

DATE: January 17, 2022

TO: Senate

FROM: Dr. Dwight Deugo, 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 articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and article 7.2.23 of Carleton's Institutional Quality Assurance Process (IQAP). Article 7.2.23.3 of Carleton's IQAP (passed by Senate on June 21st, 2019 and ratified by the Ontario Universities Council on Quality Assurance on November 22nd, 2019) 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 7.5.1 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 2 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 Biochemistry

SQAPC approval: November 25, 2021

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 Biochemistry.

Senate Motion January 28, 2022:

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

2. Undergraduate Programs in Social Work

SQAPC approval: January 13, 2022

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 Social Work.

Senate Motion January 28, 2022:

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

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

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

EXECUTIVE SUMMARY

The undergraduate programs in Biochemistry reside in the Institute of Biochemistry, housed within the Departments of Biology and Chemistry, a unit administered by the Faculty of Science.

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).

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 Biochemistry and the Dean of the Faculty of Science in a response to the External Reviewers' report and Implementation on Plan that was submitted to SQAPC on November 25, 2021.

FINAL ASSESSMENT REPORT

Introduction

The undergraduate programs in Biochemistry reside in the Institute of Biochemistry, housed within the Departments of Biology and Chemistry, a unit administered by the Faculty of Science. 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).

The site visit, which took place on February 22-24, 2021, was conducted by Dr. Edward Krol, University of Saskatchewan and, Dr. Diana Averill-Bates, Université du Québec à Montréal. The site visit involved formal meetings with the Provost, the Vice-Provost and Associate Vice-President (Academic) and the Dean of the Faculty of Science. The review committee also met with faculty members, contract instructors, staff, and undergraduate students.

The External Reviewers' report, submitted on March 30, 2021 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 Institute of Biochemistry (Appendix A)
- The Report of the External Review Committee (Appendix B).
- The response and implementation plan from the Director of the Institute of Biochemistry (Appendix C)
- The Response from the Dean of the Faculty of Science (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 Biochemistry and agreed to by the Dean of the Faculty of Science, 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 "identified a number of strengths in the Institute's programs. The Institute offers a variety of course opportunities in biochemistry, biology and chemistry which students felt helped to maximize their career opportunities."

Faculty

Speaking with regard to faculty, the external reviewers' stated: "Faculty were identified as being passionate, knowledgeable, providing a safe space for learning and being very accessible and accommodating; one-on-one interactions with faculty were deemed very helpful and students acknowledge that they learned a great deal in these encounters. The pandemic lockdown has resulted in adjustments to assessment methods with a greater emphasis on application of knowledge and group projects, which has been viewed very positively by students."

Students

The external reviewers noted that "Students also felt that the program had many hands-on lab opportunities, and they found a great deal of learning benefit came from these opportunities. Although there are limitations to research opportunities, whenever students had the chance to carry out research, they found this to be of great benefit."

Curriculum

The external reviewers noted that the Biochemistry undergraduate program has four program options for a B.Sc. (Honours Biochemistry, Honours Biochemistry and Biotechnology, Honours Computational Biochemistry, Major Biochemistry), and there is also a 3-term Co-op option available to students in all of the Biochemistry Honours programs. The program is taught jointly by members of the Biology and Chemistry departments and there are four members with partial appointments in Biochemistry."

Since the last program review, several faculty were specifically hired with the Biochemistry program in mind and have partial appointments in the Biochemistry Institute, which has helped focus aspects of the didactic courses as well as the senior year research opportunities. In addition, an instructor has been hired for July 2021 who has a 100% appointment to Biochemistry, which should provide additional focus and strength to the Biochemistry programs. Since the previous cyclic review, specialisations in Biochemistry have been created in the graduate programs in Biology and Chemistry.

Opportunities for program improvement and enhancement

The External Reviewers' Report made 8 recommendations for improvement:

Recommendation 1: Faculty Complement: WEAKNESS

It is essential, in the short-term, to continue to increase the critical mass of faculty with direct hires who are assigned to the Biochemistry Institute and its programs.

Recommendation 2: Physical Teaching Space: WEAKNESS

Space planning on the campus is required. Increased capacity and modernisation for teaching laboratories and the addition of space for computer stations in Biochemistry is an urgent requirement. The additional teaching laboratory space should be located in close proximity to research labs and offices, preferably in the same building. Additional modern laboratory space is required for new faculty recruitment in Biochemistry. A meeting room and office space is essential for students. Ideally, a new or refurbished building to house and consolidate the teaching and research activities in the Biochemistry Institute/future Biochemistry Department in modern facilities is required. This building could also include the Biology teaching laboratories and provide for expansion of the Biology research labs.

Recommendation 3: Student Space-Lack of a Perceived Home: WEAKNESS

A common meeting space is required urgently for Biochemistry students and this needs to be modern and have natural light for an uplifting experience.

Recommendation 4: Curriculum Review: WEAKNESS

A curriculum review that focuses on (i) teaching gaps and redundancies as there appears to be both considerable content overlap between year 2 and 3 courses and potential omissions; (ii) quantification of assessment methods as it is not clear if the learning outcomes of the program are being met. Students in the Biochemistry program should be involved on the Curriculum review committee together with faculty, and in the cyclic program review process.

Recommendation 5: Retention: WEAKNESS

Rendering courses in year 3 and 4 that are more attractive to students will improve retention in the program.

Recommendation 6: Assessment and Accommodations: CONCERN

Develop policies and procedures to improve clarity for assessment and communication of accommodations for students.

Recommendation 7: Co-op Program: CONCERN

If consistent, valuable and impactful experiences cannot be guaranteed for students in the co-op stream, the Institute should dissolve the co-op program.

The co-op option provides students with the opportunity to have discipline-focused employment experiences during their program while adding one additional year to their overall program. Unfortunately, the co-op program is not functioning well with students frustrated over the quality and indicating there were limited placement opportunities. The previous cyclic program review recommended consultations to improve the quality of the co-op experience, however this has not occurred and appears to be impractical as other institutions (Eg. Waterloo) are unlikely to share their connections and insights to a competitor.

Recommendation 8: Creation of a Department of Biochemistry: OPPORTUNITY

A Department of Biochemistry should be a long-term goal with the build-up of a critical mass of faculty.

The creation of a Department of Biochemistry is a logical extension to the Biochemistry Institute and its programs. This would require considerable buildup of a critical mass in Biochemistry faculty, and a solution for suitable, consolidated modern space in Biochemistry on the campus. The administrative personnel assigned to the Biochemistry programs also run the much larger Biology program. Given the large number of Biology students (>1000), the Biochemistry program appears to be an after-thought.

The Outcome of the Review

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

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 Biochemistry and the Dean of the Faculty of Science in a response to the External Reviewers' report and Implementation Plan that was considered by SQAPC on November 25, 2021. The Institute agreed unconditionally to recommendations #4, 6, and 8, and agreed to recommendations #1, 2 and 3 if resources permit. They also agreed to recommendations #5 in principle. The Institute did not agree with recommendation #7.

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 January 30th, 2023.

The Next Cyclical Review

The next cyclical review of the undergraduate programs in Biochemistry will be conducted during the 2024-2025 academic year.

Institute of Biochemistry
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 Biochemistry was pleased to receive the Reviewers' very positive External Reviewers' report on March 31 2021. 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 of Science.

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.

UNIT RESPONSE AND IMPLEMENTATION PLAN

Programs Being Reviewed: Undergraduate programs in Biochemistry

Prepared by (name/position/unit):

External Reviewer Recommendation & Categorization	Unit Response: 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>Weakness (Faculty Complement): It is essential, in the short-term, to continue to increase the critical mass of faculty with direct hires who are assigned to the Biochemistry Institute and its programs.</p>	<p>2. Agreed to if additional resources permit (describe resources)</p>	<p>Biochemistry will continue to request Faculty (Professor and Instructor) positions as this is essential for the success of its programs and growth of the Institute. More specifically, at least three Faculty members over the next CPR cycle will be requested.</p>	<p>Director</p>	<p>Beginning next fiscal year (2022-2023) and ongoing thereafter</p>	<p>N</p>
<p>Weakness (Physical Teaching Space): Space planning on the campus is required. Increased capacity and modernisation for teaching laboratories and the addition of space for computer stations in Biochemistry is an urgent requirement. The additional teaching laboratory space should be located in close proximity to research labs and offices, preferably in the same building. Additional modern laboratory space is required for new faculty recruitment in Biochemistry. A meeting room and office space is essential for students. Ideally, a new or refurbished building to house and consolidate the teaching and research activities in the Biochemistry Institute/future Biochemistry Department in modern facilities is required. This building could also include the Biology teaching laboratories and provide for expansion of the Biology research labs.</p>	<p>2. Agreed to if additional resources permit (describe resources)</p>	<p>Biochemistry will continue to lobby for physical space for the Institute. At present, the Institute of Biochemistry does not possess physical space of its own, which causes ongoing issues. This not only includes teaching space, but also research and office space for current and new Faculty members hired into the Institute (see Weakness (Faculty Complement) above). This is essential for the success of its programs and growth of the Institute. This could initially be space belonging to the Institute of Biochemistry, but shared within the physical space of the Departments of Biology and/or Chemistry. However, this system of lodging Institute members within the physical space attributed to its two associated Departments has been impractical, and even problematic, in the past. Biochemistry requires dedicated space to improve student experience and growth of the Institute.</p>	<p>Director and Dean of Science</p>	<p>Summer 2021 and ongoing thereafter</p>	<p>N</p>

<p>Weakness (Student Space-Lack of Perceived Home): A common meeting space is required urgently for Biochemistry students and this needs to be modern and have natural light for an uplifting experience.</p>	<p>2. Agreed to if additional resources permit (describe resources)</p>	<p>Biochemistry will lobby for Student Meeting space as with Teaching and Research space (see Weakness (Physical Teaching Space) above). This will improve the student experience for the Biochemistry cohort. Other units in Science have been provided such spaces, but none exist for Biochemistry.</p>	<p>Director and Dean of Science</p>	<p>Summer 2021 and ongoing thereafter</p>	<p>N</p>
<p>Weakness (Curriculum Review): A curriculum review that focuses on (i) teaching gaps and redundancies as there appears to be both considerable content overlap between year 2 and 3 courses and potential omissions; (ii) quantification of assessment methods as it is not clear if the learning outcomes of the program are being met. Students in the Biochemistry program should be involved on the Curriculum review committee together with faculty, and in the cyclic program review process.</p>	<p>1. Agreed to unconditionally.</p>	<p>The Institute of Biochemistry has recently established a Curriculum Committee which will assess a) teaching gaps and redundancies within the Biochemistry Programs and b) quantification of assessment methods for learning outcomes, both within programs and within courses. Students within the Biochemistry programs will be recruited in future Biochemistry Curriculum Committees and will continue to be recruited in Cyclic Program Review Committees.</p>	<p>Curriculum Committee and Director</p>	<p>Action partly taken and ongoing thereafter</p>	<p>Y</p>
<p>Weakness (Retention): Rendering courses in years 3 and 4 that are more attractive to students will improve retention in the program.</p>	<p>3. Agreed to in principle.</p>	<p>Addition of a number of new courses to the third and fourth year of all Biochemistry programs have improved the overall variety. Addition of Biotechnology courses into the Biochemistry and Biotechnology program have also improved this program and distinguished it from other Biochemistry programs. However, the lack of available Full-Time Faculty has caused some courses to not be delivered on a yearly basis, if at all. Biochemistry will re-prioritize the delivery schedule of these courses and request addition CIs in the short term, although Full-Time Faculty (FTE) will be required to ensure consistency and stability in the delivery of these highly attractive courses. Additional courses will be discussed within the Curriculum Committee, to align the Institute's offerings with modern teaching and relevant topics for Biochemistry Programs.</p>	<p>Curriculum Committee and Director</p>	<p>Beginning Fall 2021 and ongoing thereafter</p>	<p>Y</p>
<p>Concern (Assessment and Accommodations): Develop policies and procedures to improve clarity for assessment and communication of accommodations for students.</p>	<p>1. Agreed to unconditionally.</p>	<p>Methods of assessment and accommodation for students should be assessed by the Biochemistry Curriculum Committee (see Weakness (Curriculum Review) above). Policies and procedures to improve clarity for assessment and communication of accommodations for</p>	<p>Curriculum Committee and Director</p>	<p>Beginning Summer 2021-Fall 2021</p>	<p>N</p>

		students should be implemented into Biochemistry courses where they are lacking.			
Concern (Co-op Program): If consistent, valuable and impactful experiences cannot be guaranteed for students in the co-op stream, the Institute should dissolve the co-op program.	4. Not agreed to.	All units within Science have the Co-op option in all of their programs. What should be sought after is to improve the number, variety, and quality of Co-op placements for Biochemistry students. This will involve working closely with the CU Cooperative Office to attain high quality placements, and successfully competing with other units both within and outside of the University to acquire them. Cooperative programs at other Canadian Universities should be analyzed for their procedures and successful practices should be implemented into the existing Biochemistry Co-op programs.	Co-op Coordinator and Director	Ongoing	N
Opportunity (Creation of a Department of Biochemistry): A Department of Biochemistry should be a long-term goal with the build-up of a critical mass of faculty.	1. Agreed to unconditionally.	An ultimate goal for the Institute. With other units in Science, this will depend upon direct hires of Faculty into the Institute of Biochemistry to generate a critical mass. Neuroscience started as an Institute within Science, and with a dedicated group of Faculty and Administrators, was able to attain Department status. Biochemistry lacks the critical mass of Faculty. The graduate Specialization in Biochemistry within the Grad Programs of Biology and Chemistry furthers this goal and will be further developed as full programs (rather than Specializations). The realization of Departmental status will allow standalone graduate programs (MSc/PhD) in Biochemistry and allow Faculty (specifically Professors) to be appointed 100% to Biochemistry, without the need to be cross-appointed to another Department in order to supervise Graduate Students.	Director	Ongoing	N

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE
Cyclical Review of the Bachelor of Social Work
Executive Summary and Final Assessment Report**

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

EXECUTIVE SUMMARY

The Bachelor of Social Work resides in the School of Social Work, 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).

The External Reviewers' report offered a very positive assessment of the program. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the program. These recommendations were productively addressed by the Director of the School of Social Work and the Dean of the Faculty of Public Affairs in a response to the External Reviewers' report and Implementation on Plan that was submitted to SQAPC on January 13, 2022.

FINAL ASSESSMENT REPORT

Introduction

The Bachelor of Social Work resides in the School of Social Work, 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).

The site visit, which took place on June 1-3rd, 2021, was conducted by Dr. Valerie Borum from Ryerson University, and Dr. Charmaine Williams from the University of Toronto. 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 School of Social Work. The review committee also met with faculty members, contract instructors, staff, and undergraduate students.

The External Reviewers' report, submitted on July 7, 2021 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 CASWE accreditation documentation and the Self-study supplement developed by members of the School of Social Work (Appendix A)
- The Report of the External Review Committee (Appendix B).
- The response and implementation plan from the Director of the School of Social Work (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 Social Work 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 noted the following strengths:

- The program is aligned with the University's stated mission and priorities regarding innovation, interdisciplinarity, collaboration with community.
- Interdisciplinarity is demonstrated in orientation of the curriculum toward knowledge bases from psychology, sociology, political science and other disciplines. Interdisciplinarity is further demonstrated in BSW program courses that are designed for an interdisciplinary audience, attracting students from a wide range of disciplines at Carleton University and constructing an interdisciplinary learning experience for all students.
- Collaboration with the community is demonstrated in the active relationships the program has with the health, policy and social service sectors to facilitate field education experiences for BSW students.

Faculty

The external reviewers found the "faculty to be highly qualified and felt the School provides mentoring, training, and professional development to ensure field instruction met disciplinary education standards. Specific strengths they identified include the high percentage of permanent and contractual faculty members with post-graduate social work qualifications, and the program's commitment and success with hiring to increase educational equity."

Students

The external reviewers' observed that "students have voting positions on decision making bodies that influence the program and were well informed of available activities to be involved (i.e.: Practicum/field, program/curriculum committee, department board)." They praised faculty members for expressing their "commitment to preparing students adequately for learning experience and practicum placements and future careers in social work, and noted their efforts to do so through the curriculum review and through Co curricular programming that was responsive to students expressed learning needs."

Curriculum

External reviewers praised the "consistency across faculty, staff and students of reported commitments to enhancing the program and openness to collaborating in those efforts. The School of Social Work is engaged in quite a few activities to enhance the quality of the BSW program and the learning and teaching environment. Examples include the integration of Indigenous content throughout the curriculum, hiring to achieve educational equity goals, co-curricular program focused on diversity and equity, and engagement with the community to increase the range of practicum placements available to students. The program has also made good use of resources available within the faculty and the University to support faculty and students and enhance the learning activities available in the BSW program."

Opportunities for program improvement and enhancement

The External Reviewers' Report made 11 recommendations for improvement:

1. Build on current methods for the successful integration of Indigenous content in the BSW curriculum to similarly integrate content on racialized populations and racism in core curriculum.
2. Follow through on stated planned to implement a full program level assessment with the assistance of staff and resource is available through the Office of the Vice-Provost for designing and scaling up assessment methods. Increase opportunities for a broader range of stakeholders to be involved in assessments.
3. Explore opportunities to further expand modes of delivery to meet program learning outcomes.
4. Enhance course design, resource and teaching team processes that support instructors and ensure consistency in course experience.
5. Identify and/or develop a specific committee that addresses the assessment of learning outcomes, as outlined in B4 (Program Learning Outcomes Assessment Plan, Cyclical Program Review document).
6. Include a member from Field Education on the program committee to ensure field education is noted and included as part of the overall curriculum.
7. Identify and integrate curricular and Co curricular opportunities to reinforce connections between curriculum and preparation for generalist social work practice.
8. Review the balance of introductory versus advanced skills being taught at different levels in the core curriculum.
9. For future reporting, demonstrate how the financial resources (eg. Evelyn Maud Mccorkle fund etc.) are directly connected to recruitment and retention of diverse students with economic needs.
10. For future reporting, provide clear information about retention rates inclusion rates for full members versus part time students.
11. Develop a strategy to seek input from a broader range of stakeholders to inform program enhancements.

The Outcome of the Review

As a consequence of the review, the Bachelor of Social Work was categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.13).

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 Social Work 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 January 13, 2021. The School agreed unconditionally to recommendations #1, 2, 4, 5, 6, 7, 8, 9, and 10. They agreed in principle to recommendation #3, and agreed to recommendation #11 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 and Faculty Dean, and forwarded to SQAPC for its review by June 30th, 2023.

The Next Cyclical Review

The next cyclical review of the Bachelor of Social Work will be conducted during the 2026-27 academic year.

Social Work
Unit Response to External Reviewers' Report & Implementation Plan
Programs Being Reviewed: Bachelor of Social Work

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 School of Social Work was pleased to receive the reviewer's external report on July 19th, 2021. This report was shared with program supervisors and staff. It will be shared with faculty at the faculty retreat on August 25th, 2021. 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 of the Faculty of Public Affairs.

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.

UNIT RESPONSE AND IMPLEMENTATION PLAN

Programs Being Reviewed:

Prepared by (name/position/unit):

External Reviewer Recommendation & Categorization	Unit Response (choose only one for each recommendation): 1- Agreed to unconditionally 2- Agreed to if additional resources permit (describe resources) 3- Agreed to in principle 4- Not agreed to Rationales are required for categories 2, 3 & 4	Action Item	Owner	Timeline	Will the action described require calendar changes? (Y or N)
1. Build on current methods for the successful integration of Indigenous content in the BSW curriculum to similarly integrate content on racialized populations and racism in core curriculum. (Concern and Opportunity)	1 – Agreed to unconditionally	<p><i>Summer 2021 – update Brightspace website with Indigenous resources for instructors. Share this, Indigenous Teaching Bundles, and Anti-Racism resources with all instructors for the coming and all future years.</i></p> <p><i>Continue to enrich Indigenous and Anti-racism resources and share with faculty and have the undergraduate supervisor review course outlines to ensure all courses contain content that speaks to racialized populations and address racism and Indigeneity.</i></p> <p><i>In 2021-2022 the undergraduate committee will also review the resources that the School is using for Indigenization and Anti-Racism and will make recommendations regarding where (which year) in the curriculum they might be useful. This will help to reduce</i></p>	<p><i>Brightspace update – SSW Indigenization committee</i></p> <p><i>Integration of Anti-racism and Indigenization resources – all SSW faculty with support from program supervisors and director.</i></p> <p><i>Sharing resources and course outline review – SSW undergraduate supervisor</i></p> <p><i>Recommendations for integrating</i></p>	<p><i>Brightspace update – summer 2021</i></p> <p><i>Integration – ongoing</i></p> <p><i>Course outline review – before every term.</i></p> <p><i>Recommendations for where to have this content in the curriculum will be developed and shared with instructors by May 2022.</i></p>	N

		<i>repetition of resources throughout the program.</i>	<i>resources in which years of the program – SSW undergraduate committee.</i>		
2. Follow through on stated plan to implement a full program-level assessment with the assistance of staff and resources available through the Office of the Vice-Provost for designing and scaling up assessment methods. Increase opportunities for a broader range of stakeholders to be involved in assessments. (Weakness)	<p><i>2- Agreed</i></p> <p><i>We currently utilize our community forum to engage stakeholders in the assessment of our graduate program. The stated plan involves ongoing support from the Dean of FPA who currently provides funding for the community forum.</i></p>	<p><i>Implementation of the current plan – ongoing.</i></p> <p><i>Development of community survey – fall/winter 2021-2022.</i></p>	<p><i>Implementation of plan – SSW undergraduate supervisor</i></p> <p><i>Survey development – SSW undergraduate supervisor and director</i></p>	<p><i>Survey development – fall/winter 2021-2022, implementation spring 2022 (see also recommendation #11)</i></p> <p><i>Implementation of plan – ongoing</i></p>	<i>N</i>
3. Explore opportunities to further expand modes of delivery to meet program learning outcomes. (Opportunity)	<p><i>3- agreed to in principle.</i></p> <p><i>We currently offer a range of courses in the daytime, evenings and as intensives. As part of our regular program delivery (not COVID related), we offer over 1/3 of our curriculum either in the evenings or through web-based asynchronous delivery (12 of 38 undergraduate courses delivered in the 2021-2022 academic year). This has increased significantly over the past 5 years, during which time, we have developed five online courses in the program to increase this flexibility. We will continue this commitment. Practicum delivery remains a point of inflexibility though in recent years this has improved with the introduction of more</i></p>	<i>Ongoing maintenance of web-based courses and offering evening options for students.</i>	<i>SSW Undergraduate administrator, director and undergraduate program supervisor.</i>	<i>Ongoing</i>	<i>N</i>

	<p><i>web-based and research-based practicums some of which we hope to sustain.</i></p> <p><i>We continue to be committed to primarily being a program delivered in a face-to-face format as students have expressed a strong preference for this mode of delivery.</i></p>				
4.Enhance course design, resources and teaching team processes that support instructors and ensure consistency in course experience. (Concern)	<p><i>1- Agreed to unconditionally</i></p> <p><i>Supports to instructors have been enhanced over the past few years. The program supervisors work closely with all instructors and support teaching teams through the use of course leads (experienced faculty members). The undergraduate program supervisor will continue to review all course outlines to ensure consistency across sections.</i></p>	<p><i>Ongoing review of course outlines on an annual basis.</i></p> <p><i>Ongoing support for instructors from teaching mentor and undergraduate supervisor.</i></p> <p><i>Ongoing development of teaching teams with use of course leads.</i></p>	<p><i>SSW Undergraduate program supervisor</i></p>	<p><i>Ongoing</i></p>	<p><i>N</i></p>
5.Identify and/or develop a specific committee that addresses the assessment of learning outcomes, as outlined in B4 (Program Learning Outcomes Assessment Plan, Cyclical Program Review document). (Weakness)	<p><i>1- Agreed to unconditionally</i></p> <p><i>The undergraduate program committee under the leadership of the undergraduate supervisor is already designated as the body to assess learning outcomes.</i></p>	<p><i>The undergraduate supervisor will continue to work with the committee to set, revise and assess program level learning outcomes.</i></p>	<p><i>SSW Undergraduate program supervisor</i></p>	<p><i>Annually in the spring.</i></p>	<p><i>N</i></p>
6.Include a member from Field Education on the Program Committee to ensure field education is noted and included as part of the overall curriculum. (Opportunity)	<p><i>1- Agreed to unconditionally</i></p> <p><i>The undergraduate field coordinator has always been and will continue to be a member of the undergraduate program committee to ensure field education is noted and included as part of the overall curriculum.</i></p>	<p><i>Continue this practice in assigning field coordinators to the undergraduate program committee.</i></p>	<p><i>Director</i></p>	<p><i>Annual</i></p>	<p><i>N</i></p>

<p>7. Identify and integrate curricular and co-curricular opportunities to reinforce connections between curriculum and preparation for generalist social work practice. (Opportunity)</p>	<p><i>1 – Agreed to unconditionally</i> <i>This is the ongoing work of the program supervisor and faculty in the program.</i></p>	<p><i>Continue providing co-curricular and curricular opportunities to students. Instructors will continue to clearly articulate course level and program level learning outcomes in their course outlines and will review them the first day of each class.</i></p>	<p><i>All faculty</i></p>	<p><i>Ongoing</i></p>	<p><i>N</i></p>
<p>8. Review the balance of introductory versus advanced skills being taught at different levels of the core curriculum. (Opportunity)</p>	<p><i>1- Agreed to unconditionally</i></p>	<p><i>The BSW program committee will carry out this review and make any necessary program revisions. A report of this review will be made to the departmental board. Any changes will be made in consultation with the Faculty of Public Affairs.</i></p>	<p><i>Undergraduate program supervisor and undergraduate committee</i></p>	<p><i>Review undertaken during fall/winter 2021-2022.</i></p>	<p><i>Possible calendar changes may be recommended but given the recent program change, our preference would be to enhance curriculum within existing structure.</i></p>
<p>9. For future reporting, demonstrate how the financial resources (e.g., Evelyn Maud McCorkell Fund, etc.) are directly connected to recruitment and retention of diverse students with economic needs. Give a breakdown of how the Evelyn Maud McCorkell Fund is allocated. What amount/percentage goes to students, faculty research, etc.? (Opportunity)</p>	<p><i>1-agreed to unconditionally</i> <i>One third of the EMMF fund was redistributed to the office of advancement to provide scholarships to students. The other 2/3 of the funds go to the overall functioning of the SSW, including supporting faculty research, co-curricular activities (e.g., Black History Month, ASIST training) and infrastructure projects (e.g., mural development). The proportion of the fund that goes to each of these activities changes every year and we have been</i></p>	<p><i>Demonstrate use of financial resources in future cyclical review reports.</i></p>	<p><i>SSW Undergraduate supervisor and Director</i></p>	<p><i>Next cyclical review</i></p>	<p><i>N</i></p>

	<p><i>improving our reporting on funded activities which can be reported on in future cyclical reviews</i></p> <p><i>In 2020-2021 the School worked with the Office of Advancement to establish a specific scholarship for BIPOC students. Other bursaries are designated for students in financial need.</i></p>				
<p>10. For future reporting, provide clearer information about retention rates and graduate rates for full-time versus part-time students. (Concern)</p>	<p><i>1- Agreed to unconditionally</i></p>	<p><i>Explain table more fully in next report.</i></p>	<p><i>Undergraduate supervisor and director</i></p>	<p><i>Next cyclical review</i></p>	<p><i>N</i></p>
<p>11. Develop a strategy to seek input from a broader range of stakeholders to inform program enhancements. (Concern)</p>	<p><i>2- Agreed to with resources provided by the Dean's office</i></p> <p><i>With funding provided through FPA, the School has hosted a community forum every two years with community partners. This has primarily focused on enhancing the graduate program but can be expanded to enhance the BSW program with support from the Dean's office. This forum has had relatively low levels of participation, even when carried out remotely.</i></p>	<p><i>Annual supplementary budget requests to the Dean that include financial support for an expanded community forum.</i></p> <p><i>Development of survey for community partners – fall/winter 2021-2022.</i></p>	<p><i>Community survey development – SSW Director and undergraduate supervisor.</i></p> <p><i>Survey implementation and community forum – SSW Undergraduate supervisor (in collaboration with graduate supervisor)</i></p> <p><i>Increased funding for community forum – Dean FPA</i></p>	<p><i>Survey development – fall/winter 2021-2022.</i></p> <p><i>Implementation of survey once every two years, beginning spring 2022.</i></p> <p><i>Community forum once every two years beginning spring 2023.</i></p>	<p><i>N</i></p>

