faculty members, staff, and undergraduate students.

The External Reviewers' report, submitted on March 20th, 2023 offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

- Strengths of the programs
- Challenges faced by the programs
- Opportunities for program improvement and enhancement
- The Outcome of the Review
- The Implementation Plan

This report draws on five documents:

- The Self-study developed by members of the College of Humanities (Appendix A)
- The Report of the External Review Committee (Appendix B).
- The response and implementation plan from the Director of the College of Humanities (Appendix C)
- The Response from the Dean of the Faculty of Arts and Social Sciences and the Dean of the Faculty of Undergraduate and Postdoctoral Affairs (Appendix D).
- The internal discussant's recommendation report (Appendix E).

Appendix F contains brief biographies of the members of the External Review Committee.

This Final Assessment Report contains the Implementation Plan (Appendix C) developed by the Director of the College of Humanities Studies and agreed to by the Dean of the Faculty of Arts and Social Sciences for the implementation of recommendations for program enhancement identified as part of the cyclical program review process.

The Implementation Plan identifies who is responsible for implementing the agreed upon recommendations, as well as the timelines for implementation and reporting.

Strengths of the programs

General

The External Reviewers' Report states that "[t]he Humanities program is fully consistent with the University's stated mission and academic plans. Indeed, it is an outstanding example of how well a university program can be conceived and run so as to provide its students with an excellent education. The B.Hum degrees offer distinctive and very successful opportunities for in-depth study of the humanities" (p. 2).

Faculty

Speaking with regard to faculty, the external reviewers' stated that in the program "students learn to make the material their own, to engage with one another in respectful debates, and to develop their own thinking. In this endeavor they are guided by outstanding faculty, who manage to maintain active research profiles in spite of the heavy demands of this teaching-intensive program" (p.2).

Students

The external reviewers noted that "[i]t is hardly surprising then that the students are often the best advocates of such programs. We did note that the students' response rate to the questionnaire was on the low end—but this outcome can probably be best explained by the fact that the questionnaire was distributed at a time when instruction took place entirely online. But our online conversation with the small group of students (see concern above) greatly contributed to round out the picture of this program. Their enthusiasm was contagious and their commitment to the goals of B.Hum. impressive" (p. 3).

Curriculum

The external reviewers noted that "[i]n addition to the core courses, the students take other courses that center on English, Greek and Roman literature, philosophy, history (including history of science, art, and music), anthropology, and religion. The disciplinary breadth of the program is impressive, while the 3 core courses assure that the students do all take part in one and the same conversation and learning process. At the same time the course progression models are flexible enough to make room for travel abroad and the attractive options of the combinations with Biology or Journalism" (p. 2-3).

Opportunities for program improvement and enhancement

The External Reviewers' Report made 24 recommendations for improvement:

- 1a. Promote awareness of humanities in general and of B.Hum in particular. (This is a task for the University rather than B.Hum.) **Opportunity.**
- 1b. Produce a new short video to serve as main hook for potential applicants instead of "Bachelor of Humanities Overview," which fulfils a different function. **Concern and opportunity.**
- 1c. Update regularly the online "Alumni profiles," making sure to include recent graduates. **Opportunity.**

- 1d. In promotional materials, keep highlighting the availability of financial aid. **Opportunity.**
- 1e. Make the program more visible to international applicants. **Opportunity.**
- 1f. Look for ways further to personalize the application process, but without overburdening faculty. **Opportunity.**
- 2a. Explore the possibility of making a few internships available to B.Hum students, as an added opportunity, not as part of a structured co-op program. **Opportunity.**
- 2b. Revive the Professional Mentorship program. **Opportunity.**
- 2c. Improve communication with Biology and Journalism in advising students in the two specialized combined options. **Opportunity.**
- 2d. Work with the Registrar to make it easier for students to switch discussion groups halfway, but do not rush to split full-year courses into two. **Opportunity and concern.**
- 2e. If staffing allows, consider reducing the size of discussion groups. **Opportunity.**
- 2f. Establish a curated lending library of core books. **Opportunity.**
- 2g. Improve coordination among faculty to avoid gaps and excessive overlap in coverage. **Opportunity.**
- 2h. Extend the “passport” requirement to all courses. **Opportunity.**
- 2i. Prepare students more carefully for third-year research papers. **Opportunity.**
3. Do not rush to broaden and diversify the curriculum without very careful consideration. **Possible concern.**
- 4a. Ensure that FT staffing is at least maintained, if not improved. (This is another task for the University rather than the program.) Prepare for leadership succession within the program well ahead of time. **Concern.**
- 4b. Should renovations to the building which houses B.Hum be necessary, ensure that the program’s temporary “home” fully meets its needs and requirements. **Concern.**
- 4c. Introduce literary analysis proper before the third year. **Concern and opportunity.**
- 4d. If possible, increase coverage of the 1000-1500 period. **Opportunity.**
- 4e. Maintain and promote support staff efficiency by making a flexible hybrid schedule available indefinitely. **Opportunity.**
- 4f. Look for ways to facilitate and speed up the training and integration of new administrative staff. **Opportunity.**
- 4g. Improve the handling of expense reimbursements. **Opportunity.**

4h. Maintain close ties with alumnae and alumni. **Opportunity.**

The Outcome of the Review

As a consequence of the review, the undergraduate programs in Humanities categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.13-14).

The Implementation Plan

The recommendations that were put forward as a result of the review process were productively addressed by the Director of the College of Humanities and the Dean of the Faculty of Arts and Social Sciences in a response to the External Reviewers' report and Implementation Plan that was considered by SQAPC on November 9th, 2023. The Department agreed unconditionally to recommendations #1c, 2i, 3, 4a, 4b and agreed to recommendations #1b, 2e and 2f if resources permit. They also agreed to recommendations in principle #1a, 1d, 1e, 2c, 2d, 2g, 4f, 4g and 4h. They did not agree to 1f, 2a, 2b, 2h, 4c, 4d, and 4e.

It is to be noted that Carleton's IQAP provides for the monitoring of implementation plans. A monitoring report is to be submitted by the academic unit(s) and Faculty Dean(s), and forwarded to SQAPC for its review by June 30th, 2025.

The Next Cyclical Review

The next cyclical review of the undergraduate programs in Humanities will be conducted during the 2028-29 academic year.

Humanities
Unit Response to External Reviewers' Report & Implementation Plan
Programs Being Reviewed: Undergraduate Program

Note: This document is forwarded to Senate, the Quality Council and posted on the Vice- Provost's external website.

Introduction & General Comments

Please include any general comments regarding the External Reviewers' Report.

The BHum program was pleased to receive the Reviewers' very positive External Reviewers' report. This report was shared with our faculty, who had a chance to read it carefully, discuss it over email and in person, and formulate this response. This document contains both a response to the External Reviewers' Report and an Implementation Plan (Section B).

We wish to draw attention to three points. First, It is important to note the disappointment expressed by the externals in the decision taken by the university to conduct these reviews on-line. In their words, the arrangement presented significant disadvantages that prevented them from conducting the review in the way they felt it should have been done. The report asks the pointed question, 'How can a reviewer form a reliable impression of a program to which direct human contact is central without spending a couple of days fully immersed in its life and meeting the community's members face to face in both formal and less formal (e.g. over coffee or lunch) settings?' The obvious answer is that one cannot, and we would encourage the university to consider this in planning future reviews. We share the reviewers' disappointment in the arrangement. The knowledge that the University of Ottawa conducted its reviews in person this year makes the on-line arrangement at Carleton appear unjustifiable.

Second, it is worth pointing out that 10 of the 24 recommendations made by the reviewers require action by the university rather than by our program. So long as the university fails over years to provide the resources the program asks for and which the reviewers repeatedly identify as necessary, the external review serves to illustrate how growth and improvements to the program are hindered by the institution rather than by the program. The fact that this process involves no appeal for programs to the university when the latter ignores recommendations requiring its action calls into question the usefulness of much of this exercise, the program review, for the program itself.

For each recommendation **one** of the following responses must be selected:

Agreed to unconditionally: used when the unit agrees to and is able to take action on the recommendation without further consultation with any other parties internal or external to the unit.

Agreed to if additional resources permit: used when the unit agrees with the recommendation, however action can only be taken if additional resources are made available. Units must describe the resources needed to implement the recommendation and provide an explanation

demonstrating how they plan to obtain those resources. In these cases, discussions with the Deans will normally be required and therefore identified as an action item.

Agreed to in principle: used when the unit agrees with the recommendation, however action is dependent on something other than resources. Units must describe these dependencies and determine what actions, if any, will be taken.

Not agreed to: used when the unit does not agree with the recommendation and therefore will not be taking further action. A rationale must be provided to indicate why the unit does not agree (no action should be associated with this response).

Calendar Changes

If any of the action items you intend to implement will result in calendar changes, please describe what those changes will be. To submit a formal calendar change, please do so using the Courseleaf system.

Hiring

Where an action item requires additional hiring (faculty or staff) the owner should at minimum include the Dean of the faculty and member of the unit.

UNIT RESPONSE AND IMPLEMENTATION PLAN

Programs Being Reviewed: Undergraduate programs in Humanities

Prepared by (name/position/unit/date): College of the Humanities faculty

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)
1a. Promote awareness of humanities in general and of B.Hum in particular. (This is a task for the University rather than B.Hum.) Opportunity.	<i>Agreed to in principle. The program is already highly engaged in promoting itself. As noted by the reviewers, this is a task for the University rather than the department.</i>	<i>The university should increase its efforts to promote awareness of humanities in general and of B.Hum program in particular. “...both the University’s recruiters and those who produce its promotional materials need to make it easier for students to find the Humanities program and match it to their own interests and preferences. For this to work well, B.Hum needs to be promoted individually, not just as part of a broader Carleton package. In profiles of successful graduates, e.g. on billboards or city buses (an example mentioned to us), the B.Hum degree should be emphasized, not just the affiliation with Carleton as a university. The University should not be afraid to advertise directly a program as distinctive and highly successful as B.Hum, especially when it remains insufficiently known.”</i>	<i>Primarily ODFASS, and Recruitment, secondarily COH. The COH will request that ODFASS and Recruitment develop some initiatives to promote the College individually, in keeping with the externals’ recommendations.</i>	<i>Ongoing.</i>	<i>N</i>

<p>1b. Produce a new short video to serve as main hook for potential applicants instead of “Bachelor of Humanities Overview,” which fulfils a different function. Concern and opportunity.</p>	<p><i>Agreed to if additional resources permit. Additional resources means adequate funds for producing a high quality video for the website.</i></p>	<p><i>The program will request funds from ODFASS to produce a new short video that will serve as main hook for potential applicants.</i></p>	<p><i>Primarily COH, secondarily ODFASS.</i></p>	<p><i>Preferably before 2023-4 recruitment season.</i></p>	<p><i>N</i></p>
<p>1c. Update regularly the online “Alumni profiles,” making sure to include recent graduates. Opportunity.</p>	<p><i>Agreed to unconditionally.</i></p>	<p><i>The program will update regularly the online “Alumni profiles,” making sure to include recent graduates and enlisting the alumni association for help.</i></p>	<p><i>COH.</i></p>	<p><i>Ongoing.</i></p>	<p><i>N</i></p>
<p>1d. In promotional materials, keep highlighting the availability of financial aid. Opportunity.</p>	<p><i>Agreed to in principle. We understand this recommendation to be aimed at the Recruitment Office, since most of the university promotional material is not produced by the program.</i></p>	<p><i>In promotional materials, the availability of financial aid should continue to be promoted.</i></p>	<p><i>Primarily University Recruitment, secondarily COH. The College will speak with Recruitment and request that promotional material continue to promote financial aid.</i></p>	<p><i>Initially summer 2023, and ongoing.</i></p>	<p><i>N</i></p>
<p>1e. Make the program more visible to international applicants. Opportunity.</p>	<p><i>Agreed to in principle. This recommendation is unhelpfully vague and offers no specific advice other than to work with the university recruiters.</i></p>	<p><i>The program will speak with University Recruitment and Carleton International about making the program more visible and more appealing to international applicants.</i></p>	<p><i>COH.</i></p>	<p><i>Initially summer 2023, and ongoing.</i></p>	<p><i>N</i></p>

<p>1f. Look for ways further to personalize the application process, but without overburdening faculty. Opportunity.</p>	<p><i>Not agreed to. The program feels strongly that the recommended interviews are not a good idea. The externals may not have had time during its interviews to appreciate the extent to which we already personalize the application process. The program already encourages and hosts visits, writes and makes calls to potential students, conducts personalized tours of the College, and invites prospective students to our discussion groups, among other things.</i></p> <p><i>In the early days of the College all applicants used to submit a portfolio with application, but we were eventually forced to drop this bit of personalization by the University.</i></p>	<p><i>No action required.</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>	<p><i>N</i></p>
<p>2a. Explore the possibility of making a few internships available to B.Hum students, as an added opportunity, not as part of a structured co-op program. Opportunity.</p>	<p><i>Not agreed to.</i></p> <p><i>a) Most of our students already have the opportunity to do an internship or co-op through, for example, the Journalism or Biology streams of their combined degrees; b) The administrative resources required to establish and run a set of internships is too great. Establishing a program would require, we suggest, a 0.5 credit course release for a faculty member or an administrative hire for the equivalent number of hours. A faculty course release, however, would remove full-time faculty from the College core courses, which is not advisable; c) When the College was established in 1996 it did in fact run an internship program, but this only lasted a few years since it was unsuccessful in obtaining meaningful placements for students, largely for reasons that have to do with the nature of the program as a non-applied area of study. Those conditions persist today.</i></p>	<p><i>No action required.</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>	<p><i>N</i></p>

<p>2b. Revive the Professional Mentorship program. Opportunity.</p>	<p><i>Not agreed to. Contrary to the reviewer's recommendation, the mentorship program was operational this year, although it was severely hampered by the fact that the program is understaffed.</i></p> <p><i>It is understandable that they missed this, given that the meetings during their 'visit' were online and short. If they had been able to meet with more than 5 students, or if the meetings had been scheduled so that they met with faculty after students, they might have gotten a clearer picture of the College.</i></p> <p><i>We note that all undertakings like a mentorship program require the dedication of faculty time, a scarce resource. It may be that the reviewers did not understand (and it is also probably the case that the University does not realize) that the College is seriously understaffed. Since the reviewers remarked that they were only able to meet 5 faculty members, we must point out that there are in fact only 3 faculty members teaching full-time in the B.Hum. 4 others are cross appointed, with only half of their teaching in the B.Hum, and 3 teaching faculty are now retired. Additionally, the College regularly relies on CIs or borrowed faculty for at least 8 of its mandatory courses.</i></p>	<p><i>No action required.</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>	<p><i>N</i></p>
<p>2c. Improve communication with Biology and Journalism in advising students in the two specialized combined options. Opportunity.</p>	<p><i>Agreed to in principle.</i></p>	<p><i>The College will introduce 'mandatory' advising appointments for first and third year students in BJ-BHum and Bio-Hum degrees.</i></p>	<p><i>COH</i></p>	<p><i>Immediate.</i></p>	<p><i>N</i></p>

<p>2d. Work with the Registrar to make it easier for students to switch discussion groups halfway, but do not rush to split full-year courses into two. Opportunity and concern.</p>	<p><i>Agreed to in principle. Thus far the Registrar has not been willing to agree to this accommodation for students, but we are still in discussion with them. We are committed to retaining the full-year core courses.</i></p>	<p><i>We will continue to consult with registrar about the possibility.</i></p>	<p>COH.</p>	<p>Ongoing.</p>	<p>Unknown.</p>
<p>2e. If staffing allows, consider reducing the size of discussion groups. Opportunity.</p>	<p><i>Agreed to if additional resources permit. Currently resources do not allow this. It should be noted that discussion groups were in fact smaller (capped at 17 students) when the College was first created until a former Dean of FASS raised the enrollment levels in the early 2000s.</i></p>	<p><i>The program will request resources from ODFASS to reduce the size of discussion groups.</i></p>	<p>COH.</p>	<p>Ongoing.</p>	<p>N</p>
<p>2f. Establish a curated lending library of core books. Opportunity.</p>	<p><i>Agreed to if additional resources permit.</i></p>	<p><i>The program will discuss the feasibility of establishing a lending library at our summer program retreat.</i></p>	<p>COH</p>	<p>Ongoing, beginning summer 2023.</p>	<p>N</p>
<p>2g. Improve coordination among faculty to avoid gaps and excessive overlap in coverage. Opportunity.</p>	<p><i>Agreed to in principle. The externals' comments indicate that this recommendation follows from their meeting with students. Again, we must emphasize that it would be better if recommendations were not made based on a discussion with 5 students from the program, especially if the externals did not have an opportunity to meet with the program director or faculty after meeting with students.</i></p> <p><i>The program faced a unique personnel problem this year that undoubtedly led to this suggestion, but we were aware of it and it has already been addressed.</i></p>	<p><i>The program will consider whether to make any further adjustments to the curriculum and to consider whether particular areas need (better) coverage or whether there is unnecessary overlapping. It will also consider whether better coordination is needed among instructors and, if so, how to implement it.</i></p>	<p>COH</p>	<p>Curriculum meeting, summer 2023.</p>	<p>N</p>

<p>2h. Extend the “passport” requirement to all courses. Opportunity.</p>	<p><i>Not agreed to. This system is really only suitable in core courses and may not work well or even be possible in all of the program’s courses. The program will, however, take the recommendation under consideration in its summer curriculum retreat.</i></p>	<p><i>The program will discuss the feasibility of extending the passport system to the core courses and other courses in the program.</i></p>	<p>COH</p>	<p>Summer 2023</p>	<p>N</p>
<p>2i. Prepare students more carefully for third-year research papers. Opportunity.</p>	<p><i>Agreed to unconditionally. The reviewers were apparently unaware that we have in fact added a course parallel to HUMS 1200 (i.e., HUMS 1300) to address this problem (p. 8, 2i, “While we realize that adding a course parallel to HUMS 1200 to address the problem is not an option, perhaps the problem might be addressed more informally.”) Also, HUMS 2700 requires a research paper.</i></p>	<p><i>No action required.</i></p>	<p>N/A</p>	<p>N/A</p>	<p><i>N, the necessary calendar changes have already been made.</i></p>
<p>3. Do not rush to broaden and diversify the curriculum without very careful consideration. Possible concern.</p>	<p><i>Agreed to unconditionally. Please note that the College is already constantly broadening and diversifying its curriculum which, of course, we do only with careful consideration.</i></p>	<p><i>All curriculum diversification will continue to be duly considered.</i></p>	<p>COH</p>	<p>Ongoing.</p>	<p><i>N, but may lead to future calendar changes.</i></p>
<p>4a. Ensure that FT staffing is at least maintained, if not improved. (This is another task for the University rather than the program.) Prepare for leadership succession within the program well ahead of time. Concern.</p>	<p><i>Agreed to unconditionally. Contrary to what is implied by the reviewers’ comments, the College has already reached a state in which it relies mostly on faculty from other programs and recently retired faculty. We agree that we should prepare for leadership succession within the program well ahead of time.</i></p>	<p><i>A) COH will request that ODFASS develop a strategic plan to maintain and preferably improve FT staffing in the College. B) The Director will develop a leadership succession plan for the next Director of the College.</i></p>	<p><i>A) Primarily ODFASS, secondarily COH B) COH</i></p>	<p><i>A) Ongoing. B) Before the end of the current Director’s term in June 2027.</i></p>	<p>N</p>

<p>4b. Should renovations to the building which houses B.Hum be necessary, ensure that the program's temporary "home" fully meets its needs and requirements. Concern.</p>	<p><i>Agreed to unconditionally, but such provisions can only be made by the university, not the program.</i></p>	<p><i>The university should plan ahead and consider an appropriate alternative space should the program temporarily have to move out of the building while renovations are taking place. The current space includes a student lounge, lecture theatre, a seminar room, and administrative offices.</i></p>	<p><i>Primarily ODFASS, secondarily COH. The program will request ODFASS to make appropriate plans</i></p>	<p><i>Fall 2023.</i></p>	<p><i>N</i></p>
<p>4c. Introduce literary analysis proper before the third year. Concern and opportunity.</p>	<p><i>Not agreed to. This very brief recommendation is puzzlingly vague, since the program already introduces the analysis of literary works using tools specific to the discipline in the first year. In our opinion, no further action need be taken.</i></p>	<p><i>No action required.</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>	<p><i>N</i></p>
<p>4d. If possible, increase coverage of the 1000-1500 period. Opportunity.</p>	<p><i>Not agreed to. It is difficult to know exactly which gaps ought to be covered since the student comments that this recommendation is apparently based on have not been shared with us. We already cover a number of authors and topics in this period (Dante, Boccaccio, Machiavelli, Aquinas, Maimonides, Chaucer) in our classes (HUMS 2000, 3000, 3200) and electives are available to the students if they want an explicitly historical perspective on this period.</i></p> <p><i>Again, the externals may have been better served by having their meeting with faculty scheduled after their meeting with students.</i></p>	<p><i>No action required.</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>	<p><i>N</i></p>

<p>4e. Maintain and promote support staff efficiency by making a flexible hybrid schedule available indefinitely. Opportunity.</p>	<p><i>Not agreed to. There is no reason to think that the hybrid schedule is necessary to maintain or promote efficiency. To the contrary, the hybrid arrangement has led to certain inefficiencies in the office. A decision may be made to continue the flexible hybrid schedule, but the rationale for that decision will not include a recommendation from the externals made after their meeting with the support staff and without consultation with faculty or the director.</i></p>	<p><i>No action required.</i></p>	<p><i>N/A</i></p>	<p><i>N/A</i></p>	<p><i>N</i></p>
<p>4f. Look for ways to facilitate and speed up the training and integration of new administrative staff. Opportunity.</p>	<p><i>Agreed to in principle. This criticism undoubtedly arose from a specific employment policy recently enforced by the university that produced a lengthy delay in a new staff appointment. On the other hand, a 'position notebook' is a welcome idea.</i></p>	<p><i>The College will develop 'position notebooks' for its three administrative positions.</i></p>	<p><i>COH</i></p>	<p><i>Summer 2023.</i></p>	<p><i>N</i></p>
<p>4g. Improve the handling of expense reimbursements. Opportunity.</p>	<p><i>Agreed to in principle. The university expense reimbursement system is often considered cumbersome, time-consuming, unfriendly, and overly complex. It is controlled by the university and not the program.</i></p>	<p><i>The university should improve the expense reimbursement administrative process.</i></p>	<p><i>Primarily the University, secondarily COH. The program will share this opinion with the faculty Dean.</i></p>	<p><i>Fall 2023</i></p>	<p><i>N</i></p>
<p>4h. Maintain close ties with alumnae and alumni. Opportunity.</p>	<p><i>Agreed to in principle. This is a task for the University rather than B.Hum. The full recommendation reads: "In line with 1a above, we recommend that the University assist the program with making better use of alumnae and alumni as a resource in recruitment, student mentoring, funding, etc."</i></p>	<p><i>The university should assist the program with making better use of alumni as a resource in recruitment, student mentoring, funding, etc.</i></p>	<p><i>COH will request assistance from alumni relations in its recruitment, mentoring and funding efforts.</i></p>	<p><i>Ongoing.</i></p>	<p><i>N</i></p>

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE
Cyclical Review of the undergraduate and graduate programs
in Religion
Executive Summary and Final Assessment Report**

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's undergraduate and graduate programs in Religion are provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

EXECUTIVE SUMMARY

The undergraduate and graduate programs in Religion reside in the College of Humanities, a unit administered by the Faculty of Arts and Social Sciences.

As a consequence of the review, the programs were 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 College of Humanities and the Dean of the Faculty of Arts and Social Sciences in responses to the External Reviewers' report and Implementation on Plan that was submitted to SQAPC on November 9th, 2023, 2023.

FINAL ASSESSMENT REPORT

Introduction

The undergraduate and graduate programs in Religion reside in the College of Humanities, a unit administered by the Faculty of Arts and Social Sciences. This review was conducted pursuant to the Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP). As a consequence of the review, the programs were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of good quality. (Carleton's IQAP 7.2.13-14).

The site visit, which took place on June 6-7, 2023 was conducted by Dr. Lynda Clarke, Concordia University and Dr. Zareena Grewal, Yale University. The site visit involved formal meetings with the Provost, the Vice-Provost and Associate Vice-President (Academic), the Dean of the Faculty of Arts and Social Sciences, the Dean of the Faculty of Graduate and Postdoctoral Affairs and the Director of the College of Humanities. The review committee also met with faculty members, staff, and undergraduate and graduate students.

The External Reviewers' report, submitted on June 19th, 2023 offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

- Strengths of the programs
- Challenges faced by the programs
- Opportunities for program improvement and enhancement
- The Outcome of the Review
- The Implementation Plan

This report draws on five documents:

- The Self-study developed by members of the College of Humanities (Appendix A)
- The Report of the External Review Committee (Appendix B).
- The response and implementation plan from the Director of the College of Humanities (Appendix C)
- The Response from the Dean of the Faculty of Arts and Social Sciences (Appendix D).
- The internal discussant's recommendation report (Appendix E).

Appendix F contains brief biographies of the members of the External Review Committee.

This Final Assessment Report contains the Implementation Plan (Appendix C) developed by the Director of the College of Humanities Studies and agreed to by the Dean of the Faculty of Arts and Social Sciences for the implementation of recommendations for program enhancement identified as part of the cyclical program review process.

The Implementation Plan identifies who is responsible for implementing the agreed upon recommendations, as well as the timelines for implementation and reporting.

Strengths of the programs

General

The External Reviewers' Report states that "Religion at Carleton is consistent with the institution's mission and academic plans" (p. 1).

Faculty

Speaking with regard to faculty, the external reviewers' stated: "The core faculty are clearly and in fact impressively well qualified to supervise and teach in their areas. This is a great strength of the program, along with exceptional collegiality" (p. 3) and "[o]n review of the vitae of the faculty, we are impressed by their qualifications, the quality of their scholarship, and record of receiving funding. Again to reiterate, the faculty and their care for students are the great strength of this program' (p.4).

Curriculum

The external reviewers noted that "the BA program's structure and the requirements appropriate to meet its objectives and program-level learning outcome. The BA program's structure, requirements, and program-level learning outcomes do seem to meet Carleton's undergraduate degree level expectations. The learning outcomes are well outlined across the curriculum" (p.2) and the MA program "does reflect the faculty's admirable commitment to public humanities and translating the field of religious studies to sectors beyond the academy" (p. 2).

Opportunities for program improvement and enhancement

The External Reviewers' Report made 7 recommendations for improvement:

1. **Concern:** Indigenous religion requirement taught by contract instructor. Cooperate with Indigenous Studies or other unit to identify or create appropriate course taught by FT faculty.
2. **Weakness and opportunity:** Religion and Public Life MA lacks coherent curriculum. Create a Religion and Public life programme that focuses on contemporary issues and includes experiential learning (or revert to simply Religious Studies).
3. **Weakness:** Long times to MA completion. See 2): a course-based project without a lengthy paper should shorten times.
4. **Weakness:** Not many MA students. Do not require BA in Religion for MA admission, especially for a programme in Religion and Public Life.
5. **Weakness:** Religion unit is structurally vulnerable. We recommend developing a structure that enhances cooperation rather than competition between faculty in different units, encouraging consultation and participation on religion-related searches and joint searches, cross-listing courses, and providing sustainable funding streams for smaller units such as Religion which do not depend on growing the number of majors.
6. **Weakness or Challenge:** Too few FT faculty to sustain the many commitments, including administration. Expand the full-time faculty with a position in, for example, Indigenous Religions, Hinduism, African & Afro-Caribbean religions, with a hire that would diversify the almost all-white faculty.
7. **Weakness:** More library resources needed, with acquisition strategy depending on how the collection is to be defined. Improve library resources, in consultation with the faculty and

while defining the collection (e.g. faculty research or primarily student needs, emphasis on material relevant to Religion in Public Life, if that is to be the focus of the MA).

The Outcome of the Review

As a consequence of the review, the undergraduate and graduate programs in Religion were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.13-14).

The Implementation Plan

The recommendations that were put forward as a result of the review process were productively addressed by the Director of the College of Humanities and the Dean of the Faculty of Arts and Social Sciences in a response to the External Reviewers' report and Implementation Plan that was considered by SQAPC on November 9th, 2023. The Department agreed unconditionally to recommendations #4, 6, and 7. They also agreed to recommendations #1 and 5 in principle and did not agree to recommendations #2 and 3.

It is to be noted that Carleton's IQAP provides for the monitoring of implementation plans. A monitoring report is to be submitted by the academic unit(s) and Faculty Dean(s), and forwarded to SQAPC for its review by June 30th, 2025.

The Next Cyclical Review

The next cyclical review of the undergraduate and graduate programs in Religion will be conducted during the 2028-29 academic year.

Religion
Unit Response to External Reviewers' Report & Implementation Plan
Programs Being Reviewed: Undergraduate and Graduate Programs

Note: This document is forwarded to Senate, the Quality Council and posted on the Vice- Provost's external website.

Introduction & General Comments

Please include any general comments regarding the External Reviewers' Report.

The Religion Program was pleased to receive the reviewers' very positive comments and suggestions. This report was shared with our faculty, and we are committed to the continual improvement of our programs to enhance the student, staff, and faculty experience. We also enjoyed our very brief meeting with the reviewers. We think, however, that all parties would have benefited immensely from an in-person campus visit. In particular, the reviewers have misunderstood two features of our MA in Religion and Public Life: that we offer a professional degree "aimed at training students to find jobs and applied work on issues related to contemporary life in the modern world" and that we require incoming students to have a BA in Religion. We will need to consider these misunderstandings as we seriously engage with the recommendations as a group in the fall of 2023. We feel these errors would not have been made with extended in-person conversations about the program and its challenges.

For each recommendation **one** of the following responses must be selected:

Agreed to unconditionally: used when the unit agrees to and is able to take action on the recommendation without further consultation with any other parties internal or external to the unit.

Agreed to if additional resources permit: used when the unit agrees with the recommendation, however action can only be taken if additional resources are made available. Units must describe the resources needed to implement the recommendation and provide an explanation demonstrating how they plan to obtain those resources. In these cases, discussions with the Deans will normally be required and therefore identified as an action item.

Agreed to in principle: used when the unit agrees with the recommendation, however action is dependent on something other than resources. Units must describe these dependencies and determine what actions, if any, will be taken.

Not agreed to: used when the unit does not agree with the recommendation and therefore will not be taking further action. A rationale must be provided to indicate why the unit does not agree (no action should be associated with this response).

Calendar Changes

If any of the action items you intend to implement will result in calendar changes, please describe what those changes will be. To submit a formal calendar change, please do so using the Courseleaf system.

Hiring

Where an action item requires additional hiring (faculty or staff) the owner should at minimum include the Dean of the faculty and member of the unit.

UNIT RESPONSE AND IMPLEMENTATION PLAN

Programs Being Reviewed: BA in Religion, MA Religion and Public Life

Prepared by (name/position/unit/date):

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. Cooperate with Indigenous Studies or other unit to identify or create appropriate course taught by FT faculty. Concern	<i>Agreed to in principle</i>	<i>The program will consult with ODFASS and the Institute of Interdisciplinary Studies in order to find or create an appropriate course for the program.</i>	<i>RELI</i>	<i>Ongoing.</i>	<i>Unknown.</i>
2. Create a Religion and Public life programme that focuses on contemporary issues and includes experiential learning (or revert to simply Religious Studies). Weakness and opportunity	<i>Not agreed to</i>	<i>The program met in September to consider the proposal that the MA focus solely on contemporary issues. This proposal from the reviewers was based on the misapprehension that we are a program "aimed at training students to find jobs and applied work on issues related to contemporary life in the modern world," and thus they felt the "lack of temporal and spatial limits" hampered the goals of the MA. The goal of the MA is emphatically not to produce policy makers and advisors, but rather to foster an ability to navigate the theoretical challenges of analyzing 'religion', 'public life', and the intersection of these two complex things. With that as</i>	<i>RELI</i>	<i>Immediate</i>	<i>Unknown.</i>

		<i>the goal of MA, the temporal and spatial openness is a strength, not a weakness.</i>			
3. See 2): a course-based project without a lengthy paper should shorten times. Weakness	<i>Not agreed to</i>	<i>The program met in September to consider this proposal. Converting to a course-work MA would require the program to mount more courses at the 4th-5th year level. This would require us to rely even to a greater extent than we already do as a small program on CIs, which neither the reviewers or FASS wants. In addition, many of our students have gone on successfully to complete PhDs, and we feel strongly that their success (and even admission) was assisted considerably by having completed an MRE, rather than merely course-work</i>	<i>RELI</i>	<i>Immediate</i>	<i>Unknown.</i>
4. Do not require BA in Religion for MA admission, especially for a programme in Religion and Public Life. Weakness	<i>Agreed to unconditionally.</i>	<i>This is in fact already the case, and it stated on the MA Website: students are not required to have a BA in Religion for admission. We will review the website information for places where more clarity could help (e.g., defining 'cognate disciplines').</i>	<i>RELI</i>	<i>Immediate</i>	<i>No.</i>
5. We recommend developing a structure that enhances cooperation rather than competition between faculty in different units, encouraging consultation and participation on religion-related searches and joint searches, cross-listing courses,	<i>Agreed to in principle.</i>	<i>The program will raise these issues with ODFASS and at FASS faculty board. We would like to see Religion consulted when courses in other units are proposed that touch on the subject of Religious Studies, but it is beyond our purview to require this</i>	<i>RELI</i>	<i>2023-4 academic year.</i>	<i>No.</i>

and providing sustainable funding streams for smaller units such as Religion which do not depend on growing the number of majors. Weakness					
6. Expand the full time faculty with a position in, for example, Indigenous Religions, Hinduism, African & Afro-Caribbean religions, with a hire that would diversify the almost all-white faculty. Weakness or challenge	<i>Agreed to unconditionally.</i>	<i>The program will request an additional hire from ODFASS, as it has several times already.</i>	<i>RELI, ODFASS</i>	<i>2023-4 academic year</i>	<i>No</i>
7. Improve library resources, in consultation with the faculty and while defining the collection (e.g. faculty research or primarily student needs, emphasis on material relevant to Religion in Public Life, if that is to be the focus of the MA). Weakness	<i>Agreed to unconditionally.</i>	<i>The program will request additional resources from the library, who is responsible for Library Collections.</i>	<i>RELI, Library</i>	<i>2023-24 academic year.</i>	<i>No.</i>

Final Note: We are pleased to accept the advice of the SQAPC (re. Table 5 and 6) to implement changes to the Learning Outcomes as we go (and as needed) rather than wait until year 5 to implement them all at once.