

DATE: February 8, 2021

TO: Senate

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

RE: Final Assessment Report and Executive Summary: Undergraduate Program in Network
Technology

The purpose of this memorandum is to request that Senate approve the Final Assessment Report and Executive Summary arising from the cyclical review of the undergraduate program in Network Technology.

The request to Senate is based on a recommendation from the Senate Quality Assurance and Planning Committee (SQAPC), which passed the following motion at its meeting of January 28, 2021:

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 Bachelor of Information Technology- Network Technology.

The Final Assessment Report and Executive Summary is provided pursuant to articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and article 7.2.23 of Carleton's Institutional Quality Assurance Process (IQAP). Article 7.2.23.3 of Carleton's IQAP (passed by Senate on June 21st, 2019 and ratified by the Ontario Universities Council on Quality Assurance on November 22nd, 2019) stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SQAPC and Senate is to ensure that due process has been followed and that the conclusions and recommendations contained in the Final Assessment Report and Executive Summary are reasonable in terms of the documentation on which they are based.'

In making their recommendation 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 Report and Executive Summary. These appendices constitute the basis for reviewing the process that was followed and assessing the appropriateness of the outcomes.

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

Any major modifications described in the Implementation Plan, contained within the Final Assessment Report, are subject to approval by the Senate Committee on Curriculum, Admission, and Studies Policy, the Senate Quality Assurance and Planning Committee (SQAPC) and Senate as outlined in articles 7.5.1 and 5.1 of Carleton's IQAP.

Once approved by Senate, the Final Assessment Report, Executive Summary and Implementation Plan will be forwarded to the Ontario Universities' Council on Quality Assurance and reported to

Carleton's Board of Governors for information. The Executive Summary and Implementation Plan will be posted on the website of Carleton University's Office of the Vice-Provost and Associate Vice-President (Academic), as required by the provincial Quality Assurance Framework and Carleton's IQAP.

Senate Motion February 26, 2021

THAT Senate approve the Final Assessment Report and Executive Summary arising from the Cyclical Review of the undergraduate program in Network Technology.

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE**
Cyclical Review of the undergraduate program in Network Technology
Executive Summary and Final Assessment Report

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

EXECUTIVE SUMMARY

The Bachelor of Information Technology: Network Technology program resides in the School of Information Technology, a collaboration between the Faculty of Engineering at Carleton University and Algonquin College.

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

The External Reviewers' report 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 this program. These recommendations were productively addressed by the Director of the School of Information Technology and the Dean of the Faculty of Engineering in a response to the External Reviewers' report and Action Plan that was submitted to CUCQA on May 8, 2019.

FINAL ASSESSMENT REPORT

Introduction

The undergraduate program in Network Technology resides in the School of Information Technology, a unit administered by the Faculty of Engineering. This review was conducted pursuant to the Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP). As a consequence of the review, the programs were categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of good quality. (Carleton's IQAP 7.2.12).

The site visit, which took place on November 20th and 21st, 2018, was conducted by Dr. Cheng Li from Memorial University of Newfoundland, Dr. Damla Turgut from the University of Central Florida, and Mr. Bob Vachon from Cambrian College. The site visit involved formal meetings with the following parties:

Assistant Vice-President (Academic), Carleton University
Vice-Provost and Associate Vice-President (Academic), Carleton University
Dean, Academic Development, Algonquin College
Provost, Carleton University
Chair, Academic Development, Algonquin College
Senior Vice President Academic, Algonquin College
Dean, Faculty of Engineering, Carleton University
Director, School of Information Technology, Carleton University
Chair, Design Studies, Algonquin College
Program Coordinator, Algonquin College
Faculty from both institutions
Undergraduate Students

The External Reviewers' report, submitted on January 11, 2019 offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

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

This report draws on five documents:

- The Self-study developed by members of the School of Information Technology (Appendix A)
- The Report of the External Review Committee (Appendix B).
- Communication from CUCQA regarding the outcome of the external review (Appendix C).
- The response and action plan from the Director of the School of Information Technology and the Dean of the Faculty of Engineering (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 Action Plan (Appendix D) agreed to by the Director of the School of Information Technology and the Dean of the Faculty of Engineering for the implementation of recommendations for program enhancement identified as part of the cyclical program review process.

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

Strengths of the programs

The external reviewers describe the BIT- NET program as a ‘unique partnership program between Carleton University and Algonquin College that provides a multidisciplinary education that seamlessly integrates theoretical study with practical experience.’

The external reviewers noted that ‘there appears to be a good mix of theoretical and practical classes using experiential learning in state-of-the-art labs with the latest industry-standard software and equipment (available 24/7). The program also provides a Cooperative Education option. An added benefit for graduates of the BIT-NET program is that they receive a Bachelor’s Degree in Information Technology from Carleton University, as well as an Advanced Technology Diploma from Algonquin College.’

Opportunities for program improvement and enhancement

The External Reviewers’ Report made 10 recommendations for improvement:

Weaknesses

1. **Program policy miscommunication:** There appears to be differing program policies between Carleton University and Algonquin College. For instance, the academic integrity policy of each institutions differ and the question of which policy to apply arise when an Algonquin College course is taught. Differing policies should all be addressed in advanced and communicated clearly to all faculty and students to alleviate potential disagreements. Carleton University’s program coordinator should be required to attend Algonquin College program advisory committee (PAC) meetings. Carleton University faculty should also be strongly encouraged to attend these meetings.

Concerns

2. **Programming stream:** The students mentioned that there was too much time in between programming courses. Reducing the amount of time between these courses could enhance the smooth transitioning between courses and reduce the possibility of forgetting course materials.
3. **Carleton University professors and TAs miscommunication (or lack of):** Some of the students have mentioned that TAs and course instructors do not always communicate in a consistent manner as they have noticed few discrepancies on labs, rubrics, etc.
4. **Teaching assistant (TA) selection:** Due to the lack of BIT-NET graduate level students, the selection of TAs appears to come from other master programs at times without proper

qualifications. There should be a method to report when a TA does not follow the set guidelines. TAs should also receive mandatory training and have sufficient background in the courses before the course assignments.

Opportunities

5. **Revitalize the program curriculum:** It was mentioned by students, Algonquin College PAC, and BIT-NET alumni that some new topics could be covered in more detail. This may require adding, merging or dropping existing courses. The students should also be taught software project management topics prior to taking senior design courses as agreed with Algonquin College PAC members and alumni. Another recommendation was to allow students to learn and practice their management and presentation skills in their existing communication skills course as well as in their senior design courses. Refer to section 2 of this report for more details.
6. **Increase industry involvement at Carleton University:** Algonquin College currently has excellent connections to industry while it appears that Carleton University has much fewer connections. Carleton University faculty mentioned that they would like to see more industry involvement in their courses. Industry involvement can include being a client in senior design project, giving ideas and financial and/or in-kind support throughout the senior design project, giving guest lectures in various courses in the program.
7. **Seek industrial testimonials for importance and marketing of the program:** Feedback from faculty meeting reflected that students do not always see the relevancy of some courses. It is suggested that Carleton University and Algonquin College invite their industry partners, PAC, and alumni to create short videos, audio recording, or written submission answering pre-determined questions about the importance of program courses. These testimonials could be shared with students at the beginning of a course or a stream and could also be used for marketing purposes and potentially increase enrollment and reduce attrition rates.
8. **Building a pathway to advanced graduate programs:** In order to increase the number of students interested in pursuing graduate programs, one suggestion is to have the research faculty present their ongoing research work to the students and provide faculty mentorship to those willing to conduct research in their respective research labs. Funding a conference travel for presentation of an accepted paper at a conference can be further incentive.
9. **Provide an Exit / Entrance Opportunity for college students:** The enrollment of the BIT-NET program can be potentially increased by the creation of more clear entrance pathway to transfer to Algonquin College's 2-year Computer System Technician program for those students who are unable or not willing to complete the four-year program. Another suggestion is to seek articulation agreements with other 3-year diploma college programs. It is suggested that exit / entrance opportunities be investigated.
10. **Provide more elective options for students:** Currently, the choice of technical elective courses to the students is very limited and provide very little long-term benefits the students. The committee is aware that scheduling might be a problem when it comes to the implementation.

However, through merging certain courses or course contents, or exploring the evening class options, it may be possible to make such arrangements.

CUCQA considered all recommendations pertinent and invited the School to address each of them in their response and Action Plan. The School agreed unconditionally to recommendation #2. They agreed to recommendations # 3, 4, 5, 6, 7, 8, 9 and 10 if resources permit, and did not agree to recommendation #1.

The Outcome of the Review

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

The Action Plan

The recommendations that were put forward as a result of the review process were productively addressed by the Director of the School of Information Technology and the Dean of the Faculty of Engineering in a response to the External Reviewers' report and Action Plan that was considered by CUCQA on May 8, 2019

It is to be noted that Carleton's IQAP provides for the monitoring of action plans. A midway report is to be submitted by the academic unit(s) and Faculty Dean(s), and forwarded to CUCQA for its review by June 30th, 2021.

The Next Cyclical Review

The next cyclical review of the undergraduate program in Network Technology will be conducted during the 2024-25 academic year.

BIT: NET
Unit Response to External Reviewers' Report & Action Plan
Programs Being Reviewed: Network Technology
Approved by Dean: Larry Kostiuk

March 1st, 2019

Edited: January 4, 2021

Note: This document is made available for public posting on the Vice- Provost's website.

Introduction & General Comments

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

The Schools were generally pleased with the thoroughness of the reviewer's report. The report has been discussed with faculty at both institutions, as well as the Chair of Information Technology and Communications SSM. We have formulated responses we believe will provide solutions to the issues addressed in the report. This document contains both a response to the External Reviewers' Report and an Action Plan (Section B) which have been created in consultation with the Dean(s).

For each recommendation, a category has been applied indicating one of the following responses:

Recommendations agreed to unconditionally;
Recommendations agreed to if resources permit;
Recommendations not agreed to.

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.

Abbreviations:

- **Director of the Carleton School of Information Technology, D-CSIT**
- **Associate Director (Graduate) of the Carleton School of Information Technology, ADG-CSIT**
- **Joint Academic Committee (Faculty Board Equivalent), JAC**
- **Network Coordinator, NCOORD**
- **Chair, Information & Communications Technology – SSN (Algonquin), CICTS**

<p>2. Programming stream. (Concern). The students mentioned that there was too much time in between programming courses. Reducing the amount of time between these courses could enhance the smooth transitioning between courses and reduce the possibility of forgetting course materials.</p>	<p><i>This change has already been implemented in the Calendar changes approved at the last senate meeting; programming courses now span all years and all terms.</i></p>	<p>D-CSIT</p>	<p>N/A</p>	<p>N</p>
<p>3. Carleton University professors and TAs miscommunication (or lack of). (Concern.) Some of the students have mentioned that TAs and course instructors do not always communicate in a consistent manner as they have noticed few discrepancies on labs, rubrics, etc.</p>	<p><i>More TA Training will be implemented to bring TAs up to speed</i></p> <p><i>TA Tutors (Senior TA) will be used to train new TAs to improve consistency and improve expectation</i></p> <p><i>A TA Leader will be appointed (a permanent position) to help improve quality</i></p>	<p>D-CSIT</p>	<p>2019-2020 Academic Year, On Going</p>	<p>N</p>
<p>4. Teaching assistant (TA) selection. (Concern). Due to the lack of BIT-NET graduate level students, the selection of TAs appears to come from other master programs at times without proper qualifications. There should be a method to report when a TA does not follow the set guidelines. TAs should also receive mandatory training and have sufficient background in the courses before the course assignments.</p>	<p><i>In addition to the items above; we shall also utilize, where, possible, 4th year - NET students as TAs for lower level classes</i></p>	<p>D-CSIT</p>	<p>2019-2020 Academic Year, On Going</p>	<p>N</p>

<p>5. Revitalize the program curriculum. (Opportunity). It was mentioned by students, Algonquin College PAC, and BIT-NET alumni that some new topics could be covered in more detail. This may require adding, merging or dropping existing courses. The students should also be taught software project management topics prior to taking senior design courses as agreed with Algonquin College PAC members and alumni. Another recommendation was to allow students to learn and practice their management and presentation skills in their existing communication skills course as well as in their senior design courses. Refer to section 2 of this report for more details.</p>	<p><i>Changes to the curriculum to add new courses will be discussed.</i></p> <p><i>Items to be discussed:</i></p> <p><i>Dropping Desktop and Server Environments (merging with Linux networking)</i></p> <p><i>Adding Software Project Management as a single course</i></p> <p><i>Changing Communication Skills description to better fit student's requirements in the industry</i></p>	<p><i>D-CSIT, in conjunction with the JAC</i></p>	<p><i>March – September 2019</i></p>	<p><i>Y, potentially</i></p>
<p>6. Increase industry involvement at Carleton University. (Opportunity). Algonquin College currently has excellent connections to industry while it appears that Carleton University has much fewer connections. Carleton University faculty mentioned that they would like to see more industry involvement in their courses. Industry involvement can include being a client in senior design project, giving ideas and financial and/or in-kind support throughout the senior design project, giving guest lectures in various courses in the program.</p>	<p><i>Algonquin will invite the D-CSIT and NCOORD to the PAC meetings</i></p> <p><i>Instructors at Carleton, in coordination with D-CSIT and NCOORD will be encouraged to include industrial guest lectures during courses relevant to the course material</i></p>	<p><i>CICTS</i></p> <p><i>D-CSIT + NCOORD</i></p>	<p><i>Ongoing</i></p> <p><i>Ongoing, Term-by-Term</i></p>	<p><i>N</i></p> <p><i>N</i></p>

<p>7. Seek industrial testimonials for importance and marketing of the program. (Opportunity). Feedback from faculty meeting reflected that students do not always see the relevancy of some courses. It is suggested that Carleton University and Algonquin College invite their industry partners, PAC, and alumni to create short videos, audio recording, or written submission answering pre-determined questions about the importance of program courses. These testimonials could be shared with students at the beginning of a course or a stream and could also be used for marketing purposes and potentially increase enrollment and reduce attrition rates.</p>	<p><i>Industry connections (specifically PAC members, and coop employers), and alumni will be asked to participate to record video testimonials specifically addressing the courses and course structure of the NET program</i></p>	<p><i>D-CSIT + NCOORD</i></p>	<p><i>Reviewed on a 2-year basis in order to remain relevant</i></p>	<p><i>N</i></p>
<p>8. Building a pathway to advanced graduate programs. (Opportunity). In order to increase the number of students interested in pursuing graduate programs, one suggestion is to have the research faculty present their ongoing research work to the students and provide faculty mentorship to those willing to conduct research in their respective research labs. Funding a conference travel for presentation of an accepted</p>	<p><i>CSIT will look at options to allow students to complete graduate programs part-time</i></p> <p><i>The AD-CSIT and NCOORD will organize presentations to introduce NET students to the potential for graduate studies</i></p>	<p><i>D-CSIT + ADG-CSIT</i></p> <p><i>ADG-CSIT + NCOORD</i></p>	<p><i>Winter 2019, Ongoing</i></p>	<p><i>N</i></p>

<p>paper at a conference can be further incentive.</p>				
<p>9. Provide an Exit / Entrance Opportunity for college students. (Opportunity). The enrollment of the BIT-NET program can be potentially increased by the creation of more clear entrance pathway to transfer to Algonquin College's 2-year Computer System Technician program for those students who are unable or not willing to complete the four-year program. Another suggestion is to seek articulation agreements with other 3-year diploma college programs. It is suggested that exit / entrance opportunities be investigated.</p>	<p><i>Current students will be surveyed to determine interest in entry/exit pathways</i></p> <p><i>An entry pathway (bridging) for students coming from the CST program will be developed (with enough interest) that agrees to a specific number of credits and clarity over the course structure</i></p> <p><i>An exit pathway will be developed for students who are struggling and wish to exit; with clear criteria for exit recommendations</i></p>	<p>D-CSIT + CICTS</p>	<p>Winter 2019</p>	<p>Y, potentially</p>
<p>10. Provide more elective options for students. (Opportunity). Currently, the choice of technical elective courses to the students is very limited and provide very little long-term benefits the students. The committee is aware that scheduling might be a problem when it comes to the implementation. However, through merging certain courses or course contents, or exploring the evening class options, it may be possible to make such arrangements.</p>	<p><i>We shall investigate the options to provide elective courses; this will be done by determining the courses that are optional and courses that can replace those (as electives).</i></p> <p><i>Due to the smaller number of NET students (due to the program configuration) to obtain enough students, course configurations would be setup to allow students from other programs to also take these courses.</i></p>	<p>D-CSIT + NCOORD</p>	<p>March 2019 – September 2019</p>	<p>Y</p>

DATE: February 8, 2021

TO: Senate

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

RE: Final Assessment Report and Executive Summary: Graduate Programs in International
Affairs

The purpose of this memorandum is to request that Senate approve the Final Assessment Report and Executive Summary arising from the cyclical review of the graduate programs in International Affairs.

The request to Senate is based on a recommendation from the Senate Quality Assurance and Planning Committee (SQAPC), which passed the following motion at its meeting of January 28, 2021:

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 International Affairs.

The Final Assessment Report and Executive Summary is provided pursuant to articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and article 7.2.23 of Carleton's Institutional Quality Assurance Process (IQAP). Article 7.2.23.3 of Carleton's IQAP (passed by Senate on June 21th, 2019 and ratified by the Ontario Universities Council on Quality Assurance on November 22nd, 2019) stipulates that, in approving Final Assessment Reports and Executive Summaries 'the role of SQAPC and Senate is to ensure that due process has been followed and that the conclusions and recommendations contained in the Final Assessment Report and Executive Summary are reasonable in terms of the documentation on which they are based.'

In making their recommendation 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 Report and Executive Summary. These appendices constitute the basis for reviewing the process that was followed and assessing the appropriateness of the outcomes.

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

Any major modifications described in the Implementation Plan, contained within the Final Assessment Report, are subject to approval by the Senate Committee on Curriculum, Admission, and Studies Policy, the Senate Quality Assurance and Planning Committee (SQAPC) and Senate as outlined in articles 7.5.1 and 5.1 of Carleton's IQAP.

Once approved by Senate, the Final Assessment Report, Executive Summary and Implementation Plan will be forwarded to the Ontario Universities' Council on Quality Assurance and reported to Carleton's Board of Governors for information. The Executive Summary and Implementation Plan

will be posted on the website of Carleton University's Office of the Vice-Provost and Associate Vice-President (Academic), as required by the provincial Quality Assurance Framework and Carleton's IQAP.

Senate Motion February 26, 2021

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

**CARLETON UNIVERSITY COMMITTEE ON
QUALITY ASSURANCE
Cyclical Review of the graduate programs
in International Affairs
Executive Summary and Final Assessment Report**

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

EXECUTIVE SUMMARY

The graduate programs in International Affairs reside in the Norman Patterson School of International Affairs, a unit administered by the Faculty of Public Affairs.

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

The External Reviewers' report offered a very positive assessment of the 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 Norman Patterson School of International Affairs, the Dean of the Faculty of Public Affairs and the Dean of the Faculty of Graduate and Postdoctoral Affairs in a response to the External Reviewers' report and Implementation on Plan that was submitted to SQAPC on February 13, 2020.

FINAL ASSESSMENT REPORT

Introduction

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

The site visit, which took place on September 30th and October 1st, 2019, was conducted by Dr. Sara Mitchell from the University of Iowa, and Dr. Eugene Beaulieu from the University of Calgary. 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, the Dean of the Faculty of Graduate and Postdoctoral Affairs, and the Director of the Norman Patterson School of International Affairs. The review committee also met with faculty members, contract instructors, staff, and undergraduate and graduate students.

The External Reviewers' report, submitted on November 8 2019, 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 Norman Patterson School of International Affairs (Appendix A)
- The Report of the External Review Committee (Appendix B).
- The response and implementation plan from the Director of the Norman Patterson School of International Affairs (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 Norman Patterson School of International Affairs and agreed to by the Dean of the Faculty of Public Affairs, and the Dean of the Faculty of Graduate and Postdoctoral 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 stated that the graduate programs in International Affairs were flagship programs at Carleton University and had a very good reputation both nationally and internationally. The programs were complimented on being well designed and well structured to achieve learning outcomes.

Faculty

The quality of faculty was found to be strong and faculty were thought to be very engaged in public policy flora and discussions. Faculty receive excellent administrative support when applying and administering grants. The Director was commended on commitment to improving diversity and inclusion in the school and providing academic opportunities for female leadership.

Students

The external reviewers observed clear communication regarding admission procedures between students, faculty, and staff. It was felt that students were being adequately prepared for career paths following graduation, with many graduates finding work in the Federal Government.

Curriculum

The external reviewers' praised the broad range of required and elective courses in the MA program which allowed students to develop strong research and analytical skills. The internship opportunity, graduation rate, and time of completion were found to be excellent. External reviewers identified the MA-JD program as a unique opportunity for students to complete two degrees. The PhD program is relatively new, admitting the first cohort in 2016 and the reviewers noted the increasing quality of applicants and students since the beginning of the program.

Opportunities for program improvement and enhancement

The External Reviewers' Report made 37 recommendations for improvement:

1. In the past, NPSIA did not need to invest many resources in recruitment because it held a monopoly for the type of program that it runs. Continuing this strategy is a *weakness* in our opinion.
2. Faculty noted that the PhD program is not well advertised which creates *weaknesses* on the recruiting side.
3. There is an *opportunity* to increase the number and quality of its applicant pool by improving NPSIA's web presence and making professional and high-quality use of social media.
4. There may be an *opportunity* to recruit more foreign students. NPSIA should look at charging higher fees to foreign students and improve efforts to attract foreign applicants. There may be an *opportunity* to work with Graduate Studies to implement a foreign student fee differential.

5. We see an *opportunity* to coordinate with the application process for SPPA masters' students.
6. The financial assistance for students will be an ongoing challenge and *opportunity* for NPSIA as they continue to face increased competition from new and well-funded competing programs at other universities. Although the top MA students are well financed, the same is not true for PhD students. PhD students in the program tend to take too long to graduate, they are only funded for the first 4-5 years, and they are unsatisfied with stipends and lack of access to co-op positions.
7. The primary *concern* expressed by students involves funding levels for PhD students. Current funding levels place PhD students below the Canadian poverty line, which is why many students leave the program.
8. There is an *opportunity* to improve communications on this front and possibly hold additional information sessions about funding options to make sure that students are aware of different opportunities.
9. The university has an *opportunity* to provide better administrative support to NPSIA to improve its web presence, program promotion, and related events.
10. Some of the challenges for achieving proper resource allocations stem from university structures. For example, our understanding is that resource allocations come from line faculty while enrollment targets are set by the Dean of Graduate Studies. There is an *opportunity* for these decisions to be taken in an integrated fashion.
11. There is a real *opportunity* to develop a public engagement strategy and determine how it fits within the broader university.
12. FPA has an annual award for public engagement, but we see an *opportunity* for Carleton University to develop additional strategies to reward this important behavior.
13. We are concerned that NPSIA has not been allowed by higher level units to change their website template (unlike other FPA departments), something that is easily remedied. Administrative staff and time should be dedicated to improving web presence and effectively employing social media. This will require new resources and/or reallocation of current resources.
14. There was not a lot of evidence that NPSIA has fully embraced the Learning Outcomes approach, which is a *concern*.
15. International students may not have the same access to some internships and co-op positions (especially for MA students) (*Concern*).
16. Students noted that the school needs a better process for allowing students to skip required classes if they have prior coursework in the area (*Concern*).
17. Faculty noted that the co-op is run without much faculty input, which we see as a *concern*.
18. There is an *opportunity* to use the launch of the new Diplomacy and Foreign Policy area as a focal point for graduate recruitment.
19. NPSIA has an *opportunity* to leverage its large alumni base to increase its endowment through fundraising.
20. There is an *opportunity* to consider offering more online and evening classes to better accommodate students working many hours while on co-op.
21. Another *concern* is the costs that the university charges units to run events (e.g. paying for conference rooms). Some faculty host events at the University of Ottawa because it is

cheaper, and this is obviously a concern because this provides fewer on-campus events for students to take advantage of.

22. There is only one coordinator to advise all MA students and students cannot get timely responses from the coordinator and staff. We agree that the lack of email response is a weakness that must be addressed.
23. Students raised a *weakness* about language training and the difficulty in getting access to seats in advanced language classes in other departments.
24. *Weakness* in the scheduling of co-op placements, which is sometimes at odds with students' interests in placements that build experience with international issues.
25. Masters students would like to see better flexibility for taking classes when doing co-op. The co-op policy is that students can't take classes during working hours, but that doesn't accord with the School's policy for course enrollment (*concern*).
26. Some students view the thesis option for the MA as problematic because it takes as long as the PhD (*concern*).
27. Students argued that the MA Program is understaffed (*concern*).
28. One *concern* with the increasing size of the MA program is that compulsory classes have all students from the cohort (140-150 students). NPSIA may have to consider splitting some of the core classes into more than one section.
29. We see an *opportunity* for NPSIA to enhance the success of its co-op program for MA students.
30. A *weakness* of the MA/JD program is the complicated structure and the difficulty in attracting students.
31. There are *concerns* about the MA/JD joint degree program in terms of course scheduling and the lack of knowledgeable advisors to assist students.
32. We also see an *opportunity* to engage with current MA/JD students and recent graduates of the program to establish what is working and what is not working. We recommend that NPSIA leaders set up a series of meetings with Ottawa Law and do a big push on coordination on the small issues that remain, especially as NPSIA now has a second international law person on faculty.
33. Carleton and the University of Ottawa have an *opportunity* to work on recruitment and retention in the MA/JD. Remaining challenges to work out include the language requirement (and the French Law program) and funding issues that still arise as students try to navigate a law degree and an MA at NPSIA. This is an *opportunity* and may require a focused approach and close collaboration with University of Ottawa law.
34. Many NPSIA faculty have serious *concerns* about the PhD program. They discussed the problem with students not finishing the program in a timely fashion. Students' goals for working in the government after graduation also generated discussions about what value is added by getting a PhD.
35. PhD completion rates are a serious *weakness* that must be addressed. Of the 4 students admitted in 2006, for example, only 1 student completed the PhD (in 9 years). To date, only 9 students out of 56 admitted students have completed the PhD program and all of them have taken 9 years or longer. NPSIA's self-assessment recognizes that time to completion is a *concern*.
36. There is an *opportunity* to help students interested in a PhD get the quantitative training necessary for success.

37. *There is an opportunity* to discuss the mission of the PhD program, what it means to do a PhD in international affairs, and how the program can better serve the career goals of its students.

The Outcome of the Review

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

The Implementation Plan

The recommendations that were put forward as a result of the review process were productively addressed by the Director of the Norman Patterson School of International Affairs, the Dean of the Faculty of Public Affairs, and the Dean of the Faculty of Graduate and Postdoctoral Studies in a response to the External Reviewers' report and Implementation Plan that was considered by SQAPC on January 28, 2021. The Department agreed unconditionally to recommendations #1, 2, and 3, 8, 10, 11, 14, 15, 17, 22, 27, 32, 34, and 37. They agreed if additional resources permit to recommendations #4, 5, 6, 7, 9, 13, 20, 23, 24, 28, 31, 33, and 36. They agreed in principle to recommendations #12, 18, 19, 21, 29, and 35. The unit did not agree to recommendations #16, 25, 26, 30 and provided rationale which was deemed reasonable by SQAPC.

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, 2022.

The Next Cyclical Review

The next cyclical review of the graduate programs in International Affairs will be conducted during the 2023-24 academic year.

**Implementation Plan
International Affairs
Dec 22, 2020**

External Reviewer Recommendation & Categorization	Action Item	Owner	Timeline	Will the action described require calendar changes? (Y or N)
Recruitment				
1. In the past, NPSIA did not need to invest many resources in recruitment because it held a monopoly for the type of program that it runs. Continuing this strategy is a <i>weakness</i> in our opinion.	Assign recruitment tasks to faculty members as part of their administrative responsibilities; update the website to aid recruitment efforts; collaborate more closely with FPA and FGPA to leverage their recruitment activity.	NPSIA Associate Directors (MA Program), NPSIA MA Recruitment and Program Administrator.	Hiring of MA Recruitment and Program Administrator was done in December 2019 and work commenced in January 2020. The restructuring of administrative faculty structure will begin on July 1, 2020.	N
2. Faculty noted that the PhD program is not well advertised which creates <i>weaknesses</i> on the recruiting side.	Develop PhD recruitment strategy.	NPSIA Associate Director (PhD Program)	To start January 2020.	N

<p>3. There is an <i>opportunity</i> to increase the number and quality of its applicant pool by improving NPSIA's web presence and making professional and high-quality use of social media.</p>	<p>See above (Recruitment #1)</p>	<p>See above (Recruitment #1)</p>	<p>See above (Recruitment #1)</p>	<p>N</p>
<p>4. There may be an <i>opportunity</i> to recruit more foreign students. NPSIA should look at charging higher fees to foreign students and improve efforts to attract foreign applicants. There may be an <i>opportunity</i> to work with Graduate Studies to implement a foreign student fee differential.</p>				<p>N</p>
<p>5. We see an <i>opportunity</i> to coordinate with the application process for SPPA masters' students.</p>				<p>N</p>
<p>Funding</p>				
<p>6. The financial assistance for students will be an ongoing challenge and <i>opportunity</i> for NPSIA as they continue to face increased competition from new and well-funded competing programs at other universities.</p>	<p>Continue discussions with FGPA regarding implementing a co-op option for PhD students; Implement changes to program requirements to</p>	<p>NPSIA Associate Director (PhD Program); NPSIA Curriculum Committee</p>	<p>Changes to PhD programs and procedures to address completion time have been approved and</p>	<p>Y A co-op option for the PhD program will require</p>

<p>Although the top MA students are well financed, the same is not true for PhD students. PhD students in the program tend to take too long to graduate, they are only funded for the first 4-5 years, and they are unsatisfied with stipends and lack of access to co-op positions.</p>	<p>help shorted time-to-completion.</p>		<p>will be implemented beginning in 2020-21.</p> <p>By the end of Winter term 2020 we hope to have concluded discussions with FGPA regarding a co-op option in our PhD program, with implementation beginning 2021-22.</p>	<p>calendar changes.</p>
<p>7. The primary <i>concern</i> expressed by students involves funding levels for PhD students. Current funding levels place PhD students below the Canadian poverty line, which is why many students leave the program.</p>	<p>See above (Funding #6)</p>	<p>See above (Funding #6)</p>	<p>See above (Funding #6)</p>	<p>Y</p>
<p>8. There is an <i>opportunity</i> to improve communications on this front and possibly hold additional information sessions about funding options to make sure that students are aware of different opportunities.</p>	<p>Ensure that the PhD program administrator assembles funding information and communicates it to PhD students.</p>	<p>NPSIA Associate Director (PhD Program); PhD program administrator.</p>	<p>To start as soon as a new PhD program administrator is hired.</p>	<p>N</p>

University Structure				
9. The university has an <i>opportunity</i> to provide better administrative support to NPSIA to improve its web presence, program promotion, and related events.	See above (Recruitment #1)	See above (Recruitment #1)	To start January 2020 and continue as new staff are hired.	N
10. Some of the challenges for achieving proper resource allocations stem from university structures. For example, our understanding is that resource allocations come from line faculty while enrollment targets are set by the Dean of Graduate Studies. There is an <i>opportunity</i> for these decisions to be taken in an integrated fashion.	Initiate discussions with Dean FGPA and Dean FPA on resources and enrolment targets	NPSIA Director	Winter 2020	N
11. There is a real <i>opportunity</i> to develop a public engagement strategy and determine how it fits within the broader university.	Consult with FPA media specialist and Department of University Communications to enhance NPSIA's public engagement efforts.	NPSIA Director, NPSIA administrative staff	Efforts for communications and engagement to start with new staff appointments as of January 2020. Discussions with higher levels of the university to be determined.	N

<p>12. FPA has an annual award for public engagement, but we see an <i>opportunity</i> for Carleton University to develop additional strategies to reward this important behavior.</p>	<p>Examine NPSIA unit standards for tenure and promotion regarding public engagement; Initiate discussion with Dean FPA on ways to reward public engagement.</p>	<p>NPSIA Tenure and Promotion Committee; NPSIA Board; NPSIA Director</p>	<p>Unit tenure and promotion standards to be reviewed Winter 2020; begin discussions with Dean on this issue in July 2020.</p>	<p>N</p>
<p>13. We are concerned that NPSIA has not been allowed by higher level units to change their website template (unlike other FPA departments), something that is easily remedied. Administrative staff and time should be dedicated to improving web presence and effectively employing social media. This will require new resources and/or reallocation of current resources.</p>	<p>See above (Recruitment #1).</p>	<p>See above (Recruitment #1).</p>	<p>See above (Recruitment #1).</p>	<p>N</p>
<p>Program- Structure & Delivery</p>				
<p>14. There was not a lot of evidence that NPSIA has fully embraced the Learning Outcomes approach, which is a <i>concern</i>.</p>	<p>All of our course outlines now include learning outcomes that reflect those that were included in Volume I of the cyclical program review workbook. This is a process that faculty have adopted for a few years already, and will now be</p>	<p>NPSIA (with OVPAVPA); EDC support)</p>	<p>Fall 2020</p>	<p>N</p>

	more focused given program learning outcomes developed as part of the review process. NPSIA will reinforce the importance of these learning outcomes during curriculum committee, teaching and faculty meetings.			
15. International students may not have the same access to some internships and co-op positions (especially for MA students) (<i>Concern</i>).	Continue to work with the Co-op office to identify opportunities for international students; Assign staff the responsibility of alumni relations to encourage our network of graduates and their contacts to build the demand for such placements.	Associate Director (MA Program)	Fall 2020	N
16. Students noted that the school needs a better process for allowing students to skip required classes if they have prior coursework in the area (<i>Concern</i>).				N
17. Faculty noted that the co-op is run without much faculty input, which we see as a <i>concern</i> .	Continue to assess the co-op framework, co-op report grading structure, and review.	NPSIA Curriculum Committee	Review to commence in Winter 2020 with new procedures by Spring 2020.	N

18. There is an <i>opportunity</i> to use the launch of the new Diplomacy and Foreign Policy area as a focal point for graduate recruitment.	See above actions regarding recruitment.	See above	See above	N
19. NPSIA has an <i>opportunity</i> to leverage its large alumni base to increase its endowment through fundraising.	Initiate discussions with the Development Office to identify fundraising opportunities.	NPSIA Director	Winter 2020	N
20. There is an <i>opportunity</i> to consider offering more online and evening classes to better accommodate students working many hours while on co-op.	Survey students to assess demand for evening classes.	NPSIA	Spring 2020 and ongoing	N
21. Another <i>concern</i> is the costs that the university charges units to run events (e.g. paying for conference rooms). Some faculty host events at the University of Ottawa because it is cheaper, and this is obviously a concern because this provides fewer on-campus events for students to take advantage of.	Seek financial support from FPA Dean to host NPSIA-run events at Carleton.	NPSIA Director	As needed.	N
22. There is only one coordinator to advise all MA students and students	Ensure dedicated administrative support to	NPSIA MA administrator	Already being implemented	N

cannot get timely responses from the coordinator and staff. We agree that the lack of email response is a <i>weakness</i> that must be addressed.	address in-program student concerns.			
23. Students raised a <i>weakness</i> about language training and the difficulty in getting access to seats in advanced language classes in other departments.	Discuss language class delivery options with Dean FPA.	NPSIA Director	Winter 2020	N
24. <i>Weakness</i> in the scheduling of co-op placements, which is sometimes at odds with students' interests in placements that build experience with international issues.	NPSIA will begin discussions with the co-op office to explore the possibility of other 'non-governmental' placements with an international focus.	Associate Director (MA Program)	Winter/Spring 2020	N
Program- MA				
25. Masters students would like to see better flexibility for taking classes when doing co-op. The co-op policy is that students can't take classes during working hours, but that doesn't accord with the School's policy for course enrollment (<i>concern</i>).				N
26. Some students view the thesis option for the MA as problematic	Improve communication with MA students regarding the	Associate Director (MA Program)	Winter 2020	N

because it takes as long as the PhD (<i>concern</i>).	expectations for the MA thesis option.			
27. Students argued that the MA Program is understaffed (<i>concern</i>).	See above (Recruitment #1).	See above (Recruitment #1).	See above (Recruitment #1).	N
28. One <i>concern</i> with the increasing size of the MA program is that compulsory classes have all students from the cohort (140-150 students). NPSIA may have to consider splitting some of the core classes into more than one section.	Discuss with Dean of FPA the possibility of additional teaching resources for the MA core courses.	NPSIA Director	Discussions with the Dean of FPA starting in the Fall of 2020	N Y – if different courses are offered (e.g. an advanced statistics course)
29. We see an <i>opportunity</i> for NPSIA to enhance the success of its co-op program for MA students.	See above (Program-Structure & Delivery #24).	See above (Program-Structure & Delivery #24).	See above (Program-Structure & Delivery #24).	N
Program Specific - MA/JD				

<p>30. A <i>weakness</i> of the MA/JD program is the complicated structure and the difficulty in attracting students.</p>	<p>NPSIA will continue to ensure that students are given the necessary information, both on the website, and in person.</p>	<p>Associate Director (MA Program); MA Program Administrators</p>	<p>Winter 2020 and ongoing</p>	<p>N</p>
<p>31. There are <i>concerns</i> about the MA/JD joint degree program in terms of course scheduling and the lack of knowledgeable advisors to assist students.</p>	<p>NPSIA in consultation with current students and the Law School will continue to examine whether course scheduling can be improved and how – it is not clear whether this is a significant issue, but we can certainly look into it.</p>	<p>Associate Director (MA Program); MA Program Administrator</p>	<p>Winter 2020 and ongoing</p>	<p>N</p>

<p>32. We also see an <i>opportunity</i> to engage with current MA/JD students and recent graduates of the program to establish what is working and what is not working. We recommend that NPSIA leaders set up a series of meetings with Ottawa Law and do a big push on coordination on the small issues that remain, especially as NPSIA now has a second international law person on faculty.</p>	<p>Meet with current MA/JD students to determine program concerns; Meet with U of O counterparts to address concerns</p>	<p>Associate Director (MA Program); MA Program Administrator</p>	<p>Winter 2020 and ongoing</p>	<p>N</p>
<p>33. Carleton and the University of Ottawa have an <i>opportunity</i> to work on recruitment and retention in the MA/JD. Remaining challenges to work out include the language requirement (and the French Law program) and funding issues that still arise as students try to navigate a law degree and an MA at NPSIA. This is an <i>opportunity</i> and may require a focused approach and close collaboration with University of Ottawa law.</p>	<p>See above (Recruitment #1).</p>	<p>See above (Recruitment #1).</p>	<p>See above (Recruitment #1).</p>	<p>N</p>
<p>Program- PhD</p>				

<p>34. Many NPSIA faculty have serious <i>concerns</i> about the PhD program. They discussed the problem with students not finishing the program in a timely fashion. Students' goals for working in the government after graduation also generated discussions about what value is added by getting a PhD.</p>	<p>See above (Funding #6).</p>	<p>See above (Funding #6).</p>	<p>See above (Funding #6).</p>	<p>See above (Funding #6).</p>
<p>35. PhD completion rates are a serious <i>weakness</i> that must be addressed. Of the 4 students admitted in 2006, for example, only 1 student completed the PhD (in 9 years). To date, only 9 students out of 56 admitted students have completed the PhD program and all of them have taken 9 years or longer. NPSIA's self-assessment recognizes that time to completion is a <i>concern</i>.</p>	<p>See above (Funding #6).</p>	<p>See above (Funding #6).</p>	<p>See above (Funding #6).</p>	<p>See above (Funding #6).</p>
<p>36. There is an <i>opportunity</i> to help students interested in a PhD get the quantitative training necessary for success.</p>	<p>Assess the options to provide supplemental empirical training for PhD students.</p>	<p>Associate Director (PhD Program)</p>	<p>Ongoing</p>	<p>Possibly</p>

<p>37. <i>There is an opportunity</i> to discuss the mission of the PhD program, what it means to do a PhD in international affairs, and how the program can better serve the career goals of its students.</p>	<p>Undertake a general review of the PhD program to clarify its objectives, identify the needs of its students and the community, and how best to serve all stakeholders.</p>	<p>Associate Director (PhD Program); NPSIA curriculum committee</p>	<p>Fall 2020</p>	<p>Possibly.</p>
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