



DATE: November 19, 2025

TO: Senate

FROM: Dr. David J. Hornsby, Vice-Provost (Academic and Global Learning), 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 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. Graduate Programs in Sustainable Energy

SQAPC approval: November 13, 2025

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 Sustainable Energy.

Senate Motion November 28, 2025:

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

2. Graduate and Undergraduate programs in Women's and Gender Studies

SQAPC approval: November 13, 2025

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 and undergraduate programs in Women's and Gender Studies.

Senate Motion November 28, 2025:

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the review of graduate and undergraduate programs in Women's and Gender Studies.

SENATE QUALITY ASSURANCE AND PLANNING COMMITTEE

Cyclical Review of the graduate program in Sustainable Energy Executive Summary and Final Assessment Report

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

EXECUTIVE SUMMARY

The graduate program in Sustainable Energy is run jointly between the School of Public Policy and Administration in the Faculty of Public and Global Affairs, the Department of Mechanical and Aerospace Engineering and Department of Electronics, residing in the Faculty of Engineering and Design.

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 unit and the Dean of the Faculty of Engineering and Design in responses to the External Reviewers' report and Implementation on Plan that was submitted to SQAPC on October 9, 2025.

FINAL ASSESSMENT REPORT

Introduction

The graduate program in Sustainable Energy is run jointly between the School of Public Policy and Administration residing in the Faculty of Public and Global Affairs, the Department of Mechanical and Aerospace Engineering and Department of Electronics, residing in the Faculty of Engineering and Design. 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 7-9, 2025 was conducted by Dr. Hisham Zeriffi from the University of British Columbia and Dr. Andreas Athienitis from Concordia University. The site visit involved formal meetings with the Vice-Provost (Academic and Global Learning), the Associate Vice-President (Academic Programs and Strategic Initiatives), the Dean of the Faculty of Engineering and Design, the Associate Dean of the Faculty of Public and Global Affairs, the Vice-Provost (Graduate Studies), the Director of the School of Public Policy and Administration, and the Chair of the Department of Mechanical and Aerospace Engineering. The review committee also met with faculty members, staff, and graduate students.

The External Reviewers' report, submitted on June 6, 2025, 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 Review Team. (Appendix A)
- The Report of the External Review Committee (Appendix B).
- The response and implementation plan from the Governance Committee of Sustainable Energy (Appendix C)
- The Response from the Dean of the Faculty of Engineering and Design, and the Dean of the Faculty of Public and Global 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 Governance Committee of Sustainable Energy and agreed to by the Dean of the Faculty of Engineering and Design 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' indicated that "They are leading experts at Carleton in these topics and well known and regarded within the field. There is an extensive list of affiliated faculty members with expertise in both the policy and engineering aspects of the program."

They also noted that

"There is clearly a commitment from participating departments and core faculty are available to teach courses and supervise students. As a result, there appears to be a low reliance on adjunct and limited-term appointments, particularly for teaching the core of the program and this is to be commended. The faculty supervising the capstone provide an excellent experiential learning opportunity to the students. Another experiential learning highlight are the field trips (and, arguably, the seminar series with external speakers from industry and government). This is a strength of the program and should be maintained or even expanded."

Students

The external reviewers noted that the outputs of students are of high quality. They indicated that The use of seminars and field visits provide students with concrete connection to the field and to practitioners and is to be commended and possibly strengthened. There is also an active alumni group and a high success rate in job placement in relevant areas post-graduation."

Curriculum

The externals noted that "The overall quality of the programs is high."

They also noted that "Overall the program structure and requirements do meet the program-level learning outcomes and graduate Degree Level Expectations. The curriculum does address the current state of the discipline as students are required to learn about both the technical and policy aspects of sustainable energy. The energy transition is a socio-technical problem requiring multiple perspectives and approaches and requiring both technological solutions and policy and regulatory solutions to work hand-in-hand."

Opportunities for program improvement and enhancement

The External Reviewers' Report made five recommendations for improvement:

1. **Introducing a Doctoral Program:** Introduce a PhD program that builds on the current programs. Similar programs exist in the USA and Europe and there is an urgent need for them in Canada. This would also raise the profile of all three programs by helping provide more research assistantships to students and attract top Canadian students. Top MASc/MPP students could possibly transfer into this program or continue after completing the initial degree. The PhD program could be a single new joint program with potentially different requirements depending on the student's background (eg: additional math or statistics)

courses for policy students and additional policy courses for engineering students) or could be separate PhDs similar to the current Master's program. Each of their advantages and disadvantages that would need to be explored.

2. **Improved Recruitment:** Systematic efforts to improve recruitment such as improved website and profile of the programs as described in the report above. Ideally, this is supported by either the Faculties and/or the central University communications and marketing teams.
3. **Providing a Methods Bootcamp:** SERG 5003 provides the students an introduction to various tools and methods. However, some students may require additional early support. In particular, policy students require a working knowledge of algebra and an undergraduate economics course. It may be useful, especially for students returning to school after an absence, to introduce mathematics 'bootcamp' or short introductory course on statistics for MPP students. This would help MPP students better integrate quantitative decision making in their work. Conversely, students entering the engineering degrees will be provided with a background in policy issues through SERG 5001 but not an exposure to qualitative research methods and policy tools as SERG 5003 focuses on quantitative approaches. A qualitative methods bootcamps for these students would be useful to understand the value and applicability of qualitative methods when understanding and evaluating energy policies.
4. **Increased Interdisciplinarity:** Public Policy and Engineering need to be better integrated in order to move from a multidisciplinary approach to an interdisciplinary approach. The existing early orientation session should be strengthened so that students understand the scale and scope of the energy/climate problem and how their graduate program prepares them to contribute to solutions. However, this should also be extended to the structure of the program itself and the core courses. Currently students are still taking separate courses until their second term and not working closely together until their fourth term (and that is only the MPP/Meng). Related to this, a broader set of relevant case studies, field trips and invited distinguished lectures could be used to support increased interdisciplinarity.
5. **Expanded Disciplinary Scope:** the program is currently limited to students in three degrees spread over two departments. The content covered and skills learned in the program would be relevant to a broader set of departments and faculties at Carleton. The program should explore expansion to other disciplines as this would strengthen the program by bringing in additional knowledge/expertise as well as broaden the base of potential students. There are, however, recognized challenges to implementing this recommendation with regard to institutional structures and administrative workload.

The Outcome of the Review

As a consequence of the review, the graduate program in Sustainable Energy 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 unit and the Dean of the Faculty of Engineering and Design in responses to the External Reviewers' report and Implementation Plan that was considered by SQAPC on October 9, 2025. The unit agreed unconditionally to recommendation #4 and agreed in principle to

recommendation #5. They also agreed to recommendations #1, 2, and 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 units and Faculty Dean and forwarded to SQAPC for its review by June 30, 2027.

The Next Cyclical Review

The next cyclical review of the graduate program in Sustainable Energy will be conducted during the 2030-31 academic year.

SERG
Unit Response to External Reviewers' Report & Implementation Plan
Programs Being Reviewed:

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. You may also highlight anything noteworthy which you would like included as part of your final assessment report and executive summary.

We were pleased to receive the External Reviewers' very positive report on June 12, 2025. The report contained excellent feedback that aligns with our vision of how our program should evolve and expand over the coming years. This document contains a point-by-point response to 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					
Programs Being Reviewed: The Graduate Program in Sustainable Energy					
Prepared by (name/position/unit/date): Ahmed Abdulla, Associate Professor, Mechanical and Aerospace Engineering (27 June 2025)					
External Reviewer Recommendation & Categorization Note: Recommendations highlighted in yellow were also made as part of a previous review	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. Introducing a Doctoral Program: Introduce a PhD program that builds on the current programs. Similar programs exist in the USA and Europe and there is an urgent need for them in Canada. This would also raise the profile of all three programs by helping provide more research assistantships to students and attract top Canadian students. Top MASc/MPP students could possibly transfer into this program or continue after completing the initial degree. The PhD program could be a single new joint program with potentially different requirements depending on the student's background (e.g. additional math or statistics courses for policy students and additional policy courses for engineering students) or could be separate PhDs similar to the current Master's program. Each of their advantages and disadvantages that would need to be explored. (Opportunity)	Agreed to if additional resources permit. <i>The Units thank the Reviewers for highlighting this opportunity and, while faculty members are enthusiastic about it, we agree that it should be explored in greater detail before any decisions are made regarding the introduction of new degree programs. It would be administratively easier to introduce separate PhDs, though we acknowledge that this would conflict with everyone's aim of further entrenching interdisciplinary training.</i>	<i>1. Graduate advisors from both units will meet in Summer 2025 to explore what a potential doctoral program might look like. Their proposal will be presented to the governance committee in the fall and, if the feedback garnered is positive, the governance committee will take further steps to introduce the program.</i>	<i>Graduate supervisors</i>	<i>Fall 2025</i>	<i>N</i>
2. Improved Recruitment: Systematic efforts to improve recruitment such as improved website and profile of the programs as described in the report above. Ideally, this is supported by either the Faculties and/or the central University communications and marketing team. (Concern)	Agreed to if additional resources permit. <i>The website was thoroughly revamped last year and is being migrated to the new cuTheme soon. Efforts will be made to update the website consistently, including with research highlights and videos by faculty and students. Both FPGA</i>	<i>1. Update website more consistently. 2. Plan a webinar + seminar tour for Fall 2025 and Winter 2026.</i>	<i>1. Program administrator 2. Core SERG faculty</i>	<i>1. Fall 2025 2. Fall 2025 and Winter 2026</i>	<i>N</i>

	<p><i>and FED have provided some funding to advertise the program; additional efforts are being planned next year, including more aggressive recruitment plans that including webinars and faculty travel to various campuses for recruitment event. However, these efforts require additional financial resources, and we will only proceed if these resources are made available.</i></p>				
<p>3. Providing a Methods Bootcamp: SERG 5003 provides the students an introduction to various tools and methods. However, some students may require additional early support. In particular, policy students require a working knowledge of algebra and an undergraduate economics course. It may be useful, especially for students returning to school after an absence, to introduce a mathematics “bootcamp” or short introductory course on statistics for MPP students. This would help MPP students better integrate quantitative decision making in their work. Conversely, students entering the engineering degrees will be provided with a background in policy issues through SERG5001 but not an exposure to qualitative research methods and policy tools as SERG5003 focuses on quantitative approaches. A qualitative methods bootcamp for these students would be useful to understand the value and applicability of qualitative methods when understanding and evaluating energy policies. (Need / opportunity)</p>	<p>Agreed to if additional resources permit. <i>Faculty have developed an initial proposal to restructure core courses: this restructuring will seek to provide a common base of both qualitative and quantitative methods. We will consider how SERG 5001 might integrate a bootcamp for policy students returning to school, and perhaps a bootcamp on qualitative methods (and writing skills) for engineering students. Since these changes would require financial support, we will also explore curriculum changes that accomplish a similar goal without expending additional resources.</i></p>	<p><i>1. Develop draft course outlines for a revised core course sequence and bring these to the governance committee for discussion and possible calendar changes.</i></p>	<p><i>Graduate supervisors; Core SERG faculty</i></p>	<p><i>Winter 2026</i></p>	<p><i>N (Not now; potentially in future)</i></p>
<p>4. Increased Interdisciplinarity: Public Policy and Engineering need to be better integrated in order to move from a multidisciplinary approach to an interdisciplinary approach. The existing early orientation session should be strengthened so that students understand the scale and scope of the energy/climate problem and how their graduate program prepares them to contribute to solutions. However, this should also be extended to the</p>	<p>Agreed to unconditionally. <i>As the reviewers indicate, discussions are being had among faculty to restructure the sequence of core courses—SERG 5001, 5002, and 5003—to increase interdisciplinarity. The next step in the process is to develop draft course outlines for the new sequence and determine whether there are any difficulties associated with executing it. One concern that has already been raised in</i></p>	<p><i>1. Develop draft course outlines for a revised core course sequence and bring these to the governance committee for discussion and possible calendar changes.</i></p>	<p><i>Core SERG faculty</i></p>	<p><i>Winter 2026</i></p>	<p><i>N (Not now; potentially in future)</i></p>

structure of the program itself and the core courses. Currently students are still taking separate courses until their second term and not working closely together until their fourth term (and that is only the MPP/MEng). Related to this, a broader set of relevant case studies, field trips and invited distinguished lecturers could be used to support increased interdisciplinarity. (Concern)	<i>preliminary discussions is how teaching assignments could be made equitably across the two Units, since the revised sequence might require both public policy and engineering professors to co-teach the same course(s).</i>				
5. Expanded Disciplinary Scope: The program is currently limited to students in three degrees spread over two departments. The content covered and skills learned in the program would be relevant to a broader set of departments and faculties at Carleton. The program should explore expansion to other disciplines as this would strengthen the program by bringing in additional knowledge/expertise as well as broaden the base of potential students. There are, however, recognized challenges to implementing this recommendation with regard to institutional structures and administrative overhead. (Need / opportunity)	<i>Agreed to in principle.</i> <i>The Units agree that additional disciplines should be integrated into the program, but Carleton's institutional structures inhibit (if not prevent) innovative program delivery of the kind envisioned by the reviewers. Moreover, a program with expanded disciplinary scope would likely require a reimagining of the degrees awarded. Nonetheless, we will continue to engage in discussions with administrators on how to expand the disciplinary scope and the number of units involved without expanding the administrative burden imposed by Carleton's institutional structures.</i>	<i>1. Include "expanding the disciplinary scope" as a core agenda item in governance committee meetings, from Fall 2025 onwards. This will allow the governance committee to discuss administrative developments across the University and exploit opportunities to invite Units to join SERG.</i>	<i>Governance committee</i>	<i>Fall 2025 onwards</i>	<i>N</i>

SENATE QUALITY ASSURANCE AND PLANNING COMMITTEE
Cyclical Review of the graduate and undergraduate programs in Women's and Gender Studies
Executive Summary and Final Assessment Report

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

EXECUTIVE SUMMARY

The graduate and undergraduate programs in Women's and Gender Studies reside in the Feminist Institute for Social Transformation, 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 Feminist Institute for Social Transformation 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 13th, 2025.

FINAL ASSESSMENT REPORT

Introduction

The graduate and undergraduate programs in Women's and Gender Studies reside in the Feminist Institute for Social Transformation, 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 January 14-15, 2025, was conducted by Dr. Leonora Angeles from University of British Columbia, and Dr. Jane Ku, University of Windsor. The site visit involved formal meetings with the Vice-Provost (Academic and Global Learning), the Associate Vice-President (Academic Programs and Strategic Initiatives), the Associate Dean (Faculty Affairs) of the Faculty of the Arts and Social Sciences, the Vice-Provost (Graduate Studies), and the Director of Feminist Institute for Social Transformation. The review committee also met with faculty members, staff, and undergraduate and graduate students.

The External Reviewers' report, February 11th, 2025 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 Feminist Institute for Social Transformation (Appendix A)
- The Report of the External Review Committee (Appendix B).
- The response and implementation plan from the Feminist Institute for Social Transformation (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 Feminist Institute for Social Transformation 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]here is consensus among administrators, faculty, staff, undergraduate and graduate students we have interviewed for this Cyclical Program Review that the Feminist Institute for Social Transformation (FIST) has a very good reputation on campus and a prominent identity in the Faculty of Arts and Social Sciences (FASS) as a centre for feminist activist research and teaching social justice and critical perspectives in the humanities, social sciences, and applied fields" (p.2).

Faculty

Speaking with regard to faculty, the external reviewers' stated: "With respect to teaching, this unit is well represented by faculty members who have been nominated and received teaching awards at the University. Faculty members provide many opportunities for training and mentoring students through their research grants as several members received external funding not only from SSHRC but also other foundations and granting agencies (Women's and Gender Equality Grant)" (p. 13).

Curriculum

The external reviewers noted that the "course syllabi we examined show current and cutting-edge state of interdisciplinary feminist studies, as well as effective and appropriate pedagogical modes of delivery to facilitate student learning of knowledge, skills, values, abilities and attitudes consistent with the program learning outcomes. There was a good variety and range of assignment types – including essay writing, memes, podcasting, research proposal development, journaling, reflection papers, reading responses, film criticism, group discussion, oral presentations, etc." (p. 4).

Opportunities for program improvement and enhancement

The External Reviewers' Report made 7 recommendations for improvement:

1. Provide adequate internal (FIST) and external (FASS, CU) support for junior faculty mentoring by consistently assigning well-matched internal and external faculty mentors at various stages of the career ladder to ensure success in research grants, publication, teaching excellence, and securing tenure and promotion (Weakness and Concern)
2. Hire at least three new Research Stream faculty members with specialization in a combination of Critical Disability, Critical Race, Critical Sexualities, Critical Indigenous and Critical Global Studies in order to develop Major Programs and graduate research specialization in these growth areas, including the potential development of a PhD in Feminist Studies in the future as more FIST faculty gain seniority. If the faculty hiring freeze policy has to continue, consider ways of attracting Teaching Post-Doctoral Fellows funded by the University and external sources (e.g. Killam, Banting, SSHRC) to augment FIST's declining teaching capacity (Weakness/Concern/Opportunity).
3. Connect undergraduate and graduate student recruitment to public education, community-building and social events, and alumni engagement opportunities that could also bring in notable FIST-FASSCU alumni as classroom or seminar, guest speakers, student mentors,

student internship or practicum hosts, and philanthropic donors to increase the number and size of student awards and scholarships (Opportunity).

4. Articulate more clearly a) the identity (“brand”) of the MA program, b) the MA Program learning outcomes distinct from the undergraduate programs, c) the streams to which students are admitted based on admitted students’ preparation and career goals; possibly, rename the streams (course-based as Applied Professional Stream, essay and thesis-based as Research Streams geared towards PhD and interdisciplinary careers), and d) the specializations parallel to the undergraduate Minor Programs (Weakness/Concern/Opportunity).
5. Assign Pro Temp MA program and research supervisors to MA students at the time of admission to enable early conversations about program expectations, SSHRC and other scholarship applications, potential GRA hiring match, and graduate student life at FIST and Carleton (Concern and Opportunity).
6. Protect the identity and integrity of FIST as an academic unit; cultivate the growth of bottom-up, grassroots, faculty-level conversations about any type or form of institutional restructuring (e.g. merger, clustering, amalgamation, etc.) that concerns the future of FIST within FASS in order to avoid any presumptive discourses or top-down directives; this will create lasting local ownership over any restructuring decisions (Concern).
7. Provide more opportunities for a fuller and richer engagement in/with the university and FIST for both undergraduate and graduate students (Concern and Opportunity).

The Outcome of the Review

As a consequence of the review, the graduate and undergraduate programs in Women’s and Gender Studies 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 Feminist Institute for Social Transformation 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 November 13th, 2025. The Institute agreed unconditionally to recommendations # 1; #4 a) and b); #5, and agreed in principle to recommendations #6 and #7. They also agreed to recommendations #2 and #3 while noting that additional resources could help facilitate these recommendations. The unit did not agree to recommendations #4 c) and d), but provided adequate rationale for their response.

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 units and Faculty Dean and forwarded to SQAPC for its review by June 30th, 2027.

The Next Cyclical Review

The next cyclical review of the graduate and undergraduate programs in Women’s and Gender Studies will be conducted during the 29-30 academic year.

Women's and Gender Studies
Unit Response to External Reviewers' Report & Implementation Plan
Programs Being Reviewed: Undergraduate and Graduate (MA) 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 Feminist Institute of Social Transformation was pleased to receive the Reviewers' very positive External Reviewers' report on Tuesday 4 March 2025. This report was shared with our faculty and staff, and we met on Wednesday 2 April 2025 to discuss the responses to the External Reviewers' Report and an Implementation Plan (Section B). We are committed to the continual improvement of our programs to enhance the student, staff, and faculty experience.

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 Course leaf 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: Women's and Gender Studies					
Prepared by (name/position/unit/date): Dr. Amrita Hari, Director of Feminist Institution of Social Transformation, April 11, 2025.					
External Reviewer Recommendation & Categorization Note: Recommendations highlighted in yellow were also made as part of a previous review	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) Provide adequate internal (FIST) and external (FASS, CU) support for junior faculty mentoring by consistently assigning well-matched internal and external faculty mentors at various stages of the career ladder to ensure success in research grants, publication, teaching excellence, and securing tenure and promotion. Weakness & Concern	Agreed to unconditionally	At present, FIST is not expecting to have any new hiring requests approved. We have one junior faculty who will be applying for tenure in the 2025-2026 academic year. The faculty member and Director are working closely to support their tenure and promotion application over Summer 2025. Going forward, the Institute Director along with ODFASS will work to identify appropriate mentors for incoming junior faculty, if they arrive, and draw on the long list of cross-listed faculty to locate the best match.	FIST Director Dean	Pre-Tenure Faculty Member mentoring for application for tenure and promotion will occur in Summer 2025, with the mandatory annual review scheduled for May 12.	N
2) Hire at least three new Research Stream faculty members with specialization in a combination of Critical Disability, Critical Race, Critical Sexualities, Critical Indigenous and Critical Global Studies in order to develop Major Programs and graduate research specialization in these growth areas, including the potential development of a PhD in Feminist Studies in the future as more FIST faculty gain seniority. If the faculty hiring freeze policy has to continue, consider ways of attracting Teaching Post-	Agreed to if additional resources permit	We agree wholeheartedly with the recommendation to hire at least three new research-stream faculty to support a higher number of graduate students in our MA program, teaching, and research. This request would need resources from ODFASS and the appropriate resource planning bodies. We will make submissions to the Dean requesting hires whenever we are given	FIST Director Dean	FIST is amid a leadership transition to be completed July 1, 2025. The new director will have the necessary discussions with	N

<p>Doctoral Fellows funded by the University and external sources (e.g. Killam, Banting, SSHRC) to augment FIST's declining teaching capacity.</p> <p>Weakness, Concern & Opportunity</p>		<p>the opportunity as the possibility of new positions becomes available.</p> <p>FIST does not support the creation of a PhD program in Feminist Studies due to the current economic climate and general hiring freeze in the academic, not-for-profit, and government sectors, which are the sectors our MA students find work. Although we welcome external sources of support as suggested by the reviewers, the small number of faculty do not have the capacity to recruit actively. Moreover, there are concerns with drawing on already precariously employed academics to meet our needs. We are currently waiting to hear the results of an application to SSHRC for a postdoctoral fellowship in FIST, to work with Dr. Manjeet Birk. We will continue to support these kinds of applications whenever possible.</p>		the Dean of FASS in Fall 2025.	
<p>3) Connect undergraduate and graduate student recruitment to public education, community-building and social events, and alumni engagement opportunities that could also bring in notable FIST-FASS-CU alumni as classroom or seminar, guest speakers, student mentors, student internship or practicum hosts, and philanthropic donors to increase the number and size of student awards and scholarships.</p> <p>Opportunity</p>	Agreed to if additional resources permit	<p>The Director and Graduate and Undergraduate Advisor in FIST (The Executive) is currently working with Carleton University Advancement to administer a new donor award for graduate students. This form of recruitment and public education cannot be completed without faculty and staff champions who require time releases and other supports. Moreover, there is a significant drop in our carry-forward and unit funds to organize events that could connect more students to alumni mentors and donors.</p>	Graduate and Undergraduate Advisor	N/A	N

		The graduate and undergraduate advisor is currently working with recruitment to make FIST the focus at faculty and university recruitment events. In terms of community building events, our unit is discussing options for hosting events that do not require significant (or any) budget, including inviting local speakers only.			
<p>4) Articulate more clearly a) the identity (“brand”) of the MA program, b) the MA Program learning outcomes distinct from the undergraduate programs, c) the streams to which students are admitted based on admitted students’ preparation and career goals; possibly, rename the streams (course-based as Applied Professional Stream, essay and thesis-based as Research Streams geared towards PhD and interdisciplinary careers), and d) the specializations parallel to the undergraduate Minor Programs.</p> <p>Weakness, Concern & Opportunity</p>	<p>A. Agreed to unconditionally</p> <p>B. Agreed to unconditionally</p> <p>C. Not agreed to</p> <p>D. Not agreed to</p>	<p>a) Update website to make it clear what the MA program offers and revise relevant portions of the program description.</p> <p>b) Carry-out student surveys, which are already proposed as part of our review plans between cycles, to revise the learning outcomes in advance of the next cyclical program review.</p> <p>c) After a substantive discussion of all three streams of the current MA program, FIST feels strongly that all three streams are research-based, and any of the streams lead to any number of professional outcomes. Any subsequent name change of the MA streams or revisions to the stream descriptions will reflect the research-based nature of all three streams. Additionally, we will address the stigma attached to the coursework stream in orientation and in the core courses to ensure that it is not viewed as a “fail out option”. We welcome discussions with the vice provost of graduate studies</p>	<p>A. Graduate and Undergraduate Director and Part-Time Administrative Assistant.</p> <p>B. Director, Departmental Administrator, Curriculum Committee</p> <p>C. Director and Graduate and Undergraduate Advisor</p>	<p>A. Fall/Winter 2025-2026</p> <p>B. 2025-2026 and 2028-2029 and to the graduate program in 2026-2027 and 2029-2030</p> <p>C. Fall/Winter 2026-2027 after completion of first survey for graduate students.</p>	y

		<p>about options for promoting the coursework stream specifically.</p> <p>d) We do not agree with aligning the specializations with the UG minor programs because we don't have the resources or capacity for this. Moreover, FIST wishes to keep the MA program intersectional, without siloing students. We have designed the MA program to match the core philosophies of WGST1808, which is celebrated by the reviewers.</p>			
<p>5) Assign Pro Temp MA program and research supervisors to MA students at the time of admission to enable early conversations about program expectations, SSHRC and other scholarship applications, potential GRA hiring match, and graduate student life at the Feminist Institute for Social Transformation (FIST) and Carleton.</p> <p>Concern & Opportunity</p>	Agreed to unconditionally	<p>The Graduate and Undergraduate Advisor will assign a mentor for incoming MA students to support them in learning about the program expectations, facilitate scholarship and other funding applications, increase the potential for graduate research assistantships, and generally support them to make the most of graduate student life in FIST.</p>	Graduate and Undergraduate Advisor	N/A	N
<p>6) Protect the identity and integrity of FIST as an academic unit; cultivate the growth of bottom-up, grassroots, faculty-level conversations about any type or form of institutional restructuring (e.g. merger, clustering, amalgamation, etc.) that concerns the future of FIST within FASS in order to avoid any presumptive discourses or top-down directives; this will create lasting local ownership over any restructuring decisions.</p> <p>Concern</p>	Agreed to in principle	<p>At present, discussions of restructuring are occurring on a unit-by-unit basis. FIST has been consulted re: potential staffing changes, which is currently underway and involves conversations with the affected staff.</p>	FIST Director and Dean	N/A	N

<p>7) Provide more opportunities for a fuller and richer engagement in/with the university and FIST for both undergraduate and graduate students.</p> <p>Concern & Opportunity</p>	<p>Agreed to in principle</p>	<p>We will continue the activities that have been viewed favorably by the external reviewers, including our annual student conference. In addition, FIST will: a) revise its orientation program to invite 2nd – 4th year undergraduate students; b) organize informal pizza lunches at least once a semester for all Majors and Minors in our programs; c) continue our “coffee and doughnuts” with MA students from all cohorts; d) involve the Womyn's Support Centre as part of these activities, just as we have with the Graduate Students Association, the Carleton University Students Association, and CUPE4600.</p>	<p>N/A</p>	<p>N/A</p>	<p>N</p>
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