



DATE: November 17, 2017

TO: Senate

FROM: Dr. Jerry Tomberlin, Acting Provost and Vice-President (Academic), and Chair, Senate Academic Program Committee 

RE: Final Assessment Reports and Executive Summaries

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**Background**

The Final Assessment Report and Executive Summary is 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 26<sup>th</sup>, 2015 and ratified by the Ontario Universities Council on Quality Assurance on September 25<sup>th</sup>, 2015) stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SAPC 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 recommendation to Senate and fulfilling their responsibilities under the IQAP, members of SAPC were provided with all the appendices listed on page 2 of the Final Assessment Report and Executive Summary. 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.

Major modifications described in the Action Plan, contained within the Final Assessment Report, are subject to approval by the Carleton University Committee on Quality Assurance, the Senate Committee on Curriculum, Admission, and Studies Policy, the Senate Academic Program Committee (SAPC) and Senate as outlined in articles 7.5.1 and 5.1 of Carleton's IQAP.

Once approved by Senate, the Final Assessment Report, Executive Summary and Action Plan will be forwarded to the Ontario Universities' Council on Quality Assurance and to Carleton's Board of Governors for information. The Executive Summary and Action Plan 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 three 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 that Senators agree can be covered by the omnibus motion.

**THAT** Senate approve the Final Assessment Reports and Executive Summaries arising from the Cyclical Program Reviews as presented below.

### **Final Assessment Report and Executive Summary**

#### **1. Undergraduate and Graduate programs in Art History**

##### **SAPC Motion November 2, 2017:**

**THAT** SAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the Bachelor of Arts in Art History, Bachelor of Arts in Theory of Architecture and the Master of Arts in Art History.

##### **Senate Motion November 24, 2017**

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

#### **2. Undergraduate program in Food Science & Nutrition**

##### **SAPC Motion November 2, 2017:**

**THAT** SAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the Bachelor of Science (Honours) in Food Science and Nutrition.

##### **Senate Motion November 24, 2017**

**THAT** Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate program in Food Science & Nutrition.

#### **3. Undergraduate and Graduate programs in Music**

##### **SAPC Motion November 2, 2017:**

**THAT** SAPC recommends to Senate the approval of the Final Assessment Report and Executive Summary arising from the cyclical review of the undergraduate and graduate programs in Music.

##### **Senate Motion November 24, 2017**

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

**CARLETON UNIVERSITY COMMITTEE ON  
QUALITY ASSURANCE**

**Cyclical Review of the undergraduate and graduate programs  
in Art History, and History and Theory of Architecture  
Executive Summary and Final Assessment Report**

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

**EXECUTIVE SUMMARY**

The undergraduate programs (BA in Art History; BA in History and Theory of Architecture) and graduate program (MA in Art History) reside in Art History, a sub-unit of Carleton University's School for Studies in Art and Culture, a unit administered by the Faculty of Arts and Social Sciences.

As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The External Reviewers' report, submitted to the School in Art and Culture on February 23<sup>rd</sup>, 2016, 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 and Assistant Director (Art History) of the School in Art and Culture, the Dean of the Faculty of Arts and Social Sciences, and the Dean of the Faculty of Graduate and Postdoctoral Affairs in a response to the External Reviewers' report that was submitted to CUCQA on October 26<sup>th</sup>, 2016.

An Action Plan detailing how, when and by whom the recommendations will be implemented was received and approved by CUCQA on October 11<sup>th</sup>, 2017.

## FINAL ASSESSMENT REPORT

### Introduction

The undergraduate programs (BA in Art History; BA in History and Theory of Architecture) and graduate program (MA in Art History) reside in Art History, a sub-unit of Carleton University's School for Studies in Art and Culture, a unit administered by the Faculty of Arts and Social Sciences. This review was conducted pursuant to the Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP). As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The site visit, which took place on January 14<sup>th</sup> and 15<sup>th</sup>, 2016, was conducted by Dr. Sharon Gregory from St. Francis Xavier University and Dr. Catherine MacKenzie from Concordia University. The site visit involved formal meetings with the Vice-Provost and Associate Vice-President (Academic), the Dean of the Faculty of Arts and Social Sciences, the Dean of the Faculty of Graduate and Postdoctoral Affairs, and the Director of the School for Studies in Art and Culture. The review committee also met with faculty members, contract instructors, staff, and undergraduate and graduate students.

The External Reviewers' report, submitted on February 16<sup>th</sup>, 2016, 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 Action Plan

This report draws on eight documents:

- The Self-study developed by members of the School for Studies in Art and Culture (Appendix A)
- The Report of the External Review Committee (Appendix B).
- Communication from CUCQA regarding the outcome of the external review (Appendix C)
- The response from the Director and Assistant Director (Art History) of the School for Studies in Art and Culture, the Dean of the Faculty of Arts and Social Sciences, and the Dean of the Faculty of Graduate and Postdoctoral Affairs to the Report of the External Review Committee (Appendix D).
- The internal discussant's recommendation report (Appendix E).
- The communication from CUCQA regarding the outcome of the review (Appendix F).
- The program's Action Plan (Appendix G)
- The acceptance by CUCQA of the Action Plan (Appendix H)

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

This Final Assessment Report contains the Action Plan (Appendix G) agreed to by the Director and Assistant Director (Art History) of the School for Studies in Art and Culture, the Dean of the Faculty of Arts and Social Sciences, and the Dean of the Faculty of Graduate and Postdoctoral Affairs, regarding the implementation of recommendations for program enhancement to have been advanced as a consequence of the cyclical program review process.

The Action Plan provides an account of who is responsible for implementing the agreed upon recommendations, as well as of the timelines for implementation and reporting.

### **Strengths of the programs**

#### *General*

The External Reviewers' Report states that "the unit is a vibrant site for student learning and for the creation of new, and in many cases internationally appreciated, scholarly insights through the work of its faculty, and its students as mentored by their faculty advisors." The External Reviewers also stated that they "were struck by the many ways in which the programs take advantage of Carleton University's location in a city that houses major national art and material culture museums and an increasingly vibrant gallery scene . . . The "Capital Advantage" is not a hollow public relations term here, but rather is a genuine part of what makes the Art History programs distinct from many of their counterparts in Canada. "

#### *Faculty*

The External Reviewers' Report indicates that faculty members have a commitment that "is grounded in a highly admirable ethos of teaching and mentoring in the unit: that this is often combined with excellent to outstanding research productivity makes the obvious dedication to teaching even more noteworthy". The reviewers were "struck by the care with which course descriptions and syllabi were prepared and with the variety of intellectual frameworks and assignment structures that were offered across the unit" and that student are able to develop "a variety of important skills through carefully considered and in many cases innovative assignments." Graduate students had "expressed their gratitude to faculty for their 'flexible and agile' approach to responding to their varied academic needs, and for the very high level of mentoring that they experience in the unit."

#### *Students*

The Self-Study identified a high level of student satisfaction with the programs, which was confirmed in the External Reviewers' interviews with students during their site visit. The students "stressed the quality of the faculty and their high availability to students and their engagement." In particular, undergraduate students "appreciated the focus on academic development, skills, and resources, as well as the many ways they were afforded to become involved in the Ottawa arts community, and opportunities afforded through field trips and travel abroad" and graduate students had "a special appreciation for the degree of mentoring support they receive from faculty."

#### *Curriculum*

The External Reviewers noted distinct characteristics of the Carleton undergraduate Art History programs, including "its deep commitment to Canadian art, and... its long-standing focus on Aboriginal art, both historical and contemporary" and "its emphasis on richly layered experiential learning."

### **Challenges faced by the programs**

While the programs are generally successful, the External Reviewers did note some challenges. Specifically, they identify “the most important issues facing the undergraduate programs in the unit arise from pending faculty retirements on the immediate horizon.” These anticipated retirements, include a notable senior faculty member who has a strong presence in teaching, graduate supervision, and research, including a high level of research funding. As well, one of the three faculty members directly associated with History and Theory of Architecture program was also anticipated to retire.

### **Opportunities for program improvement and enhancement**

The External Reviewers’ Report made 19 recommendations for improvement:

1. *The central university office/offices of institutional analysis responsible for providing information about students in programs and across programs should supply data that gives external reviewers adequate support for their tasks.*
2. *SSAC, working in conjunction with senior administrators at Carleton University, should ensure that the Art History unit be provided with the necessary resources to retain the faculty position in the area of historical aboriginal arts and cultures that might otherwise be lost due to retirement.*
3. *The unit should plan a system of rotation in Study Abroad experiences, so that all faculty members who wish to travel abroad with students are afforded the opportunity to do so.*
4. *The Art History unit should work to strengthen its ties with alumni to find potential financial support for a Study Abroad program.*
5. *The unit might consider the possibility of offering students the opportunity for a semester abroad in their third year.*
6. *ARTH 2406 should be moved to the Post-1750 section of the second-year requirements, or at least re-articulate the sections to state that courses are required from Pre-1800 and Post-1800.*
7. *SSAC, working in conjunction with senior administration at other levels at Carleton University, should ensure that a third position associated with the BA in the History and Theory of Architecture be maintained.*
8. *The current funding packages for domestic MA students should be continued at current levels.*
9. *The unit should attempt to ensure that all adjunct professors be employed in a more extensive capacity than as occasional guest lecturers in existing courses.*
10. *We encourage SSAC to continue to pursue workload analyses and revisions to job descriptions for administrative staff in light of the changing, sometimes expanding needs of its reporting units. The Undergraduate Administrator position should be made permanent.*
11. *SSAC should continue to pursue the easiest pathways for team-teaching in SSAC to increase the possibility of pursuing academic connections that might involve two or three of the programs on a regular, more than perfunctory basis.*
12. *The Art History unit is encouraged to continue its conversations about synergetic hiring, with input from all members.*
13. *The Art History unit should consider developing direct recruitment and mentoring activities that involve undergraduate and graduate students.*
14. *The unit should search for ways of encouraging HTA students to participate more fully in the life of the unit and to cohere more with the Art History cohort.*

15. *The unit develop a system whereby the destination of students graduating from the various streams of the MA be tracked for at least the first five years.*
16. *Administrative staff representatives, with the support of the Director of SSAC, must ensure that classroom assignments are appropriate for the teaching and learning needs of those involved in the Art History unit.*
17. *Through their appropriate administrators, the Art History unit and the Carleton University Art Gallery should seek to identify a room in the gallery complex for course-related activities and objectives that circulate around objects in the collections.*
18. *Art History should work towards the creation of a dedicated common area for MA students in the immediate proximity of faculty offices.*
19. *Carleton University, recognized for its commitment to Aboriginal studies, must identify funding to host the Knowledge Sharing database (known as the GKS) in a data centre, perhaps the department's Audio-Visual Resources Centre.*

CUCQA considered all recommendations pertinent and invited the School to address each of them in their response and subsequent Action Plan.

### **The Outcome of the Review**

As a consequence of the review, the undergraduate and graduate programs in Art History and History and Theory of Architecture were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

### **The Action Plan**

The recommendations that were put forward as a result of the review process were productively addressed by the Director and Assistant Director (Art History) of the School for Studies in Art and Culture, the Dean of the Faculty of Arts and Social Sciences, and the Dean of the Faculty of Graduate and Postdoctoral Affairs in a response to the External Reviewers' report that was considered by CUCQA on October 26<sup>th</sup>, 2016. An Action Plan detailing how, when and by whom the recommendations will be implemented was received and approved by CUCQA on October 11<sup>th</sup>, 2017.

The School was generally pleased with the report and agreed to implement a number of recommendations. The School unconditionally agreed to take action on recommendations #3, #4, #6, #9, #10 (noting the Undergraduate Administrator position has always been a permanent position), #11, #12, #13, #14, #15, and #19. The School also agreed to take action on recommendations #1, #2, #7, #8, #16, and #18; however, these are contingent on support or resources outside of the School.

The response to the remaining recommendations provided justifications for the School's decision to decline taking action. The reasons for such decisions were related either to issues of resources that are beyond the School's control (recommendations #17), or to the School's opinion that alternative actions should be taken instead (recommendations #5). CUCQA accepted the School's rationale regarding recommendations that were declined.

It is to be noted that Carleton's IQAP provides for the monitoring of action plans. A joint report will be submitted by the academic unit(s) and Faculty Dean(s), and forwarded to CUCQA for its review. In the case of the programs in Art History, and History and Theory of Architecture, the majority of

monitoring will be achieved by means of an update on the Action Plan, which is expected by January 1st, 2019.

**The Next Cyclical Review**

The next cyclical review of the programs in Art History, and History and Theory of Architecture will be conducted during the 2021-22 academic year.



## Action Plan

Cyclical Program Review of the Undergraduate and Graduate Programs in Art History and History and Theory of Architecture

School for Studies in Art and Culture: Art History

January 18, 2017

External Reviewer's Recommendation	Action	Responsibility	Timeline	Notes
<b>1. The central university office/offices of institutional analysis responsible for providing information about students in programs and across programs should supply data that gives external reviewers adequate support for their tasks.</b>	This recommendation was referred to the SSAC Director for discussion with the Office of Institutional Research and Planning (OIRP).	SSAC Director	Ongoing	SSAC's Director is at present in discussion with OIRP about the need to supply program-specific statistics, rather than only statistics that deal primarily or exclusively with the School as a whole."
<b>2. SSAC, working in conjunction with senior administrators, should ensure that the Art History unit be provided with the necessary resources to retain the faculty position in the area of historical aboriginal arts and cultures that might otherwise be lost due to retirement.</b>	This recommendation was referred to the SSAC Director, who is responsible for SSAC: Art History hires.	SSAC Director	Ongoing	There is at present a search for a new CRC in North American Indigenous Visual and Material Culture.
<b>3. The unit should plan a system of rotation in Study Abroad experiences, so that all faculty members who wish to travel abroad with students are afforded the opportunity to do so.</b>	This recommendation was referred to the Art History Planning Committee (AHPC), which has established a study abroad course.	SSAC Assistant Director: Art History	Ongoing	This course can be taught in any semester by any faculty who wishes to do so.
<b>4. The Art History unit should work to strengthen its ties with alumni to find potential financial support for a Study Abroad program.</b>	This recommendation will be referred to the AHPC, which will approach the FASS Development Officer to help	SSAC Director and SSAC Assistant Director: Art History	Ongoing	

	fund study abroad programs.			
<b>5. The unit might consider the possibility of offering students the opportunity for a semester abroad in their third year.</b>	This recommendation was referred to the AHPC, which will continue to work on study abroad programs with Carleton International.	SSAC Assistant Director: Art History	Ongoing	
<b>6. ARTH 2406 should be moved to the Post-1750 section of the second-year requirements, or at least re-articulate the sections to state that courses are required from Pre-1800 and Post-1800.</b>	This recommendation was referred to the Art History Curriculum Committee.	SSAC Assistant Director: Art History	2016	We have decided to re-articulate the sections as 'pre-1800' and 'post-1800'.
<b>7. SSAC, working in conjunction with senior administration, should ensure that a third position associated with the BA in the History and Theory of Architecture (HTA) be maintained through a tenure-track hire.</b>	This recommendation was referred to the SSAC Director, who is developing an application to hire a replacement for the HTA faculty member who will be retiring in 2017-18.	SSAC Director	Ongoing	
<b>8. The current funding packages for domestic MA students should be continued at current levels.</b>	This recommendation was referred to the Graduate Supervisor, who will discuss the matter with the Faculty of Graduate and Postgraduate Affairs (FGPA).	Art History Graduate Supervisor	Ongoing	Funding packages are not under the purview of SSAC: Art History, but of FGPA.
<b>9. The unit should attempt to ensure that all adjunct professors be employed in a more extensive capacity than as occasional guest lecturers in existing courses.</b>	This recommendation was referred to the AHPC, which has already implemented some actions and will continue to discuss	SSAC Assistant Director: Art History	Ongoing	Some adjuncts are teaching courses as contract instructors; some HTA adjuncts have

	the matter.			given architectural tours.
<b>10. We encourage SSAC to continue to pursue workload analyses and revisions to job descriptions for administrative staff in light of the changing, sometimes expanding needs of its reporting units. The Undergraduate Administrator position should be made permanent.</b>	This recommendation was referred to the SSAC Director, who is responsible for SSAC administrative staff. He will identify and implement useful alterations to the job descriptions of administrative staff.	SSAC Director	Ongoing	The SSAC undergraduate administrator's position (Art History and Film Studies) is and has always been a permanent position. It was a contract position only for a short period of time during the search for a permanent replacement.
<b>11. SSAC should continue to pursue the easiest pathways for team-teaching in SSAC to increase the possibility of pursuing academic connections that might involve two or three of the programs on a regular, more than perfunctory basis.</b>	This recommendation was referred to the AHPC and the SSAC Committee of the whole for further discussion.	SSAC Assistant Director: Art History and SSAC Director.	Ongoing	Team-taught courses by faculty in all three SSAC units and by art history and HTA faculty members are being tested.
<b>12. The Art History unit is encouraged to continue its conversations about synergetic hirings, with input from all members.</b>	This recommendation was referred to the AHPC and to the SSAC Director, who is responsible for SSAC: Art History hires.	SSAC Director	Ongoing	We are in the process of hiring a senior specialist in Chinese Art History (Confucius Chair in Art History), and we are preparing an application for a new hire in the HTA.
<b>13. The Art History unit should consider developing direct recruitment and mentoring activities that involve undergraduate and graduate students.</b>	This recommendation was referred to the AHPC, which has already	Art History Undergraduate and Graduate Supervisors,	Ongoing	Students now participate at recruiting fairs and current MA

	implemented some actions and will continue to discuss the matter. It has also been taken to the SSAC Recruitment & Retention Committee, which is exploring recruitment activities that are built around participation by current students.	SSAC Recruitment and Retention Committee		students meet with prospective MA students.
<b>14. The unit should search for ways of encouraging HTA students to participate more fully in the life of the unit and to cohere more with the Art History cohort.</b>	This recommendation was referred to the AHPC, which has already implemented some actions will continue to discuss the matter.	Art History and HTA Undergraduate Supervisors	Ongoing	Undergraduate student society open to both programs; extracurricular events (tours and field trips) for art history and HTA students; shared student lounge; annual dinner for all graduating students in Art History and in HTA; student social media coordinator for each program who work together to promote events.
<b>15. The unit should develop a system whereby the destination of students graduating from the various streams of the MA be tracked for at least the first five years.</b>	This recommendation has been referred to the Art History Graduate Committee, which will look into ways to track our MA	Art History Graduate Supervisor	Ongoing	The unit has kept a fairly thorough, if informal, record of MA alumni through email correspondence

	alumni in a more systematic manner.			and through our website.
<b>16. Administrative staff representatives, with the support of the Director of SSAC, must ensure that classroom assignments are appropriate for the teaching and learning needs of those involved in the Art History unit.</b>	This recommendation has been referred to the SSAC Director, who has discussed this matter with the university scheduling office.	SSAC Director	Ongoing	The scheduling office, on the request of the SSAC Director, will be implementing new scheduling procedures in summer, 2017 to meet our specific classroom needs.
<b>17. Through their appropriate administrators, the Art History unit and the Carleton University Art Gallery (CUAG) should seek to identify a room in the gallery complex for course- related activities and objectives that circulate around objects in the collections.</b>	This recommendation was referred to the SSAC Director, who is responsible for SSAC space management. He will discuss the issue with the CUAG Director.	SSAC Director	Ongoing	The development of a CUAG study room has been an ongoing concern for some time now, but the challenges with meeting this recommendation are: 1. CUAG is independent from SSAC and has its own priorities; 2. allotment of space at Carleton is ultimately a university (not a departmental) decision.
<b>18. Art History should work towards the creation of a dedicated common area for MA students in the immediate proximity of faculty offices.</b>	This recommendation was referred to the Art History Graduate Committee.	Art History Graduate Supervisor	Ongoing	At present, the Art History MA students have two large student offices and the kitchen reception area is

				available for their use. Space in St. Pat's is very tight and although we regularly encourage the creation of facilities like those described here, SSAC does not have a claim to space that it does not already own.
<b>19. Carleton University, recognized for its commitment to Aboriginal studies, must identify funding to host the Knowledge Sharing database (known as the GKS) in a data centre, perhaps the department's Audio-Visual Resources Centre.</b>	No action			The database is based in GRASAC, which is led by CRC Ruth Phillips and is housed in Carleton's ICSLAC. SSAC: Art History has no authority in the matter.

**CARLETON UNIVERSITY COMMITTEE ON  
QUALITY ASSURANCE**

**Cyclical Review of the undergraduate program in Food Science and Nutrition  
Executive Summary and Final Assessment Report**

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

**EXECUTIVE SUMMARY**

The undergraduate program (B.Sc.) in Food Science and Nutrition is hosted by the Department of Chemistry, a unit administered by the Faculty of Science.

As a consequence of the review, the program was categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The External Reviewers' report, submitted to the Department of Chemistry on April 6<sup>th</sup>, 2016, 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 Instructors in the Food Science and Nutrition program, the Chair of the Department of Chemistry and the Dean of Science in a response to the External Reviewers' report that was submitted to CUCQA on August 10<sup>th</sup>, 2016.

An Action Plan detailing how, when and by whom the recommendations will be implemented was received and approved by CUCQA on October 11<sup>th</sup>, 2017.

## FINAL ASSESSMENT REPORT

### Introduction

The undergraduate program (B.Sc.) in Food Science and Nutrition is hosted by the Department of 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 categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The site visit, which took place on March 7<sup>th</sup> and 8<sup>th</sup>, 2016 was conducted by Dr. Richard Holley from the University of Manitoba and Dr. Valerie Orsat from McGill University. The site visit involved formal meetings with the Assistant Vice-President (Academic), the Associate Dean of Undergraduate Affairs in the Faculty of Science, and the Chair of the Department of Chemistry. The review committee also met with faculty members, staff, and undergraduate students.

The External Reviewers' report, submitted on April 6<sup>th</sup>, 2016, 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 Action Plan

This report draws on eight documents:

- The Self-study developed by members of the Department of Chemistry (Appendix A)
- The Report of the External Review Committee (Appendix B).
- Communication from CUCQA regarding the outcome of the external review (Appendix C)
- The response from the Instructors in the Food Science and Nutrition program, the Chair of the Department of Chemistry and the Dean of Science to the Report of the External Review Committee (Appendix D).
- The internal discussant's recommendation report (Appendix E).
- The communication from CUCQA regarding the outcome of the review (Appendix F).
- The program's Action Plan (Appendix G)
- The acceptance by CUCQA of the Action Plan (Appendix H)

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

This Final Assessment Report contains the Action Plan (Appendix G) agreed to by the Director of the Department of Chemistry and the Dean of the Faculty of Science, regarding the implementation of recommendations for program enhancement advanced as a consequence of the cyclical program review process.

The Action Plan provides an account of who is responsible for implementing the agreed upon recommendations, as well as of the timelines for implementation and reporting.



## **Strengths of the programs**

### *General*

The External Reviewers' Report states that "the Food Science and Nutrition program (FSN) at Carleton University is unique by its emphasis on food regulations, risk management, and food contaminants."

### *Faculty*

The External Reviewers' Report indicates "The program is offered by a group of young, enthusiastic and talented academic staff." The External Reviewers also noted "There is considerable synergy as a result of the FSN program being housed in the Chemistry Department, and students are exposed to well qualified staff and fully equipped student and research laboratories."

### *Students*

The External Reviewers noted "a close working relationship between faculty and students" and that "the students expressed positive experiences and an appreciable level of enthusiasm."

### *Curriculum*

The External Reviewers noted "one of the strengths of the program is the experiential learning students achieve through laboratory instruction."

## **Challenges faced by the programs**

While the programs are generally successful, the External Reviewers did note some challenges. Specifically, they identify that the "program delivery is substantially dependent upon sessional instructors which may bring significant variations in the quality of the course delivery." They noted a need to review laboratory space and "to continue to work with their University Teaching Services to improve their assessment and reporting tools on learning outcomes."

## **Opportunities for program improvement and enhancement**

The External Reviewers' Report made 9 recommendations for improvement:

- 1. Provision must be made to ensure individual honours projects are appropriately mentored without compromising project quality. Group projects should not be considered a viable solution to increased enrollment.*
- 2. Where areas of course material duplication are identified as being non-productive by academic staff consultation, corrective action should be undertaken.*
- 3. Where the amount/nature/complexity of course material is considered inadequate, again by staff consultation, action should be taken to correct the situation. Information on food processing, food product development, nutraceuticals, health claims, food adulteration, and supplemented food ingredients are examples of subjects that could be added prior to*

*development of individual courses on these subjects. Resolution of this issue should occur before the implementation of subject streams in the program.*

*4. Provision should be made to include at least one (possibly two) courses on oral and written communications skills.*

*5. A course on critical thinking and professional ethics should be considered.*

*6. Emphasis should continue to be placed upon development of laboratory section scheduling in such a manner that the laboratory coordinator is not overworked and the laboratories are not overcrowded. When opportunity occurs, acquisition of laboratory space should take place.*

*7. Consideration should be given to the development of a module or a course at the 200 level on food processing or food plant operations to enable better student understanding of the course on Food Engineering.*

*8. Work should continue on development of learning outcomes to a level where it can competently predict that courses are being efficiently delivered and are effective in achieving desired outcomes. Academic staff should develop mechanisms to monitor, with proper evidence, that the students are acquiring these specific learning outcomes.*

*9. Presently strong motivation for FSN program quality and improvement resides in the program core instructor III position. It is unlikely that this energy and enthusiasm is sustainable in the longer term without further commitment from the Department of Chemistry.*

CUCQA considered all recommendations pertinent and invited the department to address each of them in their response and subsequent Action Plan. Additionally, CUCQA also requested that the department address the issue of the word 'nutrition' in the program name. While the external reviewers did not make this one of their formal recommendations, they raised the issue for consideration.

### **The Outcome of the Review**

As a consequence of the review, the undergraduate program in Food Science and Nutrition was categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

### **The Action Plan**

The recommendations that were put forward as a result of the review process were productively addressed by the Food Science and Nutrition leads, the Chair of the Department of Chemistry and

the Dean of the Faculty of Science in a response to the External Reviewers' report that was considered by CUCQA on August 10<sup>th</sup>, 2016. An Action Plan detailing how, when and by whom the recommendations will be implemented was received and approved by CUCQA on October 11th, 2017.

The department was generally pleased with the report and agreed to take action on all of the recommendations. The department unconditionally agreed to take action on recommendations #2, #3, #5, #6, #8, and the CUCQA recommendation regarding reviewing the name of the program. While the department has agreed to make course changes to address recommendations #1, #4, and #7, the hiring of new faculty is contingent on support or resources outside of the department. The department has also agree to take action on recommendation #9, however, it is also contingent on support or resources outside of the department.

It is to be noted that Carleton's IQAP provides for the monitoring of action plans. A joint report will be submitted by the academic unit(s) and Faculty Dean(s), and forwarded to CUCQA for its review. In the case of the program in Food Science and Nutrition, the majority of monitoring will be achieved by means of an update on the Action Plan, which is expected by June 1<sup>st</sup>, 2019.

### **The Next Cyclical Review**

The next cyclical review of the program in Food Science and Nutrition will be conducted during the 2022-23 academic year.

**DATE:** July 21<sup>st</sup>, 2017

**TO:** Dr. Lorraine Dyke, Vice-Provost and Associate Vice-President (Academic)

**FROM:** Dr. Véronic Bézaire, Food Science and Nutrition CPR Chair, Department of Chemistry  
Dr. Tyler Avis, Food Science and Nutrition CPR Interim Chair, Department of Chemistry  
Dr. Robert Crutchley, Chair, Department of Chemistry

**RE:** Action Plan for the CPR of the Undergraduate Food Science and Nutrition Program

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The Food Science and Nutrition Program from the Department of Chemistry would like to thank the Carleton University Committee on Quality Assurance and External Reviewers for their feedback, comments, and recommendations in improving our Program. We believe the action plan below will convince you of our dedication to implementing your recommendations and improving our Program.

**1. Provision must be made to ensure individual honours projects are appropriately mentored without compromising project quality. Group projects should not be considered a viable solution to increase enrollment.**

**ACTION:** The hiring of three Faculty members is needed to ensure quality of Honours projects in themes that are aligned with our program vision. The first faculty member will be hired at the Assistant Professor rank (**Hire #1** in Table) and have expertise in food toxicology. The second faculty member will be hired at the Assistant Professor or Instructor rank (**Hire #2** in Table) and have extensive (10 years +) experience in the food industry. The third faculty member will be hired as an Instructor (**Hire #3**; shared with FPA) and will have expertise in food law and regulation. All three hires will contribute to supervisory duties of Honours theses (laboratory- and literature-based) in areas that are essential to our program's uniqueness.

We will also introduce a Major CGPA minimum criterion of 8.0 (out of 12.0) for Honours projects. Students who do not meet the CGPA criterion will be directed to a new capstone course (FOOD 4905 Honours Workshop), modeled after an existing BIOL course. FOOD 4905 Honours Workshop will be a 1.0 credit course lead by a single instructor for groups of up to 10 students. Learning outcomes for this course will be consistent with Honours courses.

**2. Where areas of course material duplication are identified as being non-productive by academic staff consultation, corrective action should be undertaken.**

**ACTION:** Group course revisions took place this summer (Jun-Jul 2017) for the third consecutive year, in the shape of workshops with experts in course design from Carleton's Educational Development Centre. The objective is to formulate course-level learning outcomes, eliminate redundant material, ensure appropriate complexity of material, and alignment of assignments. This exercise once again required in-depth consultation between the Program Faculty members. Courses successfully revised so far are: FOOD 2001, 3001, 3002, 3003, 2002/3004, 3005. The review of the remaining FOOD courses and new FOOD courses will be completed over the next two years.

**3. Where the amount/nature/complexity of course material is considered inadequate, again by staff consultation, action should be taken to correct the situation. Resolution of this issue should occur before the implementation of subject streams in the program.**

**ACTION:** Same as recommendation #2. With regards to timing and implementation of subject streams, new courses suggested by Reviewers and Program Faculty have been approved for the 2017-18 academic year. However new advanced courses will not be offered until the review of existing FOOD courses is completed and resources are available. Developing subject streams will follow, if appropriate, a few years later.

**4. Provision should be made to include at least one (possibly two) courses on oral and written communications skills.**

**ACTION:** We completely agree with this recommendation. A new core introductory-level course (2000-level) in scientific writing has been approved for 2017-18 academic year. Effort will be placed in reinforcing scientific writing skills in 3000-level lectures and labs to yield significant improvement at the 4000-level.

**5. A course on critical thinking and professional ethics should be considered.**

**ACTION:** We believe that elements of critical thinking and professional ethics should be incorporated in a number of 4000-level courses and presented from different perspectives to further reinforce these notions. Therefore, instead of creating a new course on critical thinking and professional ethics, these concepts will be added as learning objectives in FOOD 4001, FOOD 4102, and FOOD 4103. For both critical thinking and professional ethics, emphasis will be placed on understanding uncertainties in the information available to food regulators and the responsibilities associated with decision-making.

**6. Emphasis should continue to be placed upon development of laboratory section scheduling in such a manner that the laboratory co-ordinator is not overworked and the laboratories are not overcrowded. When opportunity occurs, acquisition of laboratory space should take place.**

**ACTION:** In response to this recommendation, the maximum number of students per lab section in the food teaching lab space has already been reduced from 12 to 8 students, effective September 2017. This will reduce congestion in FOOD 3001, FOOD 3002, and FOOD 3005. This will obviously result in more lab sections for a given course. However, multiple sections for a given course will be offered successively to minimize the laboratory coordinator's set up and tear down time necessary with different courses.

To further alleviate the load on the laboratory coordinator, we will attempt to maintain the maximum number of lab sections per coordinator, per term, in line with other units in the Faculty of Science. To meet this requirement, another laboratory coordinator with knowledge in microbiology AND chemistry may be required.

With regards to space, optimization of the food teaching laboratory space may reduce the need for additional space. This will be attempted before requesting additional space.

**7. Consideration should be given to the development of a module or a course at the 2000 level on food processing or food plant operations to enable better student understanding of the course on Food Engineering.**

**ACTION:** An introductory level course (2000-level) in food processing has been approved for the 2017-18 academic year. This course will be a logical building block for the suite of core FOOD courses offered at the 3000-level. A specific set of learning outcomes has been formulated for food processing. Some basic concepts of food processing are currently included in FOOD 3004 (Food Engineering). Therefore, learning outcomes and course content for FOOD 3004 will be revised to ensure that lecture material and skills build upon those presented in the new food processing course.

**8. Work should continue on development of learning outcomes to a level where it can competently predict that courses are being efficiently delivered and are effective in achieving desired outcomes. Academic staff should develop mechanisms to monitor, with proper evidence, that the students are acquiring these specific learning outcomes.**

**ACTION:** We have been assessing program learning outcomes for the past four years. In fact, as of this summer, all twelve program learning outcomes have been assessed at least once. In a joint effort with the Office of Quality Assurance, we tested different assessment approaches. I believe that we have finally developed a true culture of assessment, with proper evidence, modes of storage, and evaluation. At our last 'Assessment Day Retreat', we finally had genuine and constructive conversations about what students know/do not know, what they can/cannot do, why, and how to modify courses and assignments to rectify the situation. As we embark on the second round of assessment for all twelve program learning outcomes, we will examine the impact of our own assessment. We will also aim to make the process more efficient.

**9. Presently strong motivation for FSN program quality and improvement resides in the program core Instructor III position. It is unlikely that this energy and enthusiasm is sustainable in the longer term without further commitment from the Department of Chemistry.**

**ACTION:** The Department of Chemistry's commitment to the FOOD program quality and improvement will be in the form of three future Faculty hires (Hires #1, #2, and #3 introduced in Q1 and described again below). Following the unsuccessful CRC recruitment, the Department of Chemistry requested the hiring of one Faculty member, at the Assistant Professor rank, in the area of food toxicology (Hire #1). This position is currently being advertised with a start date of January 2018. This Faculty member will expand research in food analysis and regulation, host Honours students, and teach existing or proposed courses related to food toxicology, risk assessment, and analysis of food contaminants.

The second faculty hire will have several years (10 or more) of experience in the food industry (Hire #2). The Instructor/Assistant Professor will teach the most applied courses in our program (food processing, food packaging, food engineering, and food quality control) and host Honours students. Our FOOD program will require an additional faculty member with a degree in Food Science should it decide to seek accreditation with the Institute of Food Technologists.

A third faculty hire will be an Instructor (joint with FPA) to teach two courses in food law and regulation (Hire #3). This will offer much-needed stability in the regulatory aspect of the program. This Instructor

will develop and teach regulatory courses to further strengthen this unique aspect of our program. The Instructor will also build our new co-op program with government agencies and food industries.

Altogether, these three new hires will allow for newly proposed courses to be taught. It will also result in a much-needed redistribution of the administrative load over a larger number of Faculty members.

Lastly, CUCQA would like us to address the issue of the word 'nutrition' in our program name in the current action plan. The external reviewers also raised this issue, but did not make a formal recommendation. The core Food Science and Nutrition faculty in consultation with the Department Chair will meet in the Fall 2017 to discuss options and consequences of maintaining or changing the program name. We expect to discuss the following options:

1. Shortening program title to 'Food Science'
2. Changing program title to highlight its unique regulatory nature
3. Keeping program title as 'Food Science and Nutrition'
4. Keeping program title as 'Food Science and Nutrition' with creation of more nutrition courses

FOOD ACTION PLAN			
Recommendations	Actions	Individual/Committee	Timeline
1. Provision must be made to ensure individual honours projects are appropriately mentored without compromising project quality. Group projects should not be considered a viable solution to increase enrollment.	Hire one new faculty at assistant professor rank; expertise in food toxicology ( <b>Hire #1</b> ); will teach 1.5 cr in current and future courses and host Honours students  In the meantime, request CI for 0.5 cr (FOOD 4103)	Faculty Dean Departmental Chair Hiring Committee	Closing date for applications: October 31 <sup>st</sup> 2017. Start date January 2018.  CI – Approved for 2017-18;
	Hire one new faculty at assistant professor or instructor rank; expertise in food industry ( <b>Hire #2</b> ); will teach 1.5 to 3.0 cr in current and future courses and host Honours students  In the meantime, request CI for 1.0 cr (FOOD 3003, 4001)	Faculty Dean Departmental Chair Hiring Committee	Discussions with Faculty Dean in Fall 2017.  CI – Approved for 2017-18;
	Hire new faculty at Instructor rank ( <b>Hire #3</b> ); will teach 1.0 cr in current and future courses, host Honours students, and build co-op;  In the meantime, request CI for 1.0 cr (FOOD 2003, 4102)	Faculty Dean Departmental Chair Hiring Committee	Discussions with Faculty Dean in 2018.  CI – Approved for 2017-18;



FOOD ACTION PLAN			
Recommendations	Actions	Individual/Committee	Timeline
	<p>Introduce CGPA cutoff for 4907 and 4908 courses.</p> <p>Develop new 4905 Group Honours Workshop course for students below CGPA cutoff or other students who may prefer this option.</p> <p>Request CI for 1.0 cr</p>	<p>Departmental Chair CPR Chair Current FOOD instructor</p>	<p>Course approved for 2017-18 calendar. Available as an option in 2018-19. Effective for all students in 2020-21.</p> <p>CI needed for 2018-19</p>
<p>2. Where areas of course material duplication are identified as being non-productive by academic staff consultation, corrective action should be undertaken</p>	<p>Continue annual summer FOOD Faculty workshop with course design experts from EDC until all current and future FOOD courses have been revised</p>	<p>FOOD Faculty members FOOD Contract Instructors EDC staff</p>	<p>Summer 2017: FOOD 2001, 2004, 2003/4103 Summer 2018: FOOD 4102, 4201, 4203, 4002, 4301</p>
<p>3. Where the amount/nature/complexity of course material is considered inadequate, again by staff consultation, action should be taken to correct the situation. Resolution of this issue should occur before the</p>	<p>Same as point #2</p>	<p>Same as point #2</p>	<p>Same as point #2</p>

FOOD ACTION PLAN			
Recommendations	Actions	Individual/Committee	Timeline
implementation of subject streams in the program.			
4. Provision should be made to include at least one (possibly two) courses on oral and written communications skills.	Develop mandatory 2000-level Scientific Writing Course  Hire one new faculty at assistant professor or instructor rank; expertise in food industry ( <b>Hire #2</b> ); will teach 1.5 to 3.0 cr in current and future courses; will permit redistribution of teaching load among Faculty	CPR Chair Current FOOD Instructor	Course approved for 2017-18 calendar; syllabus developed in summer 2017  Discussions with Faculty Dean in Fall 2017.
5. A course on critical thinking and professional ethics should be considered.	Add learning outcomes associated with critical thinking and professional ethics to FOOD 4001, 4102, and 4103	FOOD Faculty members FOOD Contract Instructors EDC staff	Summers 2017 and 2018, as per FOOD workshop schedule
6. Emphasis should continue to be placed upon development of laboratory section scheduling in such	Set maximum number of students per section to 8	Departmental Chair FOOD lab Instructors FOOD lab Coordinator Peter Mosher	Effective 2016-17; to be reviewed annually.

FOOD ACTION PLAN			
Recommendations	Actions	Individual/Committee	Timeline
a manner that the laboratory co-ordinator is not overworked and the laboratories are not overcrowded. When opportunity occurs, acquisition of laboratory space should take place.	Maintain number of lab sections per term per coordinator in line with other units  Evaluate need for additional lab space and new laboratory coordinator with experience in microbiology and chemistry	Departmental Chair FOOD lab Instructors FOOD lab Coordinator Peter Mosher	Effective 2016-17.  To be reviewed annually based on enrollment figures.
7. Consideration should be given to the development of a module or a course at the 2000 level on food processing or food plant operations to enable better student understanding of the course on Food Engineering.	Develop mandatory 2000-level Food Processing Course  Hire one new faculty at assistant professor rank or instructor rank; expertise in food industry ( <b>Hire #2</b> ); ; will teach 1.5 to 3.0 cr in current and future courses; will permit redistribution of teaching load  in the meantime, <a href="#">request CI for 0.5 cr</a>	Faculty Dean Departmental Chair Hiring committee	Course approved for 2017-18 calendar; syllabus developed in summer 2017  Decision on new Instructor hire will be made in Fall 2017;  CI – Approved for 2017-18;
8. Work should continue on development of learning outcomes to a level where it can competently predict that courses are being	Seek methods to improve assessment efficiency  Assess impact of learning outcome assessment practices	CPR Chair FOOD Faculty members, Office of Quality Assurance, Office of Quality Initiatives	Fall 2017  Summer 2018

FOOD ACTION PLAN			
Recommendations	Actions	Individual/Committee	Timeline
efficiently delivered and are effective in achieving desired outcomes. Academic staff should develop mechanisms to monitor, with proper evidence, that the students are acquiring these specific learning outcomes.			
9. Presently strong motivation for FSN program quality and improvement resides in the program core instructor III position. It is unlikely that this energy and enthusiasm is sustainable in the longer term without further commitment from the Department of Chemistry.	Hire one new faculty at assistant professor rank; expertise in food toxicology (Hire #1)	Faculty Dean Departmental Chair Hiring Committee	Closing date for applications: October 31 <sup>st</sup> 2017. Start date January 2018.
	Hire one new faculty at assistant professor rank or instructor rank; expertise in food industry (Hire #2)	Faculty Dean Departmental Chair Hiring Committee	Discussions with Faculty Dean in Fall 2017.
	Hire one new faculty at instructor rank; expertise in food law and regulation; to be shared in FPA (Hire #3)	Faculty Deans (Science, Public Affairs) Departmental Chair Hiring Committee	Discussions with Faculty Deans in Fall 2018.
10. CUCQA: Concern expressed by the external reviewers regarding the lack of "Nutrition" content	Discussion on revision of program name	Departmental Chair FOOD faculty members	Fall 2017

FOOD ACTION PLAN			
Recommendations	Actions	Individual/Committee	Timeline
and the ensuing misalignment between the program and its title. Any proposed solution to remedy this discrepancy should be included in the Action Plan.			

**CARLETON UNIVERSITY COMMITTEE ON  
QUALITY ASSURANCE**

**Cyclical Review of the undergraduate and graduate programs in Music  
Executive Summary and Final Assessment Report**

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

**EXECUTIVE SUMMARY**

The undergraduate programs (BMus; BA in Music) and graduate program (MA in Music and Culture) reside in Music, a sub-unit of Carleton University's School for Studies in Art and Culture, a unit administered by the Faculty of Arts and Social Sciences.

As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The External Reviewers' report, submitted to the School in Art and Culture on January 4<sup>th</sup>, 2016, 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 and the Assistant Director (Music) of the School for Studies in Art and Culture, the Dean of the Faculty of Arts and Social Sciences, and the Dean of the Faculty of Graduate and Postdoctoral Affairs in a response to the External Reviewers' report that was submitted to CUCQA on June 22<sup>nd</sup>, 2016.

An Action Plan detailing how, when and by whom the recommendations will be implemented was received and approved by CUCQA on October 11<sup>th</sup>, 2017.

## FINAL ASSESSMENT REPORT

### Introduction

The undergraduate programs (BMus; BA in Music) and graduate program (MA in Music and Culture) reside in Music, a sub-unit of Carleton University's School for Studies in Art and Culture, a unit administered by the Faculty of Arts and Social Sciences. This review was conducted pursuant to the Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP). As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

The site visit, which took place on November 2<sup>nd</sup> and 3<sup>rd</sup>, 2015 was conducted by Dr. Jacqueline Warwick from Dalhousie University and Dr. Susan Lewis from the University of Victoria. The site visit involved formal meetings with the Assistant Vice-President (Academic), the Dean of the Faculty of Arts and Social Sciences, the Dean of the Faculty of Graduate and Postdoctoral Affairs, and the Director and the Assistant Director (Music) of the School for Studies in Art and Culture. The review committee also met with faculty members, contract instructors, staff, and undergraduate and graduate students.

The External Reviewers' report, submitted on December 22<sup>nd</sup>, 2015, 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 Action Plan

This report draws on eight documents:

- The Self-study developed by members of the School for Studies in Art and Culture (Appendix A)
- The Report of the External Review Committee (Appendix B).
- Communication from CUCQA regarding the outcome of the external review (Appendix C)
- The response from the Director and the Assistant Director (Music) of the School for Studies in Art and Culture, the Dean of the Faculty of Arts and Social Sciences, and the Dean of the Faculty of Graduate and Postdoctoral Affairs to the Report of the External Review Committee (Appendix D).
- The internal discussant's recommendation report (Appendix E).
- The communication from CUCQA regarding the outcome of the review (Appendix F).
- The program's Action Plan (Appendix G)
- The acceptance by CUCQA of the Action Plan (Appendix H)

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

This Final Assessment Report contains the Action Plan (Appendix G) agreed to by the Director and the Assistant Director (Music) of the School for Studies in Art and Culture, the Dean of the Faculty of Arts and Social Sciences, and the Dean of the Faculty of Graduate and Postdoctoral Affairs, regarding the implementation of recommendations for program enhancement advanced as a consequence of the cyclical program review process.

The Action Plan provides an account of who is responsible for implementing the agreed upon recommendations, as well as of the timelines for implementation and reporting.

### **Strengths of the programs**

#### *General*

The External Reviewers' Report states that "Music is a vibrant program within the Faculty of Arts and Social Sciences and within the Carleton campus and community," with a "strong sense of purpose to the programs and to the value of the music area as a whole." Carleton University "has developed a strong identity in the regional market."

#### *Faculty*

The External Reviewers' Report indicates that "quality of the regular faculty is high and they are active at the national and international level in research, publishing, composing, performing, and presenting their work in a variety of venues." The External Reviewers noted "overwhelming evidence of collegiality and high morale."

#### *Students*

The Self-Study identified a high level of student satisfaction with the programs. This includes the undergraduate students, of which "many find suitable paths of employment and success after graduation." Graduate students found the thesis process intensive but "with much faculty oversight, and that core classes provided good guidance and support for writing and research methods. Several recent graduates have earned places in doctoral programs and the strong intellectual profile of the program is well supported by the diverse research strengths and innovative curriculum."

#### *Curriculum*

The External Reviewers noted distinct characteristics of the Carleton Music programs. For example, a defining feature of the Bachelor of Music program is the "studio lessons in performance on an instrument/voice." This allows students to achieve "significant performing skills on a principal musical instrument, along with musicianship skills, at or near a professional level." The External Reviewers also describe a strong BA program as one that "awakens the imagination and gives a broad view of possibilities, enabling students to pursue a broad range of interests and career paths" and note that "Carleton's BA in Music is healthy and open-ended." The MA program offers a full roster of classes that "is exciting and at the vanguard of current research in music scholarship, ensuring that the program is distinctive from comparable MA programs in Ontario and beyond," and providing "a thorough grounding in classic texts and schools of thought, various methodologies in music scholarship, and extend also to cutting-edge intellectual trends and debates."

### **Challenges faced by the programs**



While the programs are generally successful, the External Reviewers did note some challenges. Specifically, they identify that the “space in which the programs are offered is also below national standards in terms of size and number of practice and rehearsal rooms.” They noted a need to enhance and consolidate space, as well as ensuring adequate workspace for graduate students.

### **Opportunities for program improvement and enhancement**

The External Reviewers’ Report made 18 recommendations for improvement:

#### *General*

1. *Consolidate and integrate music facilities in the Loeb Building.*
2. *Enhance and optimize space in the Jacob Siskind Music Resource Centre.*
3. *New base budget funding is required to hire additional professional support for juries and auditions.*
4. *Employ tenure-track performance area faculty members to support a higher level of performance activities.*

#### *Bachelor of Music*

5. *As courses, studio lessons should be administered for the entire term.*
6. *Increase professional support for juries and auditions.*
7. *Enhance and optimize space in the Jacob Siskind Music Resource Centre.*
8. *Have ensemble courses count for credit, and contract instructors given clear criteria on which to evaluate student work.*
9. *Redesign musicianship courses and curriculum.*

#### *Bachelor of Arts in Music*

10. *Develop strategies for mentoring contract instructors and enhancing their sense of being valued contributors.*

#### *Master of Arts in Music and Culture*

11. *Graduate Supervisor should continue in their position for a term of three to five years, according to Carleton norms. Thereafter, the position should rotate regularly to ensure steady renewal.*
12. *Guidelines for the colloquium series should be established to ensure that speakers represent a range of scholarly approaches in music studies, including musicologists, music theorists, and others.*
13. *Options for study in the MA should be limited to academic approaches but wide-ranging within that domain.*
14. *Graduate supervisions should continue to be evenly distributed amongst the faculty.*
15. *More workspaces for grad students are needed.*

#### *Faculty and Governance*

16. *The Assistant Director of Music should be located in situ to foster stronger connections to students and faculty.*

17. *The workload and working conditions of support staff should be assessed to ensure they are properly supported.*
18. *All students, faculty, and staff should participate in activities to promote awareness of healthy, appropriate relationships in the workplace.*

CUCQA considered all recommendations pertinent and invited the School to address each of them in their response and subsequent Action Plan, recognizing that some recommendations relate to issues that are beyond the control of the School, especially the possibility of a tenure-track appointment in the area of performance.

### **The Outcome of the Review**

As a consequence of the review, the undergraduate and graduate programs in Music were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.12).

### **The Action Plan**

The recommendations that were put forward as a result of the review process were productively addressed by the Director and the Assistant Director (Music) of the School for Studies in Art and Culture, the Dean of the Faculty of Arts and Social Sciences, and the Dean of the Faculty of Graduate and Postdoctoral Affairs in a response to the External Reviewers' report that was considered by CUCQA on June 22<sup>nd</sup>, 2016. An Action Plan detailing how, when and by whom the recommendations will be implemented was received and approved by CUCQA on October 11<sup>th</sup>, 2017

The School was generally pleased with the report and agreed to implement a number of recommendations. The School unconditionally agreed to take action on recommendations #8, #10, #11, #12, #14, #17, and #18. The School also agreed to take action on recommendations #1, #2, #3, #4, #5, #6, #7, #15, #16; however, these are contingent on support or resources outside of the School.

The response to the remaining recommendations provided justifications for the School's decision to decline taking action. The reason for such decisions was that the School disagreed with the External Reviewer's assessment (recommendations #9, though the School will still "review the relevant courses with the aim of improving and expanding musicianship as a whole" and #13 as the School believes "the number of students that may be allowed to pursue performance or composition related work... will be extremely limited" and "do not perceive that this would place a great deal of strain on [their] practice facilities"). CUCQA accepted the School's rationale regarding recommendations that were declined.

It is to be noted that Carleton's IQAP provides for the monitoring of action plans. A joint report will be submitted by the academic unit(s) and Faculty Dean(s), and forwarded to CUCQA for its review. In the case of the programs in Music, the majority of monitoring will be achieved by means of an update on the Action Plan, which is expected by January 1<sup>st</sup>, 2019.

### **The Next Cyclical Review**

The next cyclical review of the programs in Music will be conducted during the 2021-22 academic year.

**Cyclical Program Review of Undergraduate and Graduate Programs in Music**

On 15 June 2016, The Music Program of the School for Studies in Art and Culture submitted to the Office of the Vice-Provost and Associate Vice-President (Academic), a Response to the recommendations offered by the External Reviewers in their Report, received by us (via the Office of the Vice-Provost) on 04 January 2016. An Addendum to our Response was submitted on 08 September 2016 as a reply to budgetary and other questions raised by the Carleton University Committee on Quality Assurance (in a memo dated 28 June 2016). These documents serve as the background to the Action Plan outlined here and provide our views on the recommendations and a rationale for the Actions undertaken.

We have delayed the submission of the Action Plan until this date, in part, because of a new Instructor-level hire, the completion of library renovations and equipping of the Siskind Centre, the institution of the Kallman Chair in Canadian Music, and ongoing negotiations regarding the acquisition of Dominion Chalmers church (the latter would have a major impact on Music and the manner in which it delivers its programs). Several of these factors have a direct relationship on the Action Plan and are especially pertinent to issues of space and overall support for the Music program. Given that the latter negotiations are still in progress, however, some of the Actions outlined may need to be modified in response to future developments.

*Recommendations and Actions already taken and/or planned:***1. Consolidate and integrate music facilities in the Loeb Building.**

In the fall of 2016, Music was able to free up a teaching studio on the 9<sup>th</sup> floor of Loeb in order to create office space for one faculty member whose office had previously been across campus in St. Pat's. The larger space issue and the need for additional faculty offices has arisen again, however, in light of the recent Instructor-level hire, and the upcoming need for office and research space for the Kallmann Chair in Canadian Music. The Director of SSAC is working with the Dean of FASS to find long-term solutions: the Dean of FASS has initiated discussions with other units in Loeb to resolve the space issues and these discussions are presently underway. The entire question of consolidation, especially as regards spaces for practice, rehearsal, recitals and masterclasses (but not office space, per se), may need to be revisited, depending on the outcome of negotiations over the acquisition of Dominion Chalmers church.

**2. Enhance and optimize space in the Jacob Siskind Music Resource Centre.**

Throughout the past academic year, a Music sub-committee has worked closely with the MacOdrum Library administration to finalize plans for renovating and equipping the Siskind Centre as a multi-function space for Music. Funded largely through donations to the Library and additional funds from SSAC, equipping of the facility was completed and the Siskind

Centre officially opened on 08 June 2017. Plans are in place to begin full utilization of the Centre in the fall of 2017.

**3. New budget funding is required to hire additional professional support for juries and auditions.**

In the summer of 2016, the Dean of FASS allocated funds, for a two-year period, in support of additional professional help for juries and auditions. These funds were first implemented in the 2016-17 academic year and were tremendously helpful. Mechanisms for long-term support of this kind following the two-year period are being sought.

**4. Considerable investment is required to employ tenure-track performance area faculty members to support a higher level of performance activities.**

Together with the funds mentioned above (in item #3) the Dean of FASS allocated monies for the hiring of a part-time Performance Logistics Coordinator (also for a two-year period). This position is intended to support the performance area as a whole and has been very successful in its first year of operation. The Director of SSAC is pursuing the possibility of permanent funding for this position. Depending on the outcome of a proposed certificate program in Jazz and Creative Improvisation, the Logistics Coordinator position may be complemented (or replaced) by a full-time Instructor who will act as performance director and administrator of the JCI certificate program. The acquisition of Dominion Chalmers is also a factor in these decisions. The specific comment regarding tenure-track performance faculty stems from a conservatory model of music instruction sometimes adopted by larger music departments and Faculties where some instruments – piano, voice, strings, etc. – are taught by full-time instructors. Our more comprehensive approach seeks to balance instrumental instruction with course work in music history and culture. The long-term implications of adopting a conservatory-style model will be discussed further by Music; even if such a model were to be adopted, however, the hiring of tenure-track performance faculty is largely out of the hands of the program or the School.

*BMUS program*

**5. As courses, studio lessons should be administered for the entire term.**

The Dean of FASS has allocated additional funds to the SSAC budget to support a full twelve weeks of instrument instruction for BMUS students. This represents a significant increase (approximately 9%) in the overall budget for studio lessons and performance. The additional lessons were implemented in the 2016-17 academic year.

**6. Additional funds are required so that ensemble courses count for credit, and contract instructors given clear criteria on which to evaluate student work.**

As mentioned in our response to recommendation 4, above, Carleton's BMUS program seeks to balance instrumental instruction and the acquisition of music skills (such as working in

ensembles) with academic course work. Within this comprehensive approach, emphasis is placed on students obtaining a well-rounded understanding of classical, popular and world musics; BMUS students obtain credit for their individual instrument instruction but offering additional credit for ensembles could disrupt this balanced, comprehensive approach. As a result, the issue of ensemble credit has larger implications with regards to the overall credit structure of the BMUS program. As mentioned in our response to the recommendations, the issue of offering credit for ensembles has been discussed by Music before but the issue will be taken up again with the registrar's office in the coming academic year, 2017-18. It is not clear whether additional funds are necessary at this time; if this becomes apparent after discussions are completed, a request will be submitted. The criteria for evaluating student work, however, is a separate matter and will be addressed in the coming year by the Supervisor of Ensembles, Masterclasses and Practica, and the Music program as a whole.

### **7. Musicianship courses and curriculum require a redesign.**

During the Winter term of 2017, and in anticipation of his taking over the role of Undergraduate Supervisor in the fall, Professor James McGowan consulted with other faculty members in a redesign of the musicianship courses. This included revision of course materials, putting greater emphasis on ear training and other skills, as well as the consolidation and rescheduling of several courses (changing 0.25 credit offerings across two terms to regular 0.5 credit courses – changes that have since been submitted as calendar modifications for future years). Professor McGowan will follow up on these initiatives during the coming academic year and reassess them for further revision as needed.

#### *BA in Music*

### **8. Develop strategies for mentoring contract instructors and enhancing their sense of being valued contributors.**

The hiring of the Performance Logistics Coordinator from among the ranks of long-time Contract Instructors has given Music the opportunity to include a CI in our regular faculty meetings; in this regard the PLC has acted as a representative for CI concerns. In addition, in January of this year Music hosted what is hoped will be the first of many joint events that included regular faculty, contract and instrument instructors in a discussion of issues around teaching and student well being. Music will continue to host such events and consider more formal and individual forms of mentorship in the coming year.

#### *MA in Music and Culture*

### **9. Anna Hoefnagels should continue in the position of Graduate Supervisor for a term of three to five years, according to Carleton norms.**

Some concern was voiced by the External Reviewers that administrative roles within the music program were often taken on for long periods of time (sometimes for upwards of ten

years) and, while this was beneficial in terms of continuity, it could also result in certain areas of the program becoming stale over time, or certain aspects of administration being neglected, depending on the skills and interests of those holding these positions. The Master's program was identified as one area where Dr. Hoefnagels' influence (as a temporary, Acting Supervisor) had had a positive effect. In a resolution passed in by Music faculty during the past year, all administrative positions are now for terms of three years, after which positions may be renewed or rotated. Professor Hoefnagels was initially appointed as acting Graduate Supervisor but that position has since been confirmed for a full term. She will be on sabbatical for the 2017-18 academic year and it is expected that Dr. Hoefnagels will resume her role as Graduate Supervisor upon her return.

**10. Guidelines for the colloquium series should be established to ensure that speakers represent a range of scholarly approaches in music studies.**

As mentioned in our response, we do not see the need for formal guidelines to govern the selection of colloquium guests. However, the Graduate Supervisor will keep records of all colloquium speakers and the MA Committee will periodically assess these records and ensure that a wide and balanced spectrum of themes, perspectives, and disciplinary concerns are represented in the colloquium series.

**11. Options for study in the MA should be limited to academic approaches but wide-ranging within that domain.**

As argued in our response to the reviewers' comments, all of our programs encourage a holistic approach to music study and, when combined with historical and theoretical inquiry, performance and composition should also be considered as forms of knowledge creation. For this reason, the MA program has introduced, on a very limited scale, courses that may include a practical component; this should not, however, be confused with an attempt to introduce a performance of composition stream within the MA program. We will reassess the viability of these courses in the coming two years.

**12. Graduate supervisions should continue to be evenly distributed amongst the faculty.**

The MA committee regularly takes proposals for theses, major research papers and directed reading courses in hand and attempts to assign supervisors as equitably as possible. The addition of courses that include a practical component enhances our ability to respond to student interests and to include faculty members who might otherwise have limited involvement with the MA program.

**13. More workspaces for grad students are badly needed.**

The completion of the Siskind Centre and the construction of additional graduate study areas in MacOdrum Library will, to some degree, help alleviate the space problem for graduate students. However, as with item #1, above, additional office space for graduate students is part of ongoing efforts to secure adequate space for Music in the Loeb building.

*Governance***14. The Assistant Director of Music should be located *in situ* to foster stronger connections to students and faculty.**

During the past academic year, it was possible for the Assistant Director to occupy, on a part-time basis, the office of a faculty member who was on sabbatical. However, with a new Instructor-level hire, this will no longer be possible. Once again, as with item #1, above, the problem of faculty offices is an ongoing concern that can only be addressed when adequate space can be allocated in Loeb.

**15. The workload and working conditions of Tasneem Ujjainwala should be assessed to ensure she is properly supported.**

Upon her appointment as the Administrative Assistant for the School for Studies in Art & Culture, Ms. Kristin Guth has made a thorough review of the roles and needs of administrative staff within the School. She has increased the level of coordination and support for Ms. Ujjainwala as instituted by the previous School administrator, improved support for our MA program, and generally helped to bridge the physical and administrative difficulties that arise from Music's location at the opposite end of campus. The hiring of the part-time Performance Logistics Coordinator has also helped shift some scheduling and other duties from Ms. Ujjainwala. However, depending on whether the PLC position (or something like it) can be made permanent, care will need to be taken that these duties do not simply revert to her in future. The AD for Music will continue to consult with the School Administrator and the Director of the School to ensure that Ms. Ujjainwala is properly supported.

**16. All students, faculty and staff should participate in activities to promote awareness of healthy, appropriate relationships in the workplace.**

During the past year and a half, both Music and SSAC have hosted a number of events that have included representatives from Human Resources and Equity Services to discuss appropriate workplace behaviour, support for students in crisis, and other issues. These include visits to faculty meetings, orientation sessions for students and Teaching Assistants, and a special joint meeting (mentioned above in item #8) for faculty, contract and instrument instructors, and TAs. The latter was especially well received, with instructors contributing their concerns and insights, and voicing their support for the initiative. The Music program (and SSAC) will continue to pursue these activities on a regular basis in future.

*Other***17. The external reviewers also encourage more formalized advising for BMus students, possibly embedded in course content, on issues of professional practice in the music industry. While this is not a formal recommendation, we urge the School to consider and respond to this suggestion.**

As mentioned in our response to the Reviewers suggestions, Music already includes issues related to industry and professionalization in several of its course syllabi; they are also a part of regular invited presentations and masterclasses. In the past year, we have redoubled these efforts by inviting, as part of the masterclass series, a presentation from the Regional Education Coordinator for FACTOR (a major industry foundation), and a series of noon-hour conversations between Artist in Residence, Kellylee Evans, and invited guests (the conversations were focused around a number of concerns ranging, from individual practice to industry relations). These activities were extremely well received by students and the program hopes to continue in this vein in the future. If the acquisition of Dominion Chalmers church is approved, Music plans to move some of these activities to the downtown location, further enhancing Carleton's relationship with local industry leaders and musicians.



**SSAC – Music: ACTION PLAN – TABULAR FORM**

<b>Recommendation</b>	<b>Comments / Actions</b>	<b>Responsible Individuals</b>	<b>Timeline</b>
<i>General:</i>			
<b>Recommendation #1 Consolidate and integrate music facilities in the Loeb Building</b>	Temporary solutions to the shortage of office space in Loeb have been implemented; the Dean of FASS has initiated discussions with other units in Loeb to find long-term solutions. Other consolidation plans await the outcome of facility negotiations.	AD Music, Director of SSAC, & Dean of FASS (and the University)	Ongoing
<b>Recommendation #2 Enhance and optimize space in the Jacob Siskind Music Resource Centre</b>	Renovations and equipping of the Siskind Centre have been completed and the official opening took place on 08 June 2017.	Music's Siskind Centre sub-committee, SSAC Director, and Library administration.	Completed, June 2017. Full use of the Centre will begin in the fall term, 2017.
<b>Recommendation #3 Funding to hire additional support for juries and auditions</b>	Additional funds have been allocated for a two-year period (beginning in the fall of 2016). Long-term funding solutions are being pursued.	Director of SSAC & Dean of FASS	Ongoing
<b>Recommendation #4 Investment to employ tenure-track performance area faculty members to support a higher level of performance activities</b>	A part-time Performance Logistics Coordinator was hired (for a two-year period) in support of the performance area as a whole. Permanent funding is being sought. Other program initiatives (e.g., a proposed certificate program) may have a positive impact on the performance area as a whole.	JCI sub-committee, AD Music, Director of SSAC, & Dean of FASS	Ongoing
<i>BMUS:</i>			
<b>Recommendation #5 Studio lessons should be administered for the entire term</b>	Increased base funding has been allocated by the Dean of FASS (as of July 2016)	Dean of FASS	Completed and implemented in the fall of 2016.
<b>Recommendation #6 Ensemble should count for credit, and contract instructors given clear criteria on which to evaluate student work</b>	The issue of offering credit for ensembles courses will be discussed by the Music program and with the Registrar's Office. It is not clear whether additional funding is required. Evaluation criteria will be established in the coming year.	AD Music, Supervisor of Ensembles (SEMP)	Within the academic year 2017-18.
<b>Recommendation #7 Musicianship courses and curriculum require a redesign</b>	The musicianship courses have been redesigned in terms of both content and scheduling. Evaluation of these changes will take place during the coming academic year.	Undergraduate Supervisor	Implementation and assessment of the new course structure 2017-18.
<i>BA Music:</i>			
<b>Recommendation #8</b>	Music has begun hosting events for faculty, CIs and performance instructors. Further opportunities	AD Music & Undergraduate Supervisor	2017-18 and ongoing.

<b>Develop strategies for mentoring contract instructors and enhancing their sense of being valued</b>	of joint discussions and mentorship will be pursued.		
<i>MA in Music &amp; Culture:</i>			
<b>Recommendation #9 Anna Hoefnagels should continue in the position of Graduate Supervisor for a term of three to five years</b>	Professor Hoefnagels position as Graduate Supervisor has been confirmed for a period of 3 years, after which the position may be renewed or rotated.	AD Music & Director of SSAC	No action is required at present.
<b>Recommendation #10 Guidelines for the colloquium series to ensure that speakers represent a range of scholarly approaches</b>	The Graduate Supervisor will maintain records of all colloquium speakers and the MA committee will ensure that a broad spectrum of disciplinary perspectives are represented.	Graduate Supervisor and the MA committee	Ongoing
<b>Recommendation #11 Study in the MA should be limited to academic approaches</b>	Courses that include a practical component have been introduced on a very limited scale; no performance or composition streams are planned.	MA committee	Course content to be reassessed in 2018-19
<b>Recommendation #12 Graduate supervisions should continue to be evenly distributed</b>	The MA Committee regularly assesses supervisions and continues to distribute these as equitably as possible.	MA committee	Ongoing
<b>Recommendation #13 More workspaces for grad students</b>	The opening of the Siskind Centre will help alleviate this problem but, as with item #1, additional student space in Loeb is desperately needed.	AD Music, Director of SSAC, & Dean of FASS (and the University)	Ongoing
<i>Governance:</i>			
<b>Recommendation #14 The Assistant Director of Music should be located <i>in situ</i> to foster stronger connections to students and faculty</b>	A temporary office was found for the past year but this option is no longer available. Again, as with items #1 & 13, additional office space in Loeb is a top priority.	AD Music, Director of SSAC, & Dean of FASS (and the University)	Ongoing
<b>Recommendation #15 The workload and working conditions of Tasneem Ujjainwala should be assessed to ensure she is properly supported</b>	The new Administrative Assistant for SSAC and the appointment of the Performance Logistics Coordinator have helped alleviate some of the workload stresses placed on the Music coordinator. Ongoing efforts will be required to maintain this support.	AD Music, School Administrator, Director of SSAC	Ongoing
<b>Recommendation #16 Activities to promote awareness of healthy, appropriate</b>	A series of visits and events including members of Human Resources and Equity Services have already taken place. We will attempt to continue these	AD Music, Undergraduate and Graduate Supervisors, Director of SSAC	Ongoing

<b>relationships in the workplace</b>	programs, in regular orientations and other forums.		
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<i>Other:</i>			
<b>Recommendation #17 Advising for BMus students on issues of professional practice in the music industry.</b>	Professionalization activities have become a regular part of masterclasses and the Artist in Residence program. We will continue to seek similar opportunities and to extend these activities to Dominion Chalmers should it be acquired.	AD Music, Undergraduate Supervisor, and Supervisor of Ensembles, Masterclasses & Practica	Ongoing