



DATE: January 19, 2024

TO: Senate

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

RE: Final Assessment Reports and Executive Summaries

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

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

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

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

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

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

Omnibus Motion

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

Senators may wish to identify any of the following 3 Final Assessment Reports and Executive Summaries that they feel warrant individual discussion, that will then not be covered by the omnibus motion. Independent motions as set out below will nonetheless be written into the Senate minutes for those Final Assessment Reports and Executive Summaries that Senators agree can be covered by the omnibus motion.

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

Final Assessment Reports and Executive Summaries

1. Graduate Programs in Philanthropy and Nonprofit Leadership

SQAPC approval: December 14, 2023

SQAPC Motion:

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

Senate Motion January 26, 2024:

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the graduate programs in Philanthropy and Nonprofit Leadership.

2. Undergraduate and Graduate Programs in Psychology

SQAPC approval: January 11, 2024

SQAPC Motion:

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

Senate Motion January 26, 2024:

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

3. Undergraduate Programs in Greek and Roman Studies

SQAPC approval: January 11, 2024

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 Greek and Roman Studies.

Senate Motion January 26, 2024:

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

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE
Cyclical Review of the graduate programs
in Philanthropy & Nonprofit Leadership
Executive Summary and Final Assessment Report**

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

EXECUTIVE SUMMARY

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

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

The External Reviewers' report offered a very positive assessment of the programs. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the programs. These recommendations were productively addressed by the Director of the School of Public Policy and Administration and the Dean of the Faculty of Public Affairs in responses to the External Reviewers' report and Implementation on Plan that was submitted to SQAPC on October 26, 2023.

FINAL ASSESSMENT REPORT

Introduction

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

The site visit, which took place on April 19-21, 2023, was conducted by Dr. Lynne Siemens, University of Victoria, and Dr. Thad Calabrese from New York University. The site visit involved formal meetings with the Provost, the Vice-Provost and Associate Vice-President (Academic), the Dean of the Faculty of Public Affairs and the Director of the School of Public Policy and Administration. The review committee also met with faculty members, contract instructors, staff, and undergraduate and graduate students.

The External Reviewers' report, submitted on May 13, 2023 offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

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

This report draws on five documents:

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

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

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

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

Strengths of the programs

General

The External Reviewers' Report states that the Master of Philanthropy and Non-Profit Leadership 'is an excellent program closely aligned with Carleton's mission and academic plans,' occupying a unique programming space at the University and nationally.

Faculty

Speaking with regard to faculty, the external reviewers' stated: 'the core MPNL faculty are leaders in their field and have established networks in the philanthropy and nonprofit sectors. In addition, the contract instructors are committed to the program and have been teaching in it for several years'

Students

The external reviewers noted that "the objective of the MPNL program is to strengthen knowledge, capacity for critical analysis, and research and professional skills that will prepare students to be leaders and innovators in philanthropy, non-profit, charitable, advocacy, and social enterprise organizations.

Curriculum

The external reviewers noted that the curriculum is focused on experiential learning, community engagement, and skill mastery. The program's design supports a cohort model, with majority of students completing their degree in the time required.

Opportunities for program improvement and enhancement

The External Reviewers' Report made 15 recommendations for improvement:

1. Support hiring to replace retired faculty and those with a course payout.
2. Increase student-centered events in fall and spring semesters
3. Create process for recruitment and retention of adjuncts and contract instructors, which currently are recruited largely from individual faculty. That administrative support staff be expanded in the program including, at the very least, a full-time Graduate Administrator whose work responsibilities are exclusive to the graduate program.
4. Support additional administrative resources for the program.
5. Structure contacts so that faculty who teach in summer can teach in spring and fall to alleviate staffing issues.
6. Add additional courses in EDI and Indigenous topics
7. Keep the capstone report
8. Keep the intensive summer institute
9. Recruit more international students
10. Focus learning assessments on student work already created rather than generating new data each semester.
11. Work with the school to crosslist more courses that might serve as electives for MPNL students

12. Create a process for analyzing needs for elective courses rather than ad hoc development based on perceived need
13. Create option for certain students to test out mandatory courses (either through prior coursework, experience, or passing some waiver exam that could be developed)
14. Create network so graduates of program can all be linked rather than just linked by their individual cohorts.
15. Continue to engage the alumni to mentor students, contract instructors, marketing the program, or taking non-credit courses.

The Outcome of the Review

As a consequence of the review, the graduate programs in Master of Philanthropy and Non- Non-Profit Leadership.

categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of **GOOD QUALITY** (Carleton's IQAP 7.2.13-14).

The Implementation Plan

The recommendations that were put forward as a result of the review process were productively addressed by the Director of the School of Public Policy and Administration and the Dean of the Faculty of Public Affairs in a response to the External Reviewers' report and Implementation Plan that was considered by SQAPC on October 26, 2023. The School agreed unconditionally to recommendations #6, 7, 9, 12 and agreed to recommendations #1, 4, 8, and 15 if resources permit. They also agreed to recommendations #2, 3, 5, 10, 11 and 13 in principle.

It is to be noted that Carleton's IQAP provides for the monitoring of implementation plans. A monitoring report is to be submitted by the academic unit(s) and Faculty Dean(s), and forwarded to SQAPC for its review by June 30th, 2024.

The Next Cyclical Review

The next cyclical review of the graduate programs in Master of Philanthropy and Non-Profit Leadership will be conducted during the 2027-28 academic year.

Master of Philanthropy and Nonprofit Leadership
Unit Response to External Reviewers' Report & Implementation Plan
Programs Being Reviewed: Graduate

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

General Comments

The School of Public Policy and Administration (SPPA) is pleased to receive the very positive External Reviewers' report on the Master/Diploma of Philanthropy and Nonprofit Leadership on May 21st, 2023. This report has been shared with SPPA faculty and staff, and we are committed to the continual improvement of the program to enhance the student, staff, and faculty experience. This document contains both a response to the External Reviewers' Report and an Implementation Plan which have been created in consultation with the SPPA Director and the Deans of the Faculties of Public Affairs and Graduate and Postdoctoral Affairs. We thank the Reviewers for their careful, detailed and thoughtful analysis which is of great value in strengthening the program further into the future.

In response to each of the Reviewers' recommendations, one of the following actions has been indicated:

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).

The person responsible for the action, the timeline and whether calendar changes are required is also noted.

UNIT RESPONSE AND IMPLEMENTATION PLAN

Programs Being Reviewed: Master of Philanthropy and Nonprofit Leadership

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

External Reviewer Recommendation & Categorization	Unit Response (choose only one for each recommendation): 1- Agreed to unconditionally 2- Agreed to if additional resources permit (describe resources) 3- Agreed to in principle 4- Not agreed to Rationales are required for categories 2, 3 & 4	Action Item	Owner	Timeline	Will the action described require calendar changes? (Y or N)
<p>1) Support hiring to replace retired faculty and those with course payouts (weakness)</p>	<p><i>Agreed to if additional resources permit</i></p> <p>The report indicates that the MPNL is “nearing a crisis point” due to lack of replacement of retired faculty and the pending retirement of the only Full Professor (and Graduate Supervisor since its beginning). As indicated, “if there is no additional faculty hired to teach core courses, supervise capstone projects, and ensure academic integrity and continuity, the program will be by necessity reliant on contract instructors.”</p> <p>In the early years, there were six faculty and the (salaried) director of a University Research Centre with teaching responsibilities in the MPNL and research interests in this field. There are currently three faculty, of whom: one is half-time; one has a two-course teaching release for a major research project over the next four years; and one will retire in the near future.</p> <p>The University will need to determine if and how to address the sustainability of the program; SPPA will need to ensure designated resources are allocated to it.</p>	<p>Decision of the Dean and Provost on the future of the program including replacement of retired faculty. SPPA Director to ensure designated resources are allocated to the program.</p>	<p>Dean, Faculty of Public Affairs; Provost; SPPA Director</p>	<p>By July 1, 2024</p>	<p>N</p>

2) Increase student-centered events in Fall and Spring semesters (weakness)	<i>Agreed to in principle</i> The lack of events has been due to limited time of faculty to organize these. The current Graduate Supervisor will assume responsibility for organizing more student-centred events.	Faculty, in collaboration with a committee of 2-3 students, will plan and deliver student-centred events in Fall and Winter terms. This relies on the Graduate Supervisor to take the lead; when a new faculty member (whose research interests are not in this field and who has not taught in the program) assumes the roles of Graduate Supervisor in July 2024, they will be encouraged to continue with these efforts.	MPNL Graduate Supervisor	Fall 2023, and on an annual basis	N
3) Create process for recruitment and retention of adjuncts and contract instructors, which currently are recruited largely from individuals' working networks. (concern)	<i>Agreed to in principle</i> The hiring of Contract Instructors has always adhered to the prescribed University process, rather than take place through informal recruitment and personal networks. The descriptions of open positions are posted on the Carleton University Job Posting and SPPA websites for the requisite time period, and are widely advertised through the MPNL Supervisor's and faculty's social media and networks. Applications are submitted to the SPPA Administrator and reviewed by the SPPA Director and MPNL Graduate Supervisor, from which candidates are chosen based on qualifications and fit with the advertised course. The choice of successful applicants is made by the SPPA Director, with input from the MPNL Supervisor;	For Contract Instructors: SPPA Director and Administrator ensure the process is as open and fair as possible, with extensive advertising of open positions by the School and the University. For Fellows and Adjuncts: SPPA Director in consultation with MPNL faculty review the appointment of specific Fellows and Adjuncts, including current ones who are due for renewal. The School's Management Committee would need to determine if a more open call for these appointments should be implemented (which would remove the expectation that Fellows and Adjuncts have already made some contributions to the School).	SPPA Director and MPNL Graduate Supervisor	Fall 2023	N

	<p>the SPPA Administrator manages all communications with applicants. While many of the successful applicants are known to faculty due to their extensive networks, this process is a very formal and, we believe, a fair one.</p> <p>The School shares the concern raised, however, that the ability to widely advertise and attract quality candidates to Contract Instructor positions relies heavily on the extensive personal networks of the MPNL Supervisor. We plan to enlist the assistance of Carleton's Human Resource Department for additional ways of advertising beyond the University's normal channels.</p> <p>Adjuncts and Fellows are nominated by faculty and reviewed by the SPPA Tenure and Promotions Committee, which is responsible for all nominations in the School. The normal expectation is that a nominated fellow or Adjunct has already made some contribution to the Program/School and has identified in the application statement anticipated future contributions. Faculty are expected to engage the relevant Fellows and Adjuncts in their work with the School. Given this process, the appointed Fellows and Adjuncts normally have existing and ongoing connections with MPNL Faculty, although we are encouraging of those beyond existing relationships. The number of Fellows and Adjuncts with a relationship to the MPNL is limited, however, because the School seeks to balance equal appointments across its programs and research areas.</p>				
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<p>4) Support additional administrative resources for the program (concern)</p>	<p><i>Agreed to if additional resources permit</i></p> <p>The MPNL Administrator is responsible for both program administration and community outreach, including management of the experiential learning components, student support, the website and events. Although SPPA has a staff member responsible for events, website and communication, any work related to the MPNL has been excluded from the duties of this position.</p>	<p>Director, SPPA and Dean, Faculty of Public Affairs to determine if additional administrative resources are available or consider possible reallocation of existing resources</p>	<p>Director, SPPA and Dean, Faculty of Public Affairs</p>	<p>By July 2024</p>	<p>N</p>
<p>5) Structure contracts so that faculty who teach in summer can teach in spring and fall to alleviate staffing issues (currently can only teach in 2 of 3 terms) (concern)</p>	<p><i>Agreed to in principle</i></p> <p>Under the collective agreement, faculty teach in only two of three terms. The report recommends maintaining the intensive Summer Institute, which means that some teaching will remain in the summer term. One means of balancing teaching is to offer an elective in the summer term cross-listed with the MPPA and possibly other programs (so some faculty teach two courses in summer and two in fall or winter). With two faculty on half time teaching, a rebalancing does not affect current teaching allocations.</p>	<p>SPPA Director and Administrator, with MPNL Graduate Supervisor, to determine the most efficient teaching schedules and develop elective courses that could be cross-listed across SPPA programs.</p>	<p>SPPA Director, SPPA Administrator and MPNL Graduate Supervisor</p>	<p>Fall 2023</p>	<p>N</p>
<p>6) Additional courses in EDI and Indigenous topics (opportunity)</p>	<p><i>Agreed to unconditionally</i></p> <p>A new elective has been added for Winter term 2023-24 that focuses on Human Resource Management and will extensively address aspects of EDI. Both topics are included in the elective PANL 5307 (Community Philanthropy) which is regularly offered, and EDI is covered in the core courses, PANL 5002 (Policy and Legal</p>	<p>Faculty and Contract Instructors to collectively and individually assess how EDI and Indigenous topics can be more fully integrated into their courses and into the program as a whole.</p>	<p>MPNL Graduate Supervisor with faculty and contract instructors</p>	<p>August 2023, with annual review</p>	<p>N</p>

	Environment) and 5004 (Leadership and Governance). Indigenous perspectives and decolonization of philanthropy have been incorporated into PANL 5001 (Foundations of Philanthropy). The annual faculty teaching evaluation meeting will assess how both EDI and Indigenous topics can be included more fully across the curriculum. If teaching resources permit and with adequate student interest, a new elective on Indigenous Philanthropy could be developed in collaboration with the Indigenous Policy and Administration Graduate Diploma.				
7) Keep the capstone report (opportunity)	<i>Agree to unconditionally</i> The capstone project and report will continue as it currently does.	MPNL Graduate Supervisor and MPNL Administrator to monitor and manage continuation of capstone projects	MPNL Graduate Supervisor and MPNL Administrator	Summer 2023, ongoing	N
8) Recruit more international students (opportunity)	<i>Agreed to if additional resources permit</i> While international students enrich the cohorts and there is a substantial applicant pool, the opportunity to include more international students is constrained by several factors: 1) there is strong domestic demand that the program needs to serve; 2) the University's admission target is set at 20 full-time <i>domestic</i> students, and when a selection of the large number of domestic part-time applicants are included, the program is at capacity (N = 35 students per year to enable a quality learning experience); and 3) the University provides very limited funding to international students (normally 0-1 per year for the MPNL). With greater student financial assistance, the number	MPNL Supervisor, SPPA Director, Dean, Faculty of Public Affairs and Dean, Faculty of Graduate and Postdoctoral Affairs to review potential, including resources, for more international students	MPNL Supervisor, SPPA Director, Dean, Faculty of Public Affairs and Dean, Faculty of Graduate and Postdoctoral Affairs	Fall 2023, with annual review	N

	of international students could be increased from about 2 to 5 per year. With an expansion of teaching resources, the program could double the intake to provide two sections of core courses serving a mix of domestic and international students.				
9) Keep the intensive Summer Institute (opportunity)	<i>Agreed to unconditionally</i> The Summer Institute will continue as it currently does.	MPNL Graduate Supervisor, MPNL Administrator and SPPA Director to oversee continuation of the Summer Institute	MPNL Graduate Supervisor, and MPNL Administrator	Fall 2023, ongoing on an annual basis	N
10) Focus learning assessments on student work already created rather than generating new data each semester (opportunity)	<i>Agreed to in principle</i> We agree that the assessment of achievement of learning outcomes should be based on existing student work, as indicated in the Quality Assurance report. Students indicate they value a short online survey annually as to strengths and suggested improvements in the program, and instructors benefit from an annual roundtable to review curriculum and program learning outcomes. Neither are onerous in terms of time or resources.	Achievement of learning outcomes will be assessed based on existing student work, as indicated in the Quality Assurance report, led by the MPNL Graduate Supervisor. We also propose to continue the existing practices of a brief online student survey of the strengths and shortcomings of the program and an annual roundtable of instructors.	MPNL Graduate Supervisor with MPNL Administrator and instructors	Learning outcome assessment as per the timeline of the QA report; short student survey and faculty roundtable on an annual basis in August	N
11) Work with school to cross list more courses that might serve as electives for MPNL students (might require in-person courses, or moving other courses online) (opportunity)	<i>Agreed to in principle</i> Electives for the MPNL need to be delivered online as few students live in the National Capital region for the fall and winter terms. The potential to cross-list electives with the School's Master of Public Policy and Administration (MPPA) has been limited by the choice to deliver these courses in person only; greater cross-listing requires a change of policy for the MPPA.	SPPA Director and Administrator with MPNL Graduate Supervisor and MPNL Administrator, with MPPA, IPA and DPPE Graduate Supervisors, to assess opportunity for more cross-listed MPPA, IPA and DPPE	SPPA Director, SPPA Administrator, and MPNL Graduate Supervisor	Fall 2023	Y

	Beginning in 2023-2024, the SPPA Director has committed to offering at least one online elective for the MPPA in the Fall Term, which will better enable the School to consider cross-listed courses. The potential for cross-listing courses with the Graduate Diplomas in Indigenous Policy and Administration (IPA) and in Policy and Program Evaluation, which are offered online, will be explored.				
12) Create a process for analyzing needs for elective courses rather than ad hoc development based on perceived need (opportunity)	<i>Agreed to unconditionally</i>	The Graduate Supervisor through the Administrator will conduct an online survey (anonymously) of students every August on preferences for existing and new electives. This will inform the selection of electives and creation of new ones for the following year. The number of electives available is determined by the SPPA Director in consultation with the SPPA Administrator depending on funding provided by the Dean, Faculty of Public Affairs.	MPNL Graduate Supervisor	August on an annual basis	Y (when new electives offered)
13) Create option for certain students to test out of mandatory courses (either through prior coursework, experience, or passing some waiver exam that could be developed) (opportunity)	<i>Agreed to in principle</i> This opportunity already exists: if students have taken an equivalent course to one of the core, they are asked to provide a syllabus to the Graduate Supervisor which is reviewed by the course instructor for equivalency. If equivalent, the student is granted 'Advanced Standing' so is not required to take the course.	MPNL Administrator and Graduate Supervisor to continue to manage approvals of Advanced Standing requests on an ongoing basis.	MPNL Graduate Supervisor and Administrator	Fall, Winter and Summer terms annually	N

<p>14) Create network so graduates of program can all be linked rather than just linked by their individual cohorts. (opportunity)</p>	<p><i>Agreed to unconditionally</i></p> <p>An MPNL (cross-cohort) Alumni Association, with an online platform, will be established in Fall 2023. A member of the MPNL Advisory Council has agreed to help develop a sustainable model, and alumni volunteers will be recruited to work with the MPNL Graduate Supervisor in creating and maintaining the network.</p>	<p>The MPNL Graduate Supervisor will work with a committee of alumni/students and a member of the Advisory Council to develop a suitable approach and implement this in fall 2023. The incoming Graduate Supervisor will be encouraged to maintain engagement with the alumni network.</p>	<p>MPNL Graduate Supervisor with a committee of alumni/students</p>	<p>Fall 2023</p>	<p>N</p>
<p>15) Continue to engage the alumni to mentor students, contract instructors, marketing the program, or taking non-credit courses (opportunity)</p>	<p><i>Agreed to if resources permit</i></p> <p>We recognize there is a strong demand by alumni for continuing professional development courses and for mentoring. The ability to meet this demand is constrained by faculty resources. With adequate faculty resources, there is an opportunity to develop a professional certificate program(s) on a cost recovery basis to meet demand by alumni and by sector professionals for continuing education. As noted in 14, the creation of an alumni association could provide opportunities for alumni to mentor students and recent graduates.</p> <p>The Graduate Supervisor continues to work with Carleton's Advancement Office to raise funds externally for the leadership resources to implement such courses and ongoing mentorship.</p>	<p>Graduate Supervisor to work with Carleton's Advancement Office to raise funds externally for the leadership resources to implement such courses and ongoing mentorship; if successful, consult with faculty, contractor instructors and alumni regarding course offerings and mentorship approaches.</p> <p>Note that with a new Graduate Supervisor in July 2024, the pursuit of this opportunity may no longer be feasible, depending on the willingness of the new Supervisor to spend time on this.</p>	<p>MPNL Graduate Supervisor</p>	<p>By July 2024, ongoing</p>	<p>N</p>

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE
Cyclical Review of the undergraduate and graduate programs
in Psychology
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 Psychology are provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

EXECUTIVE SUMMARY

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

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

The External Reviewers' report offered a very positive assessment of the programs. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the programs. These recommendations were productively addressed by the Director of the Department of Psychology and the Dean of the Faculty of Arts and Social Sciences in responses to the External Reviewers' report and Implementation on Plan that was submitted to SQAPC on January 11th, 2024.

FINAL ASSESSMENT REPORT

Introduction

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

The site visit, which took place on December 7-9, 2022, was conducted by Dr. Aaron Johnson from Concordia University, and Dr. Nafissa Ismail from University of Ottawa. The site visit involved formal meetings with the Provost, the Vice-Provost and Associate Vice-President (Academic), the Dean of the Faculty of Arts and Social Sciences and the Director of the Department of Psychology. The review committee also met with faculty members, staff, and undergraduate and graduate students.

The External Reviewers' report, submitted on January 25th, 2023 offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

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

This report draws on five documents:

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

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

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

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

Strengths of the programs

General

The External Reviewers' Report states that "we [the reviewers] find that both the undergraduate and graduate programs in Psychology are extremely well aligned with the University Mission and Academic Plan's major objectives, which include expanding research strength, promoting program quality and innovation, increasing experiential learning and community engagement. Teaching and competency learning objectives for both undergraduate and graduate courses were well described in the Cyclical Program Review (CPR) Workbook" (p. 1).

Faculty

Speaking with regard to faculty, the external reviewers' stated: "The Psychology department at Carleton University has in the past few years established itself as a national presence in psychological research with several esteemed nationally recognized professors associated with the Department. The recent hires continue in this history of research excellence, and these hires are well regarded nationally and internationally for their research. We saw no concerns regarding the ability of the Psychology faculty to collaborate across disciplines and to participate in innovative work. In fact, the faculty in this Department seem to epitomize interdisciplinarity and innovativeness" (p. 7).

Students

The external reviewers noted that "[h]igh school Averages are higher (~85%) than the minimum entry requirement (~74%) meaning the program is attracting, recruiting, and retaining strong students into its program. Application rates to the program have been steadily increasing over time, from 1425 in 2018, to 1661 in 2021 (Table 11). Of these, a registration rate of 34% for new first-year students, and 57% for new upper year students who apply to Carleton's undergraduate psychology programs seems above average to us compared to other universities"(p. 2).

Opportunities for program improvement and enhancement

The External Reviewers' Report made 10 recommendations for improvement:

1. Development of space plan and policy (Weakness): Development of a space plan and policy for department. Space issues are many and complex. Our recommendation is that in consultation with the Faculty and University, the department should develop a space plan to address the ongoing space crisis and future needs. In tandem, the department should develop a space policy to be used to review, reclaim, and assign space based on developing needs of incoming or current faculty (e.g., when a faculty member receives a new grant).
2. Establishment of Equity, Diversity, Inclusion and Accessibility Committee (Opportunity): Establish an Equity Diversity Inclusion and Accessibility (EDIA) committee to review faculty hiring, graduate recruitment & scholarships, and course content decolonization. We recommend that the department establish an EDIA committee to embed equity in all facets of the Department through intentional action; affirming and aligning equity, diversity, inclusion and accessibility work and initiatives; and amplifying marginalized voices. This committee would work with the department chair to:
 - a. review faculty hiring priorities to increase EDIA in the faculty hires (e.g., by implementing EDIA practices like the Canada Research Chair Program).
 - b. implement a policy that accounts for EDIA in the recruitment of graduate students to increase diversity.
 - c. create transparent processes for reviewing and assigning student scholarships that consider barriers encountered by historically underrepresented students in Psychology.

- d. Review curriculum at the undergraduate and graduate level with respects to decolonizing the content, and where appropriate, increasing black, indigenous and people of colour content with the courses.
3. Workload remissions for graduate and undergraduate (thesis) students (Weakness): Students doing psychology research projects in a research lab environment take much time for supervision. Such training is not currently recognized but should be. We recommend that the department discuss a formula of teaching remission with the Dean of FASS to compensate faculty members for this teaching. For example, 8 supervision points equates to a one-course remission, with one supervision point per graduate student (in normal residence), and ½ a point per undergraduate student. This will also have a secondary benefit of encouraging faculty to supervise honours students. It would also bring the department into alignment with other research intensive psychology departments across Canada.
 4. Increase staff assistant undergraduate advisor level to reduce turnover (Weakness): To reduce the turnover, improve advising ability to a very large undergraduate cohort, we recommend that the department negotiate with the Faculty and University to increase the level of this position. This will avoid increasing the workload on the undergraduate program assistant (due to having to train a new assistant), while maintaining the student experience.
 5. Review Advising (Opportunity): While advising is somewhat satisfactory, there is a potential to review different types of avenues for advising. Many advising issues could be handled by providing alternative resources for students (e.g., social media videos, infographics), and making information easier for students to find. We recommend that the department review their advising – both at the undergraduate and graduate level – and explore best practices that can be implemented to improve the student experience.
 6. Continue discussions with other departments that heavily use Psychology for service courses, to reduce pressures on the department (Concern):
 - a. Continue discussions with other departments (e.g., Cognitive Science, Criminology, Linguistics) that heavily use Psychology for service courses, to reduce pressures on the department. Work on allowing PSYC students priority in enrollment for Year 3&4 courses. Reducing the demand on student numbers in psychology courses by non-psychology departments is critical to the future health of the program.
 - b. In situations where it is mutually beneficial (e.g., BSc programs), arrangements should be made with other departments to trade spaces in key required courses.
 7. Discuss increasing TA to allow department to maintain pedagogical standards (Concern): Increase TA to allow department to maintain pedagogical standards esp. in Year 3 courses. In 2019, TA budget was cut by 16% and has not been increased since – despite increases in enrollment numbers. We recommend that the department discuss with the faculty to establish a formula linking enrollment/class size to TA support, allowing the department to maintain the pedagogical goals of each course.
 8. Review Graduate Funding (Weakness):
 - a. Review Graduate Funding. The current level of support from Graduate Studies has remained unchanged in 10 years, despite the increased cost of living. Other comparable Universities have increased funding, while also providing longer funding packages (e.g., 5 years guaranteed for MA/PhD program). This makes it more difficult for faculty to recruit graduate students. The department should discuss this with other units in the Faculty and allied fields (e.g., neuroscience), to present a case to Graduate Studies to increase funding for scholarships.
 - b. We also recommend that the department review their own minimum level of support that faculty must provide to take on a new student, and support stable funding level over the academic year. This will increase graduate recruitment and retention in the department, while also reducing the financial burden on students.

9. Increase offerings of department level professional development workshops (e.g. scholarship writing) and area meetings (Opportunity): a) Increase offerings of department level professional development workshops (e.g., scholarship writing) and area meetings. The department should review the variety of offerings for department level workshops that benefit faculty and students. b) The department should also review and support the development of area meetings (e.g., social group) to increase interactions between faculty and graduate students.
10. Explore option for regular scheduling for courses, remote graduate training & asynchronous learning (Opportunity): The department has a long history of supporting flexible learning at the undergraduate level. Many graduate students could also benefit from flexible modality and frequency of offerings, especially in the statistics courses that many of the students wish to take as part of the concentration in statistics in the PhD program. We recommend that the department review and create a regular schedule for all graduate courses, that incorporates some asynchronous learning opportunities for students.

The Outcome of the Review

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

The Implementation Plan

The recommendations that were put forward as a result of the review process were productively addressed by the Director of the Department of Psychology and the Dean of the Faculty of Arts and Social Sciences in a response to the External Reviewers' report and Implementation Plan that was considered by SQAPC on January 11th, 2024. The Department agreed unconditionally to recommendations #1, 4, 5, 6a and 9a, and agreed to recommendations #3a, 7 and 8a if resources permit. They did not agree to #2, 3b, 6b, 8b, 9b, 10.

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

The Next Cyclical Review

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

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

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

Introduction & General Comments

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

The Department was pleased to receive the Reviewers' very positive External Reviewers' report. 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: Psychology

Prepared by (name/position/unit/date): Guy Lacroix, Department Chair, Psychology

External Reviewer Recommendation & Categorization	Unit Response (choose only one for each recommendation): 1- Agreed to unconditionally 2- Agreed to if additional resources permit (describe resources) 3- Agreed to in principle 4- Not agreed to Rationales are required for categories 2, 3 & 4	Action Item	Owner	Timeline	Will the action described require calendar changes? (Y or N)
1. Development of a space plan and policy for department. Space issues are many and complex. Our recommendation is that in consultation with the Faculty and University, the department should develop a space plan to address the ongoing space crisis and future needs. In tandem, the department should develop a space policy to be used to review, reclaim, and assign space based on developing needs of incoming or current faculty (e.g., when a faculty member receives a new grant). Weakness	Agreed to unconditionally	The Department has been in communication with the Faculty and the university to solve its space challenges. The Department has already established a plan to address its space needs, which was communicated to the Dean of FASS in the fall of 2022. Otherwise, the Department already has a policy to assign space based on developing the needs of incoming and current faculty, but it is dependent on availability.	Mostly Upper Administration	N/A	No
2. Establish an Equity Diversity Inclusion and Accessibility (EDIA) committee to review faculty hiring, graduate recruitment & scholarships, and course content decolonization. We recommend that the department establish an EDIA committee to embed equity in all facets of the Department through intentional action; affirming and aligning	Not agreed to	We believe we are already engaged with EDI and we don't need a committee established to further our approaches. 2a. Carleton already has a comprehensive, progressive, and balanced EDIA policy which our Department has fully adhered to. Our hiring committees are struck accordingly and we apply the principle that "Where the qualifications of two candidates for appointment are demonstrably equal	Department	N/A	N/A

<p>equity, diversity, inclusion and accessibility work and initiatives; and amplifying marginalized voices. This committee would work with the department chair to:</p> <ol style="list-style-type: none"> review faculty hiring priorities to increase EDIA in the faculty hires (e.g., by implementing EDIA practices like the Canada Research Chair Program). implement a policy that accounts for EDIA in the recruitment of graduate students to increase diversity. create transparent processes for reviewing and assigning student scholarships that consider barriers encountered by historically underrepresented students in Psychology. Review curriculum at the undergraduate and graduate level with respects to decolonizing the content, and where appropriate, increasing black, indigenous and people of colour content with the courses. Opportunity 		<p>and one of the candidates is a member of a group that is under-represented in continuing appointments in the unit, then the candidate from the under-represented group should be offered the position". Otherwise, our Department reached gender equality in the last century and, in recent years, it has recruited outstanding researchers who fall under the different EDIA categories. Thus, we already apply EDIA best practices as established by the University. The Department is strongly committed to keep doing so.</p> <p>b. Our recruitment policy for graduate students currently accounts for EDIA. Each year, we receive some 160 to 200 applications, which allows us to recruit and foster a highly diverse group of graduate students. We will strive to keep our recruitment practices aligned with the latest recommendations of the university and the larger academic community.</p> <p>c. The processes for reviewing and assigning student scholarships are transparent. They are communicated to students via different media including proseminar workshop presentations, detailed departmental emails, and information posted on our website. The Department will keep working closely with graduate students and faculty to ensure that we continue to submit the highest possible number of successful scholarship applications each year. Our continued support will be given to all students including those historically under-represented in Psychology.</p> <p>d. The Department will explore ways of reviewing the curriculum with respects to decolonizing the content, and where appropriate, increasing Black, Indigenous and people of colour content within the Department's courses. This process will be carried out with a focus on faculty's collective agreement right to academic freedom.</p>			
<p>3. Workload remissions for graduate and undergraduate (thesis) students. Students doing psychology research projects in a research lab environment take much time for supervision. Such training is not currently recognized but should be. We recommend that the department discuss a formula of teaching remission with the Dean of FASS to compensate faculty members for this</p>	<p>3a. Workload is currently a challenge for faculty members in the Department of Psychology (Agreed to if</p>	<p>a. The Department agrees that workload continues to be challenge considering class sizes, the number of Honours and graduate supervisions, and the demands of funded programs of research. In collaboration with the Dean's office, the Department will continue to give consideration to faculty members workload offering additional TA support and teaching releases for heavy administrative loads when funding allows.we will raise</p>	<p>FASS and Department</p>	<p>Jan 2023 and ongoing</p>	<p>No</p>

<p>teaching. For example, 8 supervision points equates to a one-course remission, with one supervision point per graduate student (in normal residence), and ½ a point per undergraduate student. This will also have a secondary benefit of encouraging faculty to supervise honours students. It would also bring the department into alignment with other research intensive psychology departments across Canada. Weakness</p>	<p>additional resources permit). 3b. A point system (similar to the one used at the University of Ottawa) should be used to address the problem (Not agreed to).</p>	<p>the issue with the Dean and work together to explore ways to address faculty's workload challenges. b. We do not wish to commit to any solution (like the proposed point system) at this time, however. The problem is complex, and any solution must also allow the Department to meet its program obligations.</p>			
<p>4. Increase staff assistant undergraduate advisor level to reduce turnover. To reduce the turnover, improve advising ability to a very large undergraduate cohort, we recommend that the department negotiate with the Faculty and University to increase the level of this position. This will avoid increasing the workload on the undergraduate program assistant (due to having to train a new assistant), while maintaining the student experience. Weakness</p>	<p>Agreed to unconditionally</p>	<p>The Department agrees with this proposition and will work in collaboration with the Dean's Office to implement it. It will also assess the workload of its administrative team in cooperation with the Office of Quality Initiatives and determine if other adjustments can be made.</p>	<p>Department and FASS</p>	<p>Sept 24</p>	<p>No</p>
<p>5. Review advising. While advising is somewhat satisfactory, there is a potential to review different types of avenues for advising. Many advising issues could be handled by providing alternative resources for students (e.g., social media videos, infographics), and making information easier for students to find. We recommend that the department review their advising – both at the undergraduate and graduate level – and explore best practices that can be implemented to improve the student experience. Opportunity</p>	<p>Agreed to unconditionally</p>	<p>The Department already offers a vast array of advising resources to undergraduate and graduate students that include information pages, Q&As, Youtube videos, and degree progression charts. It will continue to keep these resources up to date and aligned with students' needs. Nonetheless, our reliance on social media to reach out to students has been almost non-existent. With the hire of our Placement and External Relations Officer, we expect this aspect of our communications with students to improve drastically in the short-term.</p>	<p>Department</p>	<p>Completed</p>	<p>No</p>

<p>6. a. Continue discussions with other departments (e.g., Cognitive Science, Criminology, Linguistics) that heavily use Psychology for service courses, to reduce pressures on the department. Work on allowing PSYC students priority in enrollment for Year 3&4 courses. Reducing the demand on student numbers in psychology courses by non-psychology departments is critical to the future health of the program.</p> <p>b. In situations where it is mutually beneficial (e.g., BSc programs), arrangements should be made with other departments to trade spaces in key required courses. Concern</p>	<p>6a. Agreed to unconditionally</p> <p>6b. Not agreed to</p>	<p>a. This process was started last summer and is almost completed. Cognitive Science and Criminology have reduced their demands on our courses. Moreover, Cognitive Science has opened courses that are of interest to some of our students. While this effort was worthwhile, the overall impact on our class sizes is small. In collaboration with the Dean's Office, the Department will continue to explore ways of offering reasonably sized courses especially in the 3rd and 4th years.</p> <p>b. While there is some merit to this suggestion, most of our BA students do not have the prerequisites to take courses offered in the Faculty of Science. Hence, its impact would be highly limited because it would be limited to BSc students. Moreover, we would argue that our Department should offer all courses in Psychology.</p>	<p>Department</p>	<p>Sept 24</p>	<p>No</p>
<p>7. Increase TA to allow department to maintain pedagogical standards esp. in Year 3 courses. In 2019, TA budget was cut by 16% and has not been increased since – despite increases in enrollment numbers. We recommend that the department discuss with the faculty to establish a formula linking enrollment/class size to TA support, allowing the department to maintain the pedagogical goals of each course. Concern</p>	<p>Agreed to if additional resources permit</p>	<p>In collaboration with the Dean's Office, we will strive to provide TA coverage to our classes that is as comprehensive as possible. We acknowledge, however, that it is challenging for FASS to provide us with enough TAs that have the appropriate training in Psychology. Our TA demand exceeds the number of graduate students in Psychology who have TAs. We will seek to determine with FASS if there are solutions to this issue.</p>	<p>FASS and Department</p>	<p>Jan 24</p>	<p>No</p>
<p>8. a. Review Graduate Funding. The current level of support from Graduate Studies has remained unchanged in 10 years, despite the increased cost of living. Other comparable Universities have increased funding, while also providing longer funding packages (e.g., 5 years guaranteed for MA/PhD program). This makes it more difficult for faculty to recruit graduate students. The department should discuss this with other units in the Faculty and allied fields (e.g., neuroscience), to present a case to Graduate Studies to increase funding for scholarships.</p> <p>b. We also recommend that the department review their own minimum level of support that faculty</p>	<p>8a. Agreed to if additional resources permit</p> <p>8b. Not agreed to</p>	<p>8a. The Department and FASS wholeheartedly agree that graduate funding is insufficient. Unfortunately, we have limited power over the situation. Most faculty who receive Tri-Council support do give students additional funding, but these amounts remain modest. We are largely dependent upon the university for funding increases, and they rely largely on means provided by the provincial and federal governments. We will raise the issue again with Dean and explore if there are any solutions the Dean and FGPA can put on the table.</p> <p>8b. The Department does not agree to this recommendation. Research funding varies among faculty members. Hence, their ability to financially support students is unequal. If this suggestion were put into effect, it is unclear that it would increase recruitment. In fact, we would argue that it</p>	<p>FASS, Upper Management, and provincial and federal governments</p>	<p>Jan 24</p>	<p>No</p>

<p>must provide to take on a new student, and support stable funding level over the academic year. This will increase graduate recruitment and retention in the department, while also reducing the financial burden on students. Weakness</p>		<p>would reduce the total number of students in our graduate programs because some faculty would not have the funding to take on new ones.</p>			
<p>9. a) Increase offerings of department level professional development workshops (e.g., scholarship writing) and area meetings. The department should review the variety of offerings for department level workshops that benefit faculty and students.</p> <p>b) The department should also review and support the development of area meetings (e.g., social group) to increase interactions between faculty and graduate students. Opportunity</p>	<p>9a. Agreed to unconditionally</p> <p>9b. Not agreed to</p>	<p>The Department already offers a variety of workshop via its mandatory graduate proseminar series. They cover a variety of topics including scholarship writing, scientific writing, and the scholarship application process. The Department will continue to monitor students' needs to adjust its curriculum accordingly.</p> <p>9b. This is certainly an excellent idea, and many research groups do meet spontaneously in all areas. While the Department will continue to encourage and support these activities, it believes that faculty ultimately have the freedom to organize them as they see fit.</p>	<p>Department</p>	<p>Done</p>	<p>No</p>
<p>10. Explore option for regular scheduling for courses, remote graduate training & asynchronous learning. The department has a long history of supporting flexible learning at the undergraduate level. Many graduate students could also benefit from flexible modality and frequency of offerings, especially in the statistics courses that many of the students wish to take as part of the concentration in statistics in the PhD program. We recommend that the department review and create a regular schedule for all graduate courses, that incorporates some asynchronous learning opportunities for students. Opportunity</p>	<p>Not agreed to</p>	<p>Currently, the statistics requirement for our MA program is 1.0 credit over two years, and 1.0 credit over six for our PhD. Considering that they are a core element of the program and that we wish to foster student interaction with peers and faculty (See 9b), we do not currently plan to offer these courses at a distance. The Department will continue to monitor students' needs carefully, however. As for the statistics course offering, the Department does have a plan and courses are offered on a rotating basis. It is challenging to accomplish this rotation perfectly, however. Faculty availability to teach these courses vary from year to year because of sabbaticals, course buyouts, and other types of leave.</p>	<p>Department</p>	<p>N/A</p>	<p>N/A</p>

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

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

EXECUTIVE SUMMARY

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

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

The External Reviewers' report offered a very positive assessment of the programs. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the programs. These recommendations were productively addressed by the Director of the College of Humanities and the Dean of the Faculty of Arts and Social Sciences in responses to the External Reviewers' report and Implementation on Plan that was submitted to SQAPC on November 23rd, 2023.

FINAL ASSESSMENT REPORT

Introduction

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

The site visit, which took place on March 1-3, 2023, was conducted by Dr. Kelly Olson from Western University, and Dr. Michele George from McGill University. The site visit involved formal meetings with the Provost, the Vice-Provost and Associate Vice-President (Academic), the Associate Dean (Academic) of the Faculty of Arts and Social Sciences and the Director of the College of Humanities. The review committee also met with faculty members, staff, and undergraduate students.

The External Reviewers' report, submitted on March 15, 2023 offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

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

This report draws on five documents:

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

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

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

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

Strengths of the programs

General

The External Reviewers' Report states that "A university's core mission must always be that of teaching and research, and in this GRS shines. The faculty teaches the critical and historical knowledge students need to reflect seriously on significant global questions, while maintaining their own high-output faculty research profiles" (p. 2).

Faculty

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

"Faculty members have excellent track records in obtaining research grants from within Carleton as well as through the highly competitive SSHRCC programs. The subjects they represent fall both within the conventional areas of Classics, but also extend well beyond it. They are active in several liaison activities, including the Glebe Community Centre, the Canadian Institute in Greece, the local chapter of the Archaeological Institute of America and of the Canadian Institute for Mediterranean Studies. Through these venues the program creates valuable links with the local community that reinforce a connection to the university itself as well as to the GRS program. It has also developed contacts with several high schools that teach courses in classical civilization, which can be a useful conduit for future program students. The outward-looking orientation of the faculty has also been extended to students, who have participated in these presentations, which is another highlight of the experiential approach" (p. 7-8).

Curriculum

The external reviewers noted that "[t]he quality of the programs offered by GRS are excellent, and the methods for assessing student achievement are effective and appropriate. Course enrollments are healthy, and the members of the Department are to be congratulated here" (p. 3).

Opportunities for program improvement and enhancement

The External Reviewers' Report made 7 recommendations for improvement:

1. Departmental curriculum review. **Opportunity.**
2. Hire in pre-contact archaeology. **Opportunity.**
3. Experimental blending of first-year Civilization sections. **Opportunity.**
4. Implement a non-language program stream. **Opportunity.**
5. Consider ways to reduce overload teaching as part of the curriculum review. **Opportunity.**
6. Request library purchases to demonstrate need for teaching and research. **Opportunity.**
7. Utilize PASS funding (Peer Assisted Study Sessions) or request funding from the Dean's office to support formally the current informal practice of junior students by seniors in upper year language tutoring. **Opportunity.**

The Outcome of the Review

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

The Implementation Plan

The recommendations that were put forward as a result of the review process were productively addressed by the Director of the College of Humanities and the Dean of the Faculty of Arts and Social Sciences in a response to the External Reviewers' report and Implementation Plan that was considered by SQAPC on November 23rd, 2023. The Department agreed unconditionally to recommendations #1, 5, and 6, and agreed to recommendation #2 and 7 if resources permit. They also agreed to recommendation #3 in principle and did not agree to #4.

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

The Next Cyclical Review

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

Greek and Roman Studies
Unit Response to External Reviewers' Report & Implementation Plan
Programs Being Reviewed: Undergraduate Programs

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

Introduction & General Comments

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

The GRS Program was pleased to receive the Reviewers' very positive External Reviewers' report. This report was shared with our faculty, and we are committed to the continual improvement of our programs to enhance the student, staff, and faculty experience. 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.

In the table below, there are a few instances where the wording of the summary recommendations differ slightly from the nature of the recommendations as they are written in the external review. We have addressed these differences accordingly.

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

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

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

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

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

Calendar Changes

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

Hiring

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

UNIT RESPONSE AND IMPLEMENTATION PLAN

Programs Being Reviewed: Undergraduate Programs

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

External Reviewer Recommendation & Categorization	Unit Response (choose only one for each recommendation): 1- Agreed to unconditionally 2- Agreed to if additional resources permit (describe resources) 3- Agreed to in principle 4- Not agreed to Rationales are required for categories 2, 3 & 4	Action Item	Owner	Timeline	Will the action described require calendar changes? (Y or N)
1) Departmental curriculum review. Opportunity.	<i>Agreed to unconditionally.</i>	<i>The program will undertake a curriculum review with a view to the possibility of streamlining and refreshing the course offerings and degree requirements and reducing the number of unpaid overload courses that departmental members currently carry. The program will study both Classics programs at other Ontario universities and other humanities programs within Carleton.</i>	<i>GRS program.</i>	<i>Beginning summer 2023.</i>	<i>N, but may lead to future calendar changes.</i>
2) Hire in pre-contact archaeology. Opportunity.	<i>Agreed to if additional resources permit. This is A) a recommendation for the university rather than the program, but B) we accept the suggestion that the program continue to talk to units across campus and encourage the formation of a working group on this position.</i>	<i>A) (for the Provost to decide). B) The program will continue to talk to different units across campus (Anthropology, Canadian & Indigenous Studies), and encourage the formation of a working group on this position.</i>	<i>A) (for the Provost to decide). B) GRS program.</i>	<i>A) (for the Provost to decide). B) Ongoing.</i>	<i>N</i>

<p>3) Experimental blending of first-year Civilization sections. Opportunity.</p>	<p><i>Agreed to in principle. This recommendation refers to the scenario discussed on p. 57 of the self-report, which suggests reducing the number of sections on offer for CLCV 1002 and 1003 in order to put resources in higher-level courses. This has been slightly misread by the reviewers (as discussed on p. 4 of their report), and it should be noted that it has nothing to do with 'blending' of the first-year courses. On page 4 the reviewers write, "we recommend trying this reduction in sections over a two-year period to evaluate the impact on enrolments in those courses and on recruitment into the program before the introduction of any new upper year courses." The program will take this advice under consideration at the next curriculum meeting and determine at that time if it will conduct such a two-year evaluation.</i></p>	<p><i>The program will take this advice under consideration at the next curriculum meeting and determine at that time if it will conduct such a two-year evaluation.</i></p> <p><i>The program will conduct a self-study on how majors enter the program to determine the importance of CLCV1002/3 to major enrolments.</i></p>	<p><i>GRS program.</i></p>	<p><i>Beginning summer 2023.</i></p>	<p><i>N</i></p>
<p>4) Implement a non-language program stream. Opportunity.</p>	<p><i>Agreed to unconditionally. The program agrees to consider the possibility of adding a non-language stream to its BA.</i></p>	<p><i>The program will consider the possibility of adding a non-language stream to its BA modules at the next curriculum meeting. See action item for #1.</i></p>	<p><i>GRS program.</i></p>	<p><i>Beginning summer 2023.</i></p>	<p><i>N, but may lead to future calendar changes.</i></p>
<p>5) Consider ways to reduce overload teaching as part of the curriculum review. Opportunity.</p>	<p><i>Agreed to unconditionally. This is a long-standing problem familiar to the program. This recommendation is unfortunately vague and offers no practical advice, but the program will continue to consider ways to reduce overload teaching.</i></p>	<p><i>The program will continue to consider ways to reduce overload teaching and include it on the agenda of the next curriculum meeting. See action item for #1.</i></p>	<p><i>GRS program.</i></p>	<p><i>Beginning summer 2023.</i></p>	<p><i>N, but may lead to future calendar changes.</i></p>

6) Request library purchases to demonstrate need for teaching and research. Opportunity.	<i>Agreed to unconditionally.</i>	<i>The program members will keep requesting materials from their subject librarian so that the librarians can justify their budget.</i>	<i>GRS program.</i>	<i>Ongoing.</i>	<i>N</i>
7) Utilize PASS funding (Peer Assisted Study Sessions) or request funding from the Dean's office to support formally the current informal practice of junior students by seniors in upper year language tutoring. Opportunity.	<i>Agreed to if additional resources permit.</i>	<i>The program will continue to apply for PASS funding and will request funding from the Dean's office to support upper-level language tutoring by upper-level undergraduate students.</i>	<i>GRS program.</i>	<i>Ongoing.</i>	<i>N</i>