



DATE: September 19, 2025

TO: Senate

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

RE: Final Assessment Reports and Executive Summaries

---

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

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

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

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

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

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

**Omnibus Motion**

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

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

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

**Final Assessment Reports and Executive Summaries**

**1. Undergraduate programs in Economics**

**SQAPC approval:** June 12, 2025

SQAPC Motion:

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

**Senate Motion September 26, 2025:**

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

**2. Bachelor of Information Technology – Information Resource Management**

**SQAPC approval:** August 28, 2025

SQAPC Motion:

**THAT** SQAPC recommends to SENATE the approval of the Final Assessment Report and Executive Summary arising from the cyclical program review of the Bachelor of Information Technology – Information Resource Management.

**Senate Motion September 26, 2025:**

**THAT** Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the Bachelor of Information Technology – Information Resource Management.

**3. Graduate programs in Political Management**

**SQAPC approval:** August 28, 2025

SQAPC Motion:

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

**Senate Motion September 26, 2025:**

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

**SENATE QUALITY ASSURANCE AND PLANNING COMMITTEE**  
**Cyclical Review of the undergraduate programs**  
**in Economics**  
**Executive Summary and Final Assessment Report**

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

**EXECUTIVE SUMMARY**

The undergraduate programs in Economics reside in the Department of Economics, a unit administered by the Faculty of Public and Global Affairs.

As a consequence of the review, the programs were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of good quality. (Carleton's IQAP 7.2.13-7.2.14).

The External Reviewers' report offered a very positive assessment of the programs. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the programs. These recommendations were productively addressed by the Department of Economics and the Dean of the Faculty of Public and Global Affairs in responses to the External Reviewers' report and Implementation on Plan that was submitted to SQAPC on May 8, 2025.

## **FINAL ASSESSMENT REPORT**

### **Introduction**

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

The site visit, which took place virtually on September 17-18, 2024, was conducted by Dr. Benoit Perron from the University of Montreal, and Dr. Pierre Chausse from the University of Waterloo. The site visit involved formal meetings with the Vice-Provost and Associate Vice-President (Academic), the Associate Vice-President (Academic Programs and Strategic Initiatives), the Associate Dean (Faculty Affairs) in the Faculty of Public and Global Affairs and the Chair of the Department of Economics. The review committee also met with faculty members, staff, and undergraduate students.

The External Reviewers' report, submitted on October 17, 2024, offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

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

This report draws on five documents:

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

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

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

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

## **Strengths of the programs**

### *General*

The External Reviewers' Report states that "The program is quite innovative in preparing students for the job market. Among other elements, it offers a cooperative option that allows to experience the use of economic tools in a professional setting and a professional practice course."

### *Faculty*

Speaking with regards to faculty, the external reviewers' stated that "The department is composed of faculty members with a wide range of specializations who are actively engaged in research, as shown by the proportion of faculty publishing in good journals and the increasing amount of research funding secured in the past years."

### *Students*

The external reviewers noted that "The department has developed a set of activities to encourage engagement from students. For example, regular chats with the department chair allows students to provide feedback on their experience. Moreover, students expressed that faculty is generally easily accessible, and that they feel welcome to provide informal feedback. This process ensures the quality of the program by allowing for quick corrections as needed. The department also takes advantage of these chats with the department chair to invite an alum to talk with the students about their experience on the labour market. This is an excellent initiative that enhances lifelong engagement towards Carleton"

### *Curriculum*

The external reviewers noted that "An important element of experiential learning is the co-op option of the program. This option is natural given the closeness to the federal government which offers many internship opportunities without requiring that students move to a new location. Carleton has a central resource to support co-operative education that is appreciated. Finally, Students registered in ECON 4880 (Special Topics in Economics) can participate in the Governor's challenge organized annually by the Bank of Canada which allows a group of students to experience the monetary policy process."

### *Support staff*

The external reviewers noted that "Our meetings with the departmental and undergraduate administrators was very positive. The department can count on an extremely competent and experienced administrator. As in other work environments, the department has seen some staff turnover since the pandemic. Nevertheless, students expressed a great degree of satisfaction with access to the program administrator, the information they are provided, and the ability to have their questions answered."

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

The External Reviewers' Report made 7 recommendations for improvement:

1. The jump between intermediate and advanced theory courses is too high. We recommend that the intermediate theory sequences be spread over years 2 and 3 of the program
2. There is a lack of coordination between the new math courses (1401 and 1402) and the theory and econometrics courses. Some space should be found for introducing basic concepts of linear algebra.
3. Many future retirements threaten the very popular Financial Economics concentration. Plans should be made to replace these faculty members before their predicted departures.
4. Given the size of the student body and its large international contingent, it appeared to us that some additional administrative support to the program is needed.
5. The program contains a large number of concentrations, some of which do not attract many students. We recommend consolidating the concentrations by:
  - a. combining the Development and Natural resources and Environmental Economics concentration into a single concentration in Economic Policy;
  - b. renaming the Economic Theory concentration as Advanced Economic Analysis;
  - c. evaluating the possibilities for reducing the number of required Economics courses in the various concentrations.
6. The B. Econ program is seen as a poor cousin of the main B. Econ Honours program. We think that it has the potential to attract students with a different profile. We invite the department to consider promoting the B. Econ program as a stand-alone, alternative path to economics training with optional less quantitative concentrations such as the Financial Economics – Business stream.
7. The department has been proactive and innovative in its outreach activities and its focus on experiential learning. This is a distinctive feature of the program at Carleton, and we encourage the department to pursue in this direction.

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

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

### **The Implementation Plan**

The recommendations that were put forward as a result of the review process were productively addressed by the Department of Economics and the Dean of the Faculty of Public and Global Affairs in responses to the External Reviewers' report and Implementation Plan that was considered by SQAPC on May 8, 2025. The Department agreed unconditionally to recommendations #1, 5a, 5b, and 7, and agreed to recommendations #3 and 4 if resources permit. They also agreed in principle to recommendations #2, and 5c. The unit did not agree to recommendation #6, however provided an acceptable rationale for their response.

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

### **The Next Cyclical Review**

The next cyclical review of the undergraduate programs in Economics will be conducted during the 2027-28 academic year.

**Economics**  
**Unit Response to External Reviewers' Report & Implementation Plan**  
**Programs Being Reviewed: Undergraduate Programs**

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

**Introduction & General Comments**

The Department was pleased to receive the Reviewers' very positive External Reviewers' report on October 17, 2024. This report was shared with our faculty and staff, and we are committed to the continual improvement of our programs to enhance the student, staff, and faculty experience. This document contains both a response to the External Reviewers' Report and an Implementation Plan (Section B) which have been created in consultation with the Dean.

UNIT RESPONSE AND IMPLEMENTATION PLAN					
Programs Being Reviewed: Bachelor of Economics Honours and Bachelor of Economics					
Prepared by (Carolina Czystkiewicz/Assistant Professor/Economics/December 9, 2024):					
External Reviewer Recommendation & Categorization Note: Recommendations highlighted in yellow were also made as part of a previous review	Unit Response (choose only one for each recommendation): 1- Agreed to unconditionally 2- Agreed to if additional resources permit (describe resources) 3- Agreed to in principle 4- Not agreed to Rationales are required for categories 2, 3 & 4	Action Item	Owner	Timeline	Will the action described require calendar changes? (Y or N)
1) The jump between intermediate and advanced theory courses is too high. We recommend that the intermediate theory sequences be spread over years 2 and 3 of the program; weakness	1 – agreed to unconditionally	The second part of the intermediate theory and econometrics sequence, ECON 2030, ECON 2103 and ECON 2220, will be moved to be 3 <sup>rd</sup> year courses. ECON 3920 will be moved to second year. These changes were already approved at the department and faculty level.	Undergraduate Committee	Fall 2025	Y
2) There is a lack of coordination between the new math courses (1401 and 1402) and the theory and econometrics courses. Some space should be found for introducing basic concepts of linear algebra; weakness	3 – agreed to in principle	A conversation will be initiated between the instructors of ECON 1401 and 1402 and those teaching the intermediate sequence in microeconomics, macroeconomics, and econometrics. The objective is to identify the mathematical topics that students usually struggle with in the intermediate core courses.  Currently, linear algebra is introduced in ECON 1401 but is not applied again until 4000-level courses. The undergraduate committee will work with the relevant course instructors to evaluate whether linear algebra should be used more frequently in courses at the 3000 level (e.g., in ECON 3210).	Undergraduate Committee	Changes implemented by Fall 2025	N

3) Many future retirements threaten the very popular Financial Economics concentration. Plans should be made to replace these faculty members <i>before</i> their predicted departures; concern	<i>2 – agreed to if additional resources permit</i>	<i>Our Financial Economics concentration consistently attracts between 20–25 percent of our total enrollment in the B ECON program. The predicted faculty retirements will directly impact the courses offered to support this concentration and, therefore, the quality of our undergraduate program. The external reviewers have clearly stressed the need to plan before the predicted departures. We anticipate the need for 1–2 faculty appointments to address this concern.</i>	<i>Chair, Dean FPGA</i>		<i>N</i>
4) Given the size of the student body and its large international contingent, it appeared to us that some additional administrative support to the program is needed; concern	<i>2 – agreed to if additional resources permit</i>	<i>We believe we need an additional undergraduate administrator position.</i>	<i>Chair, Dean FPGA</i>		<i>N</i>
5) The program contains a large number of concentrations, some of which do not attract many students. We recommend consolidating the concentrations by: a. combining the Development and Natural resources and Environmental Economics concentration into a single concentration in Economic Policy; b. renaming the Economic Theory concentration as Advanced Economic Analysis	a. <i>1 – agreed to unconditionally</i> b. <i>1 – agreed to unconditionally</i> c. <i>3 – agreed to in principle</i>	<i>a-b) We have already approved at the faculty level and submitted changes through Courseleaf that propose eliminating two concentrations: Natural Resources, Environment and Economy, as well as International Political Economy.</i>  <i>We are currently working on a proposal to modify the Development concentration to include some highly popular and relevant courses from the two eliminated concentrations.</i>  <i>c) We will explore this suggestion and may bring calendar changes by the Fall of 2025. Since these courses are also taken as electives by many</i>	<i>Undergraduate Committee</i>	<i>Fall 2025</i>	<i>Y</i>

c. evaluating the possibilities for reducing the number of required Economics courses in the various concentrations; opportunity		<i>students, total enrolment needs to be taken into account.</i>			
6) The B. Econ program is seen as a poor cousin of the main B. Econ Honours program. We think that it has the potential to attract students with a different profile. We invite the department to consider promoting the B. Econ program as a stand-alone, alternative path to economics training with optional less quantitative concentrations such as the Financial Economics – Business stream; opportunity	<i>4 – Not agreed to</i>	<p><i>We see the 15-credit B Econ program as an off-ramp program that is effective. For example, the share of students that make up the 15-credit B Econ program has been declining since the introduction of our flagship B Econ Honours program. We feel that advertising the 15-credit B Econ would draw students potentially away from our 20-credit B Econ Honours program which we do not support.</i></p> <p><i>Considering this proposal would be walking back to our previous dual program setup (with a less quantitative Applied program) and would not address the problem. Any new program with less quantitative content would still carry the poor cousin “stigma”. We also don’t think all students in this path are necessarily struggling. Some students choose this path because it requires fewer credits and they cannot afford the tuition for more.</i></p> <p><i>Finally, the B Econ Honours program was introduced 7 years ago. That includes 2 pandemic years. This is not enough time to meaningfully assess if having this single path is more successful relative to also having an alternative, less quantitative, path.</i></p>			<i>N</i>

7) The department has been proactive and innovative in its outreach activities and its focus on experiential learning. This is a distinctive feature of the program at Carleton, and we encourage the department to pursue in this direction; opportunity	<i>1 – agreed to unconditionally</i>	<p><i>We plan to consult with faculty and students to see if new opportunities are possible in this regard.</i></p> <p><i>One possibility would be to require the ECON 3920 Professional Practice of Economics course (which we expect to be moved to second year) for the B Econ 15 credit program introducing more experiential learning into that degree.</i></p>	<i>Undergraduate Committee</i>	<i>Fall 2025</i>	<i>N</i>
---	--------------------------------------	--	--------------------------------	------------------	----------

**SENATE QUALITY ASSURANCE AND PLANNING COMMITTEE**  
**Cyclical Review of the Bachelor of Information Technology – Information Resource Management**  
**Executive Summary and Final Assessment Report**

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

**EXECUTIVE SUMMARY**

The Bachelor of Information Technology in Information Resource Management is a joint program with Algonquin College and resides in the School of information Technology, a unit administered by the Faculty of Engineering and Design at Carleton University and the School of Wellness, Public Safety and Community Studies at Algonquin College.

As a consequence of the review, the programs were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of good quality. (Carleton's IQAP 7.2.13-7.2.14).

The External Reviewers' report offered a very positive assessment of the programs. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the programs. These recommendations were productively addressed by the Program Coordinator and the Dean of the Faculty of Engineering and Design in responses to the External Reviewers' report and Implementation on Plan that was submitted to SQAPC on August 28, 2025.

## FINAL ASSESSMENT REPORT

### Introduction

The Bachelor of Information Technology in Information Resource Management is a joint program with Algonquin College and resides in the School of Information Technology, a unit administered by the Faculty of Engineering and Design at Carleton University and the School of Wellness, Public Safety and Community Studies at Algonquin College. This review was conducted pursuant to the Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP). As a consequence of the review, the programs were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of good quality. (Carleton's IQAP 7.2.13-14).

The site visit, which took place September 25-27, 2024, was conducted by Dr. Sabah Mohammad from Lakehead University, Dr. Patrick Hung from Ontario Tech University and Prof. Chasity Berast from Saskatchewan Polytechnic. The site visit involved formal meetings with the following parties:

Carleton University:

- Provost
- Vice-Provost and Associate Vice-President (Academic),
- Associate Vice-President (Academic Programs and Strategic Initiatives),
- Dean of the Faculty of Engineering and Design
- Director of the School of Information Technology

Algonquin College:

- Senior Vice-President Academic
- Dean, Academic Development
- Dean of the School of Wellness, Public Safety, and Community Studies
- Chair Community Studies

The review committee also met with faculty members, staff, and undergraduate students.

The External Reviewers' report, submitted on October 22, 2024, offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

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

This report draws on five documents:

- The Self-study developed by members of the program from both institutions (Appendix A)
- The Report of the External Review Committee (Appendix B).
- The Response and implementation plan from the program (Appendix C)

- The Response from the Dean of the Faculty of Engineering and Design (Appendix D).
- The internal discussant's recommendation report (Appendix E).

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

This Final Assessment Report contains the Implementation Plan (Appendix C) developed by the Program Coordinator and agreed to by the Dean of the Faculty of Engineering and Design for the implementation of recommendations for program enhancement identified as part of the cyclical program review process.

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

### **Strengths of the programs**

The external reviewers noted that:

- “The program stands out for its unique joint curriculum between the college and university, including a French language requirement. This combination offers a comprehensive educational experience, equipping students with interdisciplinary skills and bilingual proficiency.”
- “The uniqueness of the IRM stem from the collaboration between Carleton University and Algonquin College to provide a new bridging program to transition Library & Information Technology education with knowledge from the Information Technology world.”
- “The quality of the faculty teaching in the RIM program is evident in the areas of qualifications, funding, research, etc”
- “Students are satisfied with the variety of assessments in the program, the small class size, and the diversity of the courses.”

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

The External Reviewers’ Report made 16 recommendations for improvement:

1. Expand Admission Pathways -Consider admitting students from other programs at Carleton and Algonquin College to the IRM program. The program may need to be expanded by introducing summer transition courses. This opportunity will help the program to recruit more students from both institutions to build on this important bridging program.
2. Explore Additional Course Delivery Methods - HyFlex and hybrid course delivery methods should be explored to increase the flexibility of the program.
3. Clarify and Strengthen Minors - Minors lack clear guidelines, and there is not enough flexibility, causing a bottleneck. This is causing scheduling difficulties for students, who are taking minors that they don’t want. Minors should be better defined to complement students' major studies and align with their career goals.
4. Explore Additional Co-op Opportunities - Current co-op placements are too private sector IT-focused. Additional placements for students should be found in the RIM and Library & Information Technology fields.

5. Express the Uniqueness of the Program - Highlight the value of IRM and differentiate the program from other CS and Software Engineering programs.
6. Hire Additional Faculty - Hire additional faculty to enhance flexibility and reduce reliance on contractors. Currently, the program lacks special topics courses, optional courses, and specializations. New faculty members would enable the IRM program to offer a broader range of courses, replace courses borrowed from the Information Technology faculty (such as BIT1400 and BIT2400), and cover for faculty members on sabbatical.
7. Improve Data Management Courses - There is no dedicated course focused on data management for IRM. For example, BIT 2008 (Multimedia Data Management) is used to teach relational databases but focuses on database programming, not applications. Refocusing BIT 2008 or introducing a new course (e.g., IRM 2XXX Databases for IRM) would cover data warehouses, data cubes, performance metrics, and data mining, all of which are crucial for effective data management in IRM.
8. Pursue CIPS/BTM Accreditation - Pursue accreditation from CIPS/BTM to improve the program's quality and attractiveness to prospective students. This accreditation will enhance the program's reputation and ensure it meets industry standards.
9. Update IRM 1005 for Current Industry Needs - Revise the IRM 1005 course to address current trends in mobile and web application development. The course should go beyond basic HTML and introduce students to building browser-based databases using platforms like Flutter, which can be applied to mobile, web, and desktop data management applications.
10. Align Programming Courses with IRM Objectives - Replace the current programming courses (BIT1400 and BIT2400, which focus on C and C++) with languages better suited to the IRM program's objectives. Python and R would be more relevant for application prototyping and data management. This change would align with the needs of courses such as IRM 3006, IRM 4005, IRM 4004, and IRM 2006, and may already be supported by existing courses at Carleton (e.g., ECOR 1041 Computation and Programming).
11. Increase Experiential Learning through Labs - Increase the number of senior-year courses with lab components to enhance experiential learning. Expanding the role of IRM technicians to assist in teaching labs as laboratory instructors could support this initiative.
12. Offer More Optional Courses and Specializations - Provide students with a broader selection of optional courses beyond their minors. Collaborating with other academic units could lead to specializations within the IRM program, such as Logistics and Supply Chain Management, which is in high demand in the job market. This would also enhance the program's flexibility and appeal.
13. Communicate Clear Graduate Pathways - Communicate pathways for IRM students to pursue graduate studies, such as an MLIS or an MSc program, to support their academic and professional advancement.

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

As a consequence of the review, the Bachelor of Information Technology in Information Resource Management was categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.13-14).

### **The Implementation Plan**

The recommendations that were put forward as a result of the review process were productively addressed by the Program Coordinator and the Dean of the Faculty of Engineering and Design in responses to the External Reviewers' report and Implementation Plan that was considered by SQAPC on August 28, 2025. The School agreed unconditionally to recommendations #2, 7 and 13 and agreed in principle to recommendations #1, 3, 4, 5, 9, and 10 . They also agreed to recommendations #6, 8, and 12 while noting that additional resources could help facilitate these recommendations. The unit did not agree to recommendation #11 but provided adequate rationale for their response.

It is to be noted that Carleton's IQAP provides for the monitoring of implementation plans. A monitoring report is to be submitted by the academic unit and Faculty Dean and forwarded to SQAPC for its review by June 30, 2029.

### **The Next Cyclical Review**

The next cyclical review of the Bachelor of Information Technology in Information Resource Management will be conducted during the 2031-32 academic year.

**BIT IRM**  
**Unit Response to External Reviewers' Report & Implementation Plan**  
**Programs Being Reviewed:**

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

**Introduction & General Comments**

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

*[Sample Text: The Department/School/Institute was pleased to receive the Reviewers' very positive External Reviewers' report on [date]. This report was shared with our faculty and staff, and we are committed to the continual improvement of our programs to enhance the student, staff, and faculty experience. This document contains both a response to the External Reviewers' Report and an Implementation Plan (Section B) which have been created in consultation with the Dean(s).]*

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

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

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

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

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

**Calendar Changes**

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

**Hiring**

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

UNIT RESPONSE AND IMPLEMENTATION PLAN					
Programs Being Reviewed: bachelor of Information Technology					
Prepared by (name/position/unit/date): Omair Shafiq/Masoud Barati January 14, 2025 updated June 2025					
External Reviewer Recommendation & Categorization Note: Recommendations highlighted in yellow were also made as part of a previous review	Unit Response (choose only one for each recommendation): 1- Agreed to unconditionally 2- Agreed to if additional resources permit (describe resources) 3- Agreed to in principle 4- Not agreed to Rationales are required for categories 2, 3 & 4	Action Item	Owner	Timeline	Will the action described require calendar changes? (Y or N)
<b>1. Expand Admission Pathways</b>  Consider admitting students from other programs at Carleton and Algonquin College to the IRM program. The program may need to be expanded by introducing summer transition courses. This opportunity will help the program to recruit more students from both institutions to build on this important bridging program. Opportunity	3- <i>Agreed to in principle</i>	<i>Admission to the IRM program is followed as per the formal admission processed by Carleton University. In addition to it, IRM also has a bridging program option which allows graduates from Algonquin College with the Library and Information Technician (LIT) diploma to reduce the time to obtain BIT – IRM degree. The IRM Program Coordinators and relevant faculty members will review the existing bridge program and look for possibilities to expand it.</i>	<i>IRM Coordinator at Carleton University</i>  <i>IRM Coordinator at Algonquin College</i>	<i>To be completed latest by the end of 2025-2026 academic year (June 2026)</i>	<i>N</i>
<b>2. Explore Additional Course Delivery Methods</b>  HyFlex and hybrid course delivery methods should be explored to increase the flexibility of the program. Opportunity	1- <i>Agreed to unconditionally</i>	<i>All IRM faculty members will review, determine and identify courses that are suitable to be HyFlex or similar, select courses one by one, adapt those and their materials for HyFlex and Hybrid delivery methods, and work towards enhancing the program's flexibility.</i>	<i>IRM Coordinator at Carleton University</i>  <i>IRM Coordinator at Algonquin College</i>	<i>The first set of courses to be updated by the end of June 2026, and continue with remaining courses in future as time and</i>	<i>N</i>

				<i>resources permit.</i>	
<b>3. Clarify and Strengthen Minors</b>  Minors lack clear guidelines, and there is not enough flexibility, causing a bottleneck. This is causing scheduling difficulties for students, who are taking minors that they don't want. Minors should be better defined to complement students' major studies and align with their career goals. Weakness	3- <i>Agreed to in principle</i>	<i>Undergraduate Advisor will contact new/incoming IRM students, get list of minors they want to add, and will provide clear guidelines to students to contact the departments offering those minors.</i>  <i>There are many programs available as minor programs.</i> <a href="https://admissions.carleton.ca/minors/">https://admissions.carleton.ca/minors/</a>  <i>Students can select minor programs to add degree elements that reflect their interests, build their passions and prepare them for future opportunities.</i>	UG Program Advisor	<i>To be completed before the start of the next intake in Fall 2025 (latest by 05 September 2025)</i>	<i>N</i>
<b>4. Explore Additional Co-op Opportunities</b>  Current co-op placements are too private sector IT-focused. Additional placements for students should be found in the RIM and Library & Information Technology fields. Concern	3- <i>Agreed to in principle</i>	<i>IRM program allows a flexible co-op option for IRM students. This option enables IRM students to gain up to five terms of work experience in the related field. The IRM Coordinators at both the institutions will inform the co-op office at Carleton University to look into the possibility of additional co-op opportunities in IRM and Library &amp; Information Technology fields.</i>	IRM Coordinator at Carleton University  IRM Coordinator at Algonquin College  Co-op office at Carleton University	<i>To be completed latest by the end of 2025-2026 academic year (June 2026)</i>	<i>N</i>

<p><b>5. Express the Uniqueness of the Program</b></p> <p>Highlight the value of IRM and differentiate the program from other CS and Software Engineering programs. Opportunity</p>	<p>3- <i>Agreed to in principle</i></p>	<p><i>IRM program focuses on the broad spectrum of information resource management, including cataloguing, metadata, references, programming, legal issues, data analysis, research methods, data management, information backup and recovery, machine learning and big data, etc. IRM program is offered jointly by Carleton University and Algonquin College. IRM is mainly focused on technology and applied aspects of information management. However, Computer Science and Software Engineering programs focus more on theoretical foundations or traditional engineering aspects of computing and software systems. In addition to these, IRM combines library with IT skills to prepare students with diverse practical roles (e.g., library management etc).</i></p> <p><i>The IRM faculty members at both the institutions will discuss further about highlighting the uniqueness of the program, will prepare a communication plan, and the details will be communicated to the current students during orientation sessions of their first term of studies, and to the potential students through student recruitment and outreach activities. Also, the IRM program uniqueness is regularly communicated with the associate director of the school of Information Technology at Carleton to support and ease the outreach activities.</i></p>	<p><i>IRM Coordinator at Carleton University</i></p> <p><i>IRM Coordinator at Algonquin College</i></p>	<p><i>To be completed latest by the end of 2025-2026 academic year (June 2026)</i></p>	<p><i>N</i></p>
---	---	--	---	--	-----------------

<p><b>6. Hire Additional Faculty</b></p> <p>Hire additional faculty to enhance flexibility and reduce reliance on contractors. Currently, the program lacks special topics courses, optional courses, and specializations. New faculty members would enable the IRM program to offer a broader range of courses, replace courses borrowed from the Information Technology faculty (such as BIT1400 and BIT2400), and cover for faculty members on sabbatical. Opportunity</p>	<p>2-      <i>Agreed to if additional resources permit</i></p>	<p><i>This is up to the Dean of Faculty of Engineering and Design (FED). If resources and budget are available and if approved by the Dean. To be determined by the Dean.</i></p>	<p><i>Office of the FED Dean</i></p>	<p><i>N/A</i></p>	<p><i>N</i></p>
<p><b>7. Improve Data Management Courses</b></p> <p>There is no dedicated course focused on data management for IRM. For example, BIT 2008 (Multimedia Data Management) is used to teach relational databases but focuses on database programming, not applications. Refocusing BIT 2008 or introducing a new course (e.g., IRM 2XXX Databases for IRM) would cover data warehouses, data cubes, performance metrics, and data mining, all of which are crucial for effective data management in IRM. Weakness</p>	<p>1-      <i>Agreed to unconditionally</i></p>	<p><i>We have recently created a new dedicated course IRM3*** (Information Backup and Recovery) which will focus on advanced database concepts like transaction processing, information backup, recovery, and related. The relevant calendar changes were approved, and the course will be offered from Winter 2026 term.</i></p>	<p><i>IRM Coordinator at Carleton University</i></p>	<p><i>The new course to be offered starting from Winter 2026 term and on-wards.</i></p>	<p><i>Y</i></p>
<p><b>8. Pursue CIPS/BTM Accreditation</b></p> <p>Pursue accreditation from CIPS/BTM to improve the program's quality and attractiveness to prospective students. This accreditation will enhance the program's reputation and ensure it meets industry standards. Opportunity</p>	<p>2-      <i>Agreed to if additional resources permit</i></p>	<p><i>The IRM program is already well-aligned with the industry needs. Through Program Advisory Committee (PAC), both the institutions regularly consult with representatives from related industries in order to track changing trends in IT, Digital Resource Management, and Library Resources. The IRM Program Coordinators will look into the possibility of accreditation of CIPS/BTM accreditation with CIPS/BTM and determine, in collaboration with</i></p>	<p><i>IRM Coordinator at Carleton University</i></p> <p><i>IRM Coordinator at Algonquin College</i></p>	<p><i>Latest by the end of June 2026</i></p>	<p><i>N</i></p>

		<i>administration, the benefits and feasibility given resource requirements.</i>			
<b>9. Update IRM 1005 for Current Industry Needs</b>  Revised the IRM 1005 course to address current trends in mobile and web application development. The course should go beyond basic HTML and introduce students to building browser-based databases using platforms like Flutter, which can be applied to mobile, web, and desktop data management applications. Concern	3- <i>Agreed to in principle</i>	<i>IRM 1005 (Web Interface Development) course includes HTML, CSS, JavaScript, jQuery, XML and JSON. The course will be further reviewed and revised to allow instructor to use the latest technology or tools for practical examples.</i>	<i>IRM Coordinator at Carleton University</i>	<i>Latest by the end of June 2026</i>	<i>N</i>
<b>10. Align Programming Courses with IRM Objectives</b>  Replace the current programming courses (BIT1400 and BIT2400, which focus on C and C++) with languages better suited to the IRM program's objectives. Python and R would be more relevant for application prototyping and data management. This change would align with the needs of courses such as IRM 3006, IRM 4005, IRM 4004, and IRM 2006, and may already be supported by existing courses at Carleton (e.g., ECOR 1041 Computation and Programming). Opportunity	3- <i>Agreed to in principle</i>	<i>The IRM faculty at Carleton will discuss the option of allowing IRM students to choose between C++ (BIT 1400) and Python (ITEC 1401) for their first-year programming course. All students will still be required to take BIT 2400 in their second year. Offering this choice gives students more flexibility to align their studies with their interests and future goals. C++ is a great option for those who want a solid foundation in low-level programming and deeper technical skills. On the other hand, Python is ideal for students who prefer a high-level, application-focused approach, especially useful in areas like data processing and information management. By providing this flexibility, we want to support different learning styles and help students prepare for both academic and career opportunities.</i>	<i>IRM Coordinator at Carleton University</i>	<i>Latest by the end of June 2026</i>	<i>Y</i>

<p><b>11. Increase Experiential Learning through Labs</b></p> <p>Increase the number of senior-year courses with lab components to enhance experiential learning. Expanding the role of IRM technicians to assist in teaching labs as laboratory instructors could support this initiative. Opportunity</p>	<p>4- <i>Not agreed to</i></p> <p><i>The senior year courses at Carleton include hands-on experiential learning and hands-on activities and examples within the lecture components. The courses also have hands-on activities as a part of assignments, course projects and in-class demonstrations, etc. The lectures are usually conducted in labs or lecture rooms having computers (for example, ML153 which is used for IRM courses and Capstone projects).</i></p>		N/A	N/A	N
<p><b>12. Offer More Optional Courses and Specializations</b></p> <p>Provide students with a broader selection of optional courses beyond their minors. Collaborating with other academic units could lead to specializations within the IRM program, such as Logistics and Supply Chain Management, which is in high demand in the job market. This would also enhance the program's flexibility and appeal. Opportunity</p>	<p>2- <i>Agreed to if additional resources permit</i></p>	<p><i>We are determined to keep the IRM program up to date to meet the needs of the rapidly evolving information age.</i></p> <p><i>We are proposing new courses which can be available as Elective and offered as per the availability of faculty members and resources at the university.</i></p> <p><i>The courses are:</i></p> <ol style="list-style-type: none"> <li><i>1. Title: Data Assurance and Integrity Description: Topics include data accuracy, attestation, integrity, immutability, validity, reliability, error detection and correction, data access, authorization and control.</i></li> <li><i>2. Title: Semantic Technology and Knowledge Management Description: Topics include ontologies, knowledge-based graphs, linked data, semantic web, information to knowledge, preserving and sharing knowledge.</i></li> </ol>	IRM Coordinator at Carleton University	Start from the beginning of 2025 and latest by the end of June 2026	Y

		<p>3. Title: Information Extraction Description: Fundamentals of information extraction, text data processing, entity recognition, relation extraction, sentiment analysis, opinion mining, challenges in information extraction.</p>			
<p><b>13. Communicate Clear Graduate Pathways</b></p> <p>Communicate pathways for IRM students to pursue graduate studies, such as an MLIS or an MSc program, to support their academic and professional advancement. Opportunity</p>	<p>1- Agreed to unconditionally</p>	<p>Accelerated Pathway is available to students from undergraduate program (including the IRM program) to Master of Applied Sciences (M.A.Sc.) program. Students in their final year of relevant Carleton undergrad degree as per the requirements for M.A.Sc. Digital Media or M.A.Sc. Networking Technology programs with demonstrated academic excellence and aptitude for research may qualify for this option. Students may receive advanced standing with transfer of up to 1.0 credit, which can reduce their time to completion.</p> <p>The faculty members at Carleton University and Algonquin College will prepare a communication plan, and the details will be communicated to the current students during orientation sessions of their first term of studies, and to the potential students through student recruitment and outreach activities. A copy of this plan is also shared with our associate director in the school of Information Technology to support the outreach activities.</p>	<p>IRM coordinator at Carleton University</p> <p>IRM coordinator at Algonquin College</p>	N/A	N

<p><b>14. Explore the Impact of Artificial Intelligence (AI)</b></p> <p>Expand the AI-related topics in the related courses, such as the applications of Natural Language Processing (NLP) and Large Language Model (LLM), for future opportunities in LIS. Opportunity</p>	<p>1- <i>Agreed to unconditionally</i></p>	<p><i>We are determined to keep the IRM program up to date to meet the needs of the rapidly evolving information age, including Artificial Intelligence.</i></p> <p><i>We are proposing new courses with some that can be available as electives and offered as per the availability of faculty members and resources.</i></p> <p><i>The courses are:</i></p> <ol style="list-style-type: none"> <li><i>1. Title: Data Assurance and Integrity This course can cover topics including Data Assurance and Integrity in context of Artificial Intelligence.</i></li> <li><i>2. Title: Semantic Technology and Knowledge Management This course can cover topics including Large Language Model (LLM)</i></li> <li><i>3. Title: Information Extraction This course can cover topics including Natural Language Processing (NLP)</i></li> </ol>	<p><i>IRM Coordinator at Carleton University</i></p>	<p><i>Start from January 2025 to latest by the end of June 2026</i></p>	<p><i>Y</i></p>
<p><b>15. Increase the financial support</b></p> <p>Provide opportunities for financial support and assistance, such as tuition waivers and scholarships, to help students thrive academically. Concern</p>	<p>2- <i>Agreed to if additional resources permit</i></p>	<p><i>This is up to the Dean of Faculty of Engineering and Design (FED). If resources and budget are available and if approved by the Dean. To be determined by the Dean.</i></p>	<p><i>Office of the FED Dean</i></p>	<p><i>N/A</i></p>	<p><i>N</i></p>

<p><b>16. Improve the transparency in communication</b></p> <p>Provide instructions for the students to communicate with the Department, Professors and TAs when the students have issues. Additionally involving student representative at the program meeting may help to understand student need. Concern</p>	<p>3-      <i>Agreed to in principle</i></p>	<p><i>Students are provided with instructions to communicate with the department/school, professors and TAs starting from the orientation sessions when the students join the program.</i></p> <p><i>In addition to it, the school also has a new Associate Director position as Associate Director, Student Experience and Community Outreach which focuses on student recruitment, student experiences and related activities.</i></p> <p><i>The program coordinator will see how to communicate better with student representative to better help understand student needs.</i></p>	<p><i>IRM Coordinator at Carleton University</i></p> <p><i>IRM Coordinator at Algonquin College</i></p> <p><i>Associate Director Student Experience and Community Outreach at Carleton University</i></p>	<p><i>Latest by the end of June 2025</i></p>	<p><i>N</i></p>
--	--	--	---	--	-----------------

**SENATE QUALITY ASSURANCE AND PLANNING COMMITTEE**  
**Cyclical Review of the Graduate Program in Political Management**  
**Executive Summary and Final Assessment Report**

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

**EXECUTIVE SUMMARY**

The graduate programs in Political Management reside in Arthur Kroeger College, a unit administered by the Faculty of Public and Global Affairs.

As a consequence of the review, the program was categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of good quality. (Carleton's IQAP 7.2.13-7.2.14).

The External Reviewers' report offered a very positive assessment of the programs. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the programs. These recommendations were productively addressed by the Director of Arthur Kroeger College and the Dean of the Faculty of Public and Global Affairs in responses to the External Reviewers' report and Implementation on Plan that was submitted to SQAPC on June 12, 2025.

## **FINAL ASSESSMENT REPORT**

### **Introduction**

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

The site visit, which took place November 26-28, 2024, was conducted by Dr. Robert Falcon Ouellette, from the University of Ottawa, Dr. Ian Brodie from the University of Calgary and Ms. Jennifer Carver of Navigator. The site visit involved formal meetings with the Vice-Provost and Associate Vice-President (Academic), the Associate Vice-President (Academic Programs and Strategic Initiatives), the Associate Dean of the Faculty of Public and Global Affairs, the Vice-Provost (Graduate Studies) and the Director of Arthur Kroeger College. The review committee also met with faculty members, staff, and graduate students.

The External Reviewers' report, submitted on January 10, 2025, offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

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

This report draws on five documents:

- The Self-study developed by faculty members from the Master of Political Management (Appendix A)
- The Report of the External Review Committee (Appendix B).
- The response and implementation plan from Arthur Kroeger College (Appendix C)
- The Response from the Dean of the Faculty of Public and Global Affairs (Appendix D).
- The internal discussant's recommendation report (Appendix E).

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

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

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

## **Strengths of the programs**

### *General*

The External Reviewers' Report states that "The Master of Political Management (MPM) program at Carleton University has established itself as one of Canada's premier graduate programs, blending rigorous academic study with practical political experience."

### *Faculty*

Speaking with regard to faculty, the external reviewers' stated that "The MPM program is supported by a distinguished and well-connected faculty, whose members are leaders in the field of political management. Drawing on their extensive real-world experience, faculty offer students insights into both the theoretical foundations and practical applications of political practice. This dynamic relationship between academic instruction and professional expertise creates an enriching environment where students can engage directly with the realities of the political sphere. The program's faculty members also maintain active roles in advising senior policy-makers, participating in public discussions, and mentoring the next generation of political leaders."

### *Students*

The external reviewers noted that "The students of the 2023-2024 cohort have expressed high levels of satisfaction with the program, particularly with the support they receive and the quality of instruction, which has significantly enhanced their ability to succeed in their current roles and in future career opportunities. Of particular note is the practicum, which has been widely recognized as an especially effective component of the program, offering valuable hands-on experience that directly translates into professional effectiveness."

### *Curriculum*

The external reviewers noted that "The MPM program stands out as a unique and highly regarded offering within Canada's graduate education landscape. With a focus on bridging the gap between theory and practice, the program prepares graduates with both the critical thinking skills and the hands-on experience necessary for navigating the complex political environment. Recognized across the country for its comprehensive curriculum and industry relevance, the MPM program serves as a model for similar initiatives at other institutions, contributing to its national stature. The program's continued success reflects its ability to evolve in response to the shifting demands of the political management field, offering a relevant and timely educational experience that is adaptable to both traditional and emerging political arenas."

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

The External Reviewers' Report made 8 for improvement:

1. Perform a comprehensive review of the Master of Political Management program offered by George Washington University in the United States, the degree program that heavily informed this MPM program when it was initially developed. Update the benchmarking of the MPM against the offerings of the George Washington University political management programs, identifying new trends or emerging developments that the MPM should match.

2. Consider broadening the program to include provincial politics as well as federal politics, whether that be through the addition of specific course(s) or the creation of a provincial stream of the program. This could also include a municipal politics course perhaps offered at a distance.
3. Form a task force or individual to champion and be held accountable for the development and delivery of a growth plan to ensure the long-term continued financial viability and success of the program. Program Considerations (this section may or may not be needed) Note in most cases it will not be needed.
4. Reconsider the existing organizational structure with an aim to bringing the program closer to the Dean's office which might include a reconsideration of its inclusion within Kroeger College.
5. Design and implement a full cost recovery online certificate program.
6. Perform an audit of the positions and capacity within the faculty, to ensure the program (including the practicum) is appropriately staffed to maintain the quality of its offerings while responding to the continuously evolving political landscape. For instance, within the faculty there would be value in having a full-time director and ensuring adequate representation from members of the Federal Conservative Party of Canada (as they are expected to win the next federal election). Sessional faculty and course offering should include members of all political parties (including the NDP).
7. Continue efforts to promote Indigenous engagement, through specialized courses and partnerships with Indigenous scholars and the specifics of the Indians act and Indigenous politics. This would demonstrate a commitment to reconciliation and the inclusion of Indigenous perspectives in political management education.
8. Senior university officials should host political leadership at high levels and highlight the MPM program to ensure its continued relevance, while also serving as an advocacy platform for the wider university community and U15.

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

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

### **The Implementation Plan**

The recommendations that were put forward as a result of the review process were productively addressed by the Director of Arthur Kroeger College and the Dean of the Faculty of Public and Global Affairs in responses to the External Reviewers' report and Implementation Plan that was considered by SQAPC on June 12, 2025. The College agreed unconditionally to recommendations #1, 3, 4 and 8. They also agreed to recommendations #2, 5, 6,7 while noting that additional resources could help facilitate these recommendations.

It is to be noted that Carleton's IQAP provides for the monitoring of implementation plans. A monitoring report is to be submitted by the academic unit and Faculty Dean and forwarded to SQAPC for its review by June 30, 2028.

#### **The Next Cyclical Review**

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

**Political Management  
Unit Response to External Reviewers' Report & Implementation Plan  
Programs Being Reviewed: Masters of Political Management (MPM)**

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

**Introduction & General Comments**

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

*The Masters of Political Management program was pleased to receive the External Reviewers' report. This report was shared with program faculty, and we are committed to the continual improvement of our program to enhance the student, staff, and faculty experience. This document contains both a response to the External Reviewers' Report and an Implementation Plan (Section B) which have been created in consultation with the Dean.*

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

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

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

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

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

**Calendar Changes**

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

**Hiring**

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

UNIT RESPONSE AND IMPLEMENTATION PLAN					
Programs Being Reviewed: Masters of Political Management					
Prepared by (name/position/unit/date): André Turcotte, Acting Program Director, Kroeger College, 25 March 2025					
External Reviewer Recommendation & Categorization Note: Recommendations highlighted in yellow were also made as part of a previous review	Unit Response (choose only one for each recommendation): 1- Agreed to unconditionally 2- Agreed to if additional resources permit (describe resources) 3- Agreed to in principle 4- Not agreed to Rationales are required for categories 2, 3 & 4	Action Item	Owner	Timeline	Will the action described require calendar changes? (Y or N)
1. Perform a comprehensive review of the Master of Political Management program offered by George Washington University in the United States, the degree program that heavily informed this MPM program when it was initially developed. Update the benchmarking of the MPM against the offerings of the George Washington University political management programs, identifying new trends or emerging developments that the MPM should match. Opportunity	<i>Agreed to unconditionally</i>	<i>We will strike an Internal Ad Hoc Committee to conduct a comprehensive review of the MPM program in relation to the Master of Political Management program at George Washington University (GWU). Given that the GWU program significantly influenced the development of the MPM, this review will assess alignment with best practices, identify emerging trends, and recommend program enhancements to ensure continued relevance and competitiveness. Specifically, the committee will: Review the George Washington University Master of Political Management program; Benchmark the MPM program against the GWU political management offerings; Analyze new trends and emerging developments; and Develop recommendations for program enhancement.</i>	<i>Program Director</i>	<i>2025-26</i>	<i>N</i>

2. Consider broadening the program to include provincial politics as well as federal politics, whether that be through the addition of specific course(s) or the creation of a provincial stream of the program. This could also include a municipal politics course perhaps offered at a distance. Opportunity	<i>Agreed to if additional resources permit</i>	<i>We will explore a number of possibilities to broaden the program's engagement with provincial and municipal politics. This could include: creating new dedicated courses; exploring the creation of a provincial/municipal stream, or new remote-learning certificate programs; integrating provincial/municipal case studies into courses and course assignments; expanding relevant internship opportunities; engaging with more provincial/municipal officials as guest speakers; and organizing events focused on provincial/municipal issues. Many of these options will be resource-dependent.</i>	<i>Program Director</i>	<i>2025-26 and ongoing</i>	<i>N</i>
3. Form a task force or individual to champion and be held accountable for the development and delivery of a growth plan to ensure the long-term continued financial viability and success of the program. Concern	<i>Agree to Unconditionally</i>	<i>We will establish a Task Force on Program Growth and Sustainability comprising faculty, administrators, industry advisors, and alumni to oversee strategic growth efforts and define clear mandates and measurable goals, such as increasing enrollment, diversifying revenue streams, and strengthening partnerships.</i>  <i>We will also designate a Program Development Lead (either an existing faculty member, administrator, or external advisor) to work with the program director to develop a strategic growth plan that identifies target audiences, new recruitment opportunities, and industry demands, explores expanding program</i>	<i>Program Director</i>	<i>2025 and ongoing</i>	<i>N</i>

		<p><i>delivery (e.g., online options, executive education, or modular courses), and identifies funding opportunities, such as grants, sponsorships, or alumni donations.</i></p> <p><i>The program director will seek to create an advisory board of political professionals, alumni, and employers to provide insights on program relevance and job market needs, and to expand partnerships with government agencies, advocacy groups, and political parties to enhance experiential learning and attract sponsorships.</i></p>			
<p>4. Reconsider the existing organizational structure with an aim to bringing the program closer to the Dean's office which might include a reconsideration of its inclusion within Kroeger College. Concern</p>	<p><i>Agree to Unconditionally</i></p>	<p><i>We will appoint a working group to assess the current structure, decision-making processes, and alignment with institutional priorities and to make recommendations for alternative administrative and governance arrangements if warranted.</i></p> <p><i>As part of this review process, the program director will engage in discussions with Kroeger College Director and the Dean to better understand the challenges facing the program and determine if adjustments within the existing framework could address concerns or if alternative arrangements would be more effective and feasible.</i></p>	<p><i>Program Director and Dean</i></p>	<p><i>2025-26</i></p>	<p><i>N</i></p>

5. Design and implement a full cost recovery online certificate program. Opportunity	<i>Agreed to if additional resources permit</i>	<i>We will develop a proposal for a full cost recovery online certificate program. To develop the proposal we will engage with the Associate Dean (Academic) in FPGA and the AVP Academic Programs and Strategic Initiatives. The program would require a commitment of resources from the university for initial start-up costs.</i>	<i>Program Director</i>	2025-26	Y
6. Perform an audit of the positions and capacity within the faculty, to ensure the program (including the practicum) is appropriately staffed to maintain the quality of its offerings while responding to the continuously evolving political landscape. For instance, within the faculty there would be value in having a full-time director and ensuring adequate representation from members of the Federal Conservative Party of Canada <b>(as they are expected to win the next federal election).</b> Sessional faculty and course offering should include members of all political parties <b>(including the NDP).</b> Concern	<i>Agreed to if additional resources permit</i>	<i>We will review current faculty composition (full-time, part-time, and sessional instructors) to assess gaps in expertise, workload, and political representation to ensure core program needs are being met. We are committed to ensuring elective topics, contract instructors and the practitioner-in-residence appointments bring political diversity to our program. We will also ensure that our lectures and other events feature a diversity of political perspectives whenever possible.</i>	<i>Program Director</i>	2025-26	N
7. Continue efforts to promote Indigenous engagement, through specialized courses and partnerships with Indigenous scholars and the specifics of the Indians act and Indigenous politics. This would demonstrate a commitment to reconciliation and the inclusion of Indigenous perspectives in political management education. Opportunity	<i>Agreed to if additional resources permit</i>	<i>We will explore the possibility of offering a specialized course on Indigenous politics and governance (or work with other units in the Faculty who offer similar courses).</i>  <i>We will also explore opportunities to establish formal partnerships with Indigenous political organizations, academic institutions, and governance</i>	<i>Centre for Indigenous Support and Community Engagement</i>	2026-27	N

		<i>bodies; to invite more indigenous leaders and policy experts as guest lecturers, adjunct faculty, or advisory board member; and to support collaborative research projects on indigenous governance and political engagement. Some of these opportunities are resource-dependent.</i>	<i>Program Director</i>		
8. Senior university officials should host political leadership at high levels and highlight the MPM program to ensure its continued relevance, while also serving as an advocacy platform for the wider university community and U15. Opportunity	<i>Agree to Unconditionally</i>	<p><i>We will explore opportunities to organize high-profile political engagement events. This could include:</i></p> <ul style="list-style-type: none"> <li>• <i>Hosting <b>annual or semi-annual roundtables</b> with political leaders, policymakers, and senior university officials to discuss emerging trends in political management.</i></li> <li>• <i>Establishing a <b>distinguished lecture series</b> featuring key figures from federal, provincial, and municipal politics.</i></li> <li>• <i>Organizing <b>MPM-hosted policy forums</b> that attract politicians, alumni, and industry professionals.</i></li> </ul> <p><i>We will seek opportunities to engage with the President, Provost, and Dean to ensure that they actively promote the MPM program in their engagements with government officials, donors, and partner institutions.</i></p>	<i>Program Director</i>	<i>2025-2027</i>	<i>N</i>

		<p><i>Our commitment to develop a Task Force on Program Growth and Sustainability (Response #3) will also help us to strengthen political and institutional partnerships and elevate the visibility of the program.</i></p> <p><i>We will continue to encourage faculty members to publish policy briefs, white papers, and op-eds, participate in media commentary on political developments to increase visibility.</i></p> <p><i>Finally, we will explore the possibility of creating a university-led working group focused on political training and democratic engagement.</i></p>			
--	--	--	--	--	--