

DATE: January 19, 2025

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

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

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

**Final Assessment Reports and Executive Summaries**

**1. Graduate and Undergraduate Programs in Business**

**SQAPC approval:** February 13, 2025

SQAPC Motion:

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

**Senate Motion February 28, 2025:**

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

**2. Undergraduate and Graduate Programs in Journalism**

**SQAPC approval:** February 13, 2025

SQAPC Motion:

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

**Senate Motion February 28, 2025:**

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

**SENATE QUALITY ASSURANCE AND PLANNING COMMITTEE**  
**Cyclical Review of the programs**  
**in Business**  
**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 Business 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 Business reside in the Sprott School of Business.

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 Dean of the Sprott School of Business in responses to the External Reviewers' report and Implementation on Plan that was submitted to SQAPC on January 23, 2025.

## **FINAL ASSESSMENT REPORT**

### **Introduction**

The undergraduate and graduate programs in Business reside in the Spratt School of Business. 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 Spratt School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB). As result, the Office of the Vice-Provost and the Spratt School of Business entered an agreement to align the cyclical review and accreditation processes.

To facilitate this alignment, the criteria required as part of the AACSB accreditation was mapped to the generic criteria requirements of Carleton's Institutional Quality Assurance Process, and the Quality Assurance Framework. Documents required for the AACSB accreditation were reviewed in place of cyclical review documentation and were compliant with the requirements of the IQAP.

A desk review, was conducted by Dr. Gregory Bauer from the University of Guelph, and Dr. Iraj Fooladi from Dalhousie University. The desk review involved virtual meetings with meeting the Associate Vice-President (Academic Programs and Strategic Initiatives) and the Academic Director of the online MBA program and the Associate Dean (Student Success and Recruitment) in the Spratt School of Business.

The External Reviewers' report, submitted on August 19, 2024 offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

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

This report draws on four documents:

- The AACSB Continuous Improvement Review Report (CIR) developed by members of the Spratt School of Business (Appendix A)
- The Report of the External Review Committee (Appendix B).
- The Response from the Dean of the Spratt School of Business (Appendix C).
- The internal discussant's recommendation report (Appendix D).

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

This Final Assessment Report contains the Implementation Plan (Appendix C) developed by the Dean of the Spratt School of Business for the implementation of recommendations for program enhancement identified as part of the cyclical program review process.

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

### **Strengths of the programs**

The External Reviewers' Report highlights the following strengths of the program:

- “The AACSB Continuous Improvement Report demonstrates that the school’s mission, vision, and values align with the AACSB objectives. Similarly, the school appears to have devoted a lot of effort to explain how its activities are tied to the United Nation’s Sustainable Development Goals.”
- “It is encouraging to see the expanded enrollment in all the Professional and Graduate Programs.”
- “A level of 96% employment within six months of graduation and 99% within two years are good records that should be highlighted.”
- “the growth in enrollment in most programs suggests that they are meeting the market test of providing the skills that employers require.”
- “Spratt strives to provide opportunity to a diverse population of students and has piloted ways to admit students that may not traditionally be admitted to a business program.” “Spratt has robust student services and program supports in place (e.g., math foundations) to support all students.”
- “The BUSI 1995 Employability Passport course should be highlighted more as a way of showing potential students how the school helps them become employable.”

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

The External Reviewers' Report made 7 recommendations for improvement:

1. Highlight the objective of training **business leaders** who care for creating a better world.
2. Introduce faculty-driven research excellence as one of the School’s objectives and showcase your faculty.
3. Consider adding more required courses in business analytics.
4. Consider adding a public policy stream to the BIB program.
5. Change the AOL evaluation to a continuous process throughout the life cycle of the student experience.
6. Improve the School’s webpage and highlight employability and success stories of past graduates. Preparing short videos for multiple forums such as social media and website could help.
7. The University and the School should come to an arrangement so that the School has better control in promoting their talented and hardworking staff to specific positions of their needs.

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

As a consequence of the review, the undergraduate and graduate programs in Business 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 Dean of the Sprott School of Business in a response to the External Reviewers' report and Implementation Plan that was considered by SQAPC on January 23, 2025. The school agreed to in principle to recommendations #1, 2, and 7, and agreed to recommendations #3 and 6 if additional resources permit. The unit did not agree to recommendations #4 and 5, however provided acceptable rationales for their responses.

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 30<sup>th</sup>, 2026.

### **The Next Cyclical Review**

The next cyclical review of the undergraduate and graduate programs in business will be conducted during the 2030-31 academic year, in line with their next accreditation review.

**Sprott**  
**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.

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

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

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

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

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

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

**Calendar Changes**

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

**Hiring**

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

## UNIT RESPONSE AND IMPLEMENTATION PLAN

Programs Being Reviewed: School of Business

Prepared by (name/position/unit/date): Howard Nemiroff, Dean, Program Director, Sprott School of Business October 11, 2024

External Reviewer Recommendation & Categorization Note: Recommendations <b>highlighted in yellow</b> were also made as part of a previous review	Unit Response (choose only one for each recommendation): 1- Agreed to unconditionally 2- Agreed to if additional resources permit (describe resources) 3- Agreed to in principle 4- Not agreed to Rationales are required for categories 2, 3 & 4	Action Item	Owner	Timeline	Will the action described require calendar changes? (Y or N)
1. Highlight the objective of training business leaders who care for creating a better world. (Concern)	Agree to in principle.	Will be dependent on the development and direction of the next Strategic Plan as to objectives. SP is currently being developed and projected to release in 2025.	Strategic Planning Task Force	Strategic Plan launch in Fall 2025	N
2. Introduce faculty-driven research excellence as one of the School's objectives and showcase your faculty. (Weakness)	Agree to in principle.	Will bring as consideration in development of next Strategic Plan.	Strategic Planning Task Force	Strategic Plan launch in Fall 2025	N
3. Consider adding more required courses in business analytics. (Opportunity)	Agreed to if additional resources permit, and if enrolment numbers are sufficient.  Require additional faculty in Business Analytics to offer more courses across programs.	Hire of faculty in BA.	Dean	TBD – dependent on faculty hire	N

<p>4. Consider adding a public policy stream to the BIB program. (Opportunity)</p>	<p>Not agreed to.</p> <p>Does not align with the direction of the BIB program, and it conflicts with the role that FPGA has in the University.</p>				
<p>5. Change the AOL evaluation to a continuous process throughout the life cycle of the student experience. (Concern)</p>	<p>Not agreed to.</p> <p>Our current AoL assessment plan provides a thorough analysis of the students' proficiency in the established learning objectives and meets our accreditation standards – and received strong support from our AACSB Peer Review Team. Adding additional assessments in the cycle is costly and timely for our limited resources and would not provide significant benefit beyond our current process.</p>				
<p>6. Improve the School's webpage and highlight employability and success stories of past graduates. Preparing short videos for multiple forums such as social media and website could help. (Weakness)</p>	<p>Agreed to if additional resources permit.</p> <p>The Communications team is currently at capacity in workload. The team is currently working on webpage improvement with the university. Further projects in video creation and social media outreach would be prioritized after other immediate needs.</p>	<p>School's webpage is currently being updated/improved.</p>	<p>Sprott Communications Team</p>	<p>2025</p>	<p>N</p>
<p>7. The University and the School should come to an arrangement so that the School has better control in promoting their talented and hardworking staff to specific positions of their needs. (Concern)</p>	<p>Agreed to in principle.</p> <p>Would be dependent on support from central, and changes to HR procedures and collective agreements.</p>				

**SENATE QUALITY ASSURANCE AND PLANNING COMMITTEE**  
**Cyclical Review of the undergraduate and graduate programs**  
**in Journalism**  
**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 Journalism 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 Journalism reside in the School of Journalism and Communication, a unit administered by the Faculty of Public and Global Affairs.

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

The External Reviewers' report offered a very positive assessment of the programs. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the programs. These recommendations were productively addressed by the Director of the School of Journalism and Communication and the Associate Dean of the Faculty of Public and Global Affairs in responses to the External Reviewers' report and Implementation on Plan that was submitted to SQAPC on February 13, 2025.

## FINAL ASSESSMENT REPORT

### Introduction

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

The site visit, which took place on February 21-23, 2024, was conducted by Dr. Mitch Diamantopoulos from the University of Regina, and Dr. Rey Rosales from MacEwan University. The site visit involved formal meetings with the Provost, the Vice-Provost and Associate Vice-President (Academic), the Associate Vice-President (Academic Programs and Strategic Initiatives), the Associate Dean of the Faculty of Public and Global Affairs and the Director of the School of Journalism and Communication. The review committee also met with faculty members, contract instructors, staff, and undergraduate and graduate students.

The External Reviewers' report, submitted on March 25, 2024 offered a very positive assessment of the program.

This Final Assessment Report provides a summary of:

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

This report draws on five documents:

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

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

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

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

### **Strengths of the programs**

#### *General*

The External Reviewers' Report highlights that, "Yet, in this demanding moment for journalism education, Carleton's faculty have proven their resilience, adaptive capacity, and willingness to lead. They have successfully renewed their programs, keeping pace with the emerging digital landscape. Enduring reputational and program strengths now position the sub-unit to consolidate—and expand—Carleton's leadership within Canada's journalism education space." The report also emphasizes that "the School of Journalism and Communications hosts the country's first, largest, and best-known journalism education program." Furthermore, it notes that "With their out-sized public visibility, commitment to public service, and ability to command national respect, these programs are rightly the envy of many universities."

#### *Faculty*

Speaking with regard to faculty, the external reviewers stated "Overall, this is a hard-working, passionate, teaching-focused, and forward-looking faculty complement," and noted that "Recent hires have helped keep pace with changes in journalism's contemporary practice." They further highlighted that, "The Master's program in journalism is delivered by an impressive roster of experienced and accomplished journalists, with a track record of significant pedagogical innovation."

#### *Students*

The external reviewers noted that "Carleton's journalism programs continue to profit from a prestige brand—drawing many of the nation's best and brightest. In fact, data shows Carleton's reputation for quality continues to attract students with A- or better high school averages." Additionally, they remarked that, "students we spoke with were engaged with the program and appreciative of their faculty."

#### *Curriculum*

The external reviewers emphasized that "embedding this practical training in a liberal arts curriculum ensures well-rounded journalists with critical thinking skills and historical perspective." They also highlighted that "The faculty's Equity Diversity and Inclusion (EDI) work is central to advancing the university's public service mission and the journalism programs' curricular excellence alike."

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

The External Reviewers' Report made 15 recommendations for improvement:

1. Holding the line against position reductions to stabilize the unit through a challenging period.
2. Adopting enrollment management innovations to raise the yield rate (which currently converts only one third of acceptances to registrations).

3. Restricting sessional employment to non-core curriculum to strengthen curricular cohesion, supervision capacity, and research productivity.
4. Using targeted incentives and hiring (e.g. a Canada Research Chair in Journalism and Democracy) as catalysts for expanding the unit's research enterprise.
5. Identifying and alleviating stress-points for the administrative support team.
6. Reimagining space to create an attractive gathering place for undergraduate students.
7. Forming ad hoc committees to find sustainable solutions to BJ/BJMPD cross-over content and BJ/BJH scheduling conflicts.
8. Strengthening endowment-building support to the internship program.
9. Forming a task-force to develop a ten-year strategic plan, building key priorities from self-study findings.
10. Assessing self-study's program proposals (i.e. Certificate in Indigenous Journalism, online Master's, and Master's in Media Management) to reverse enrollment decline.
11. Assessing potential to expand internships' duration.
12. Hiring a Research, Outreach and Engagement Officer (ROEO) to advance research, recruitment, and development aims.
13. Refocusing teaching capacity on unit priorities by phasing out or staggering low enrollment (n<10) offerings (e.g. to alternative years)
14. Strengthening internationalization through strategic hiring (e.g. a UNESCO Chair in Journalism and the Sustainable Development Goals), mentorship, and curriculum development.
15. Conducting strategic enrollment outreach to minority-serving high schools to further diversify UG student body.

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

As a consequence of the review, the undergraduate and graduate programs in Journalism 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 School of Journalism and Communication and the Associate Dean of the Faculty of Public and Global Affairs in a response to the External Reviewers' report and Implementation Plan that was considered by SQAPC on February 13, 2025. The school agreed unconditionally to recommendations #1, 2, 5, 7, 10 and 15, and agreed to recommendations #4, 6 and 8 if resources permit. They also agreed to recommendations # 9, 11, 12, 13, and 14 in principle.

The school did not agree to recommendation #3, however provided an acceptable rational for their response.

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

**The Next Cyclical Review**

The next cyclical review of the undergraduate and graduate programs in Journalism will be conducted during the 2026-27 academic year.

**Journalism**  
**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 Journalism program was pleased to receive the Reviewers' very positive External Reviewers' report on March 25, 2024. This report was shared with our faculty and staff, and we are committed to the continual improvement of our programs to enhance the student, staff, and faculty experience. This document contains both a response to the External Reviewers' Report and an Implementation Plan (Section B) which have been created in consultation with the Dean.

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 and Graduate Programs in Journalism**

**Prepared by (name/position/unit/date): Allan Thompson, Director, School of Journalism and Communication, DATE**

<p><b>External Reviewer Recommendation &amp; Categorization</b>  <b>Note: Recommendations highlighted in yellow were also made as part of a previous review</b></p>	<p><b>Unit Response (choose only one for each recommendation):</b>                      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 &amp; 4</p>	<p><b>Action Item</b></p>	<p><b>Owner</b></p>	<p><b>Timeline</b></p>	<p><b>Will the action described require calendar changes? (Y or N)</b></p>
<p>1. Holding the line against position reductions to stabilize the unit through a challenging period; (concern)</p>	<p>1. Agreed to unconditionally</p> <p>We are responding to this review of Carleton’s journalism program at a time of near existential crisis in Canada’s journalism industry, when continued support for the place of journalism in our democracy has never been more important. In that context, there are powerful reasons for Carleton to continue to support our program, despite the ongoing pressures of budget constraint. In internal discussions with the Dean the journalism program head has repeatedly communicated that we are at a point where it would be virtually impossible for us to effectively deliver our core curriculum in its current form were we to endure further cuts. We face a need to replace retiring faculty from the unit and to renew existing limited term appointment arrangements, in</p>	<p>The Journalism program head will continue to advocate for replacement positions with the Dean and to explore other opportunities to add to the program’s complement of teaching faculty through a proactive strategy to seek out an endowed chair in Journalism and Democracy. We will engage the assistance of the Department of University Advancement in the effort to secure support for an endowed chair. And our strategic review process will explore further steps we can take in terms of program delivery to adapt to budget constraints.</p>	<p>Journalism program head, Dean FPA</p>	<p>Ongoing</p>	<p>N</p>

	<p>particular because of a shortage of full-time faculty equipped to teach our audio and video workshops. (This relates directly to point 3). At present, FPA is not permitted to replace retiring faculty but instead must return those positions to the centre because of FPA's budget situation. As a result, two recent retirees (one a broadcast specialist), have not been replaced and limited term appointments that helped alleviate our shortage of broadcast instructors were also not renewed. Like every unit, we want to hold the line on position reductions, and in the context of our role in fostering Canada's journalism profession, we think this is essential. But this is a budgetary matter that is beyond our control.</p>				
<p>2. Adopting enrollment management innovations to raise the yield rate (which currently converts only one third of acceptances to registrations); (concern)</p>	<p><b>1 - Agreed to unconditionally</b></p>	<p>In direct response to the challenges we face in enrollment, the journalism program has decided to strike a new Recruitment Committee in the coming academic year to deal directly with all issues related to recruitment. Core members of the committee will include the Journalism program head, undergraduate and graduate supervisors and several other faculty members, as appropriate given their other service duties.</p> <p>To aid in our efforts to innovate in ways that will raise the yield rate to convert more acceptances to registrations, we plan to take a number of steps, in collaboration with Carleton's Undergraduate Recruitment Office:</p> <p>Our new recruitment committee will request detailed information from Carleton's recruitment office about their current tactics and strategy for improving our yield rate.</p>	<p><i>Journalism program head; Recruitment Committee</i></p>	<p>2024-25</p>	<p>N</p>

		<p>Understanding what efforts are currently being made on our behalf will help us to plan our own course of action.</p> <p>It is our understanding that Recruitment has lowered the entry grade required to receive an acceptance for journalism, but we question whether that information has been effectively communicated to applicants. Current recruitment material still makes reference to an entry grade in the high 80s.</p> <p>Our recruitment committee would like to play a much more direct role in communication with applicants given acceptances. We have in mind such initiatives as a postcard campaign (that would see current students send postcards to applicants), virtual open house events and a reinvigorated phone campaign that would deploy text messages to applicants, inviting them to schedule a phone conversation.</p> <p>We will explore ways to work to identify applicants from underrepresented communities and make additional efforts to engage with them.</p> <p>We will continue with our current efforts to track our graduates more effectively by creating a database of as many of our graduates as possible using LinkedIn and use that information to spread the word about the career possibilities for our graduates.</p>			
<p>3. Restricting sessional employment to non-core curriculum to strengthen curricular cohesion, supervision</p>	<p>4. Not agreed to</p> <p>We do not agree with the premise of this recommendation that restricting contract instructors to non-core curriculum is the best route to fostering curricular cohesion and research capacity. We take a nuanced</p>		<p>N/A</p>		<p>N</p>

<p>capacity, and research productivity; (concern)</p>	<p>approach to what we consider to be “core” to our curriculum. While you could view only compulsory courses as being “core”, we regard it as essential to implementing our EDI strategy to continue to offer a range of courses touching on such issues as journalism and belonging, trauma-informed reporting and the history of Black journalism in Canada. We want full-time faculty members to be able to continue to deliver those specialized courses, while also taking on teaching duties in some of our compulsory workshops. Our approach is not to restrict contract instructors from teaching in our core, professional workshops, but rather, to achieve a better balance of full-time faculty and Cis from the industry. We have been successful in reducing the use of Cis in some of our core workshops, such as JOUR2201, achieving a better balance. But we still face challenges in reducing the use of Cis and achieving a better balance between full-time faculty and Cis in other core workshops, particularly our third-year audio and video workshops and our fourth-year video workshop. Our inability to renew the contracts of limited term faculty members who were broadcast specialists makes it even more difficult to have a better balance between faculty and Cis in these workshops.</p>				
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<p>4. Using targeted incentives and hiring (e.g. a Canada Research Chair in Journalism and Democracy) as catalysts for expanding the unit's research enterprise; (concern)</p>	<p><b>2 - Agreed to if additional resources permit (describe resources)</b></p>	<p>We will explore creation of a Chair in Journalism and Democracy, either as a Canada Research Chair or supported by an endowment. When available, CRCs are allocated on a competitive basis to units. If one comes available, we will apply. While a CRC brings reputational benefits to the university, establishment of an endowed chair would allow us to create a teaching position that would take on courses related to the mandate of the chair.</p> <p>In addition to giving us the ability to flesh out our teaching offerings relating to political reporting and covering civic institutions, the mandate of a Chair in Journalism and Democracy would also expand the unit's research enterprise through the initiation and oversight of research projects touching on such topics as how best to nurture and build community journalism and the role of journalists in fostering greater understanding of our civic institutions.</p> <p>The current program head has already been working with Advancement to identify a donor who would support the establishment of a research chair in Journalism and Democracy and those efforts will continue but could also benefit from additional support from Advancement.</p>	<p><i>Journalism program head</i></p> <p><i>Dean of FPA</i></p> <p><i>University Advancement</i></p>	<p><i>2024-25 and ongoing</i></p>	<p><i>N</i></p>
<p>5. Identifying and alleviating stress-points for the administrative support team; (concern)</p>	<p><b>1 - Agreed to unconditionally</b></p>	<p>A continued turnover in administrative staff has aggravated the stress level for our administrative support team, with a number of members who are in backfill positions. We think it is important also to draw a distinction between the roles of administrative staff and the technical team of technology specialists that is integrated into the delivery of our program.</p>	<p><i>Journalism program head</i></p> <p><i>Tech Committee</i></p>	<p><i>2024-25 and ongoing</i></p>	<p><i>N</i></p>

		<p>To create a better understanding of the roles of our staff members, we plan to create a new handbook that will fully detail the roles and responsibilities of all of our staff members, helping faculty members to better understand who does what.</p> <p>To address concerns from our technical team, we have created a tech committee comprised of our staff technology specialists with faculty members to review on an ongoing basis the technical and equipment needs of the program and how best to integrate technology into our curriculum.</p> <p>We will also take steps to improve training and onboarding for new staff members by directly involving the graduate and undergraduate supervisors in the process (so that new staff gain more familiarity with the delivery of our academic program) and by instituting a new practice of holding an ‘welcoming session’ for new arrivals for properly meet all of their colleagues and get a better orientation to our staff, faculty and facilities.</p>			
<p>6. Reimagining space to create an attractive gathering place for undergraduate students; (concern)</p>	<p><b>2 - Agreed to if additional resources permit (describe resources)</b></p>	<p>In partnership with the Communication and Media Studies unit (with whom we share our Resource Centre), we plan to pursue a project to convert the existing study lounge space that currently takes up about half of our Resource Centre into a student lounge.</p> <p>At a minimum, we would like to immediately make available in that space a fridge, microwave and Keurig-style coffee machine and some food vending facilities. Students have told us consistently that they lack access to such facilities in Richcraft Hall.</p>	<p><i>Journalism program head/Communication and Media Studies program head</i>  <i>Dean of FPA</i></p>	<p>2024-25</p>	<p>N</p>

		<p>We would like to underline that we would not restrict such space only to undergraduate students. We plan to engage with our student societies in Journalism and BMPD on this project and ask them to help us with the maintenance of such a new space.</p> <p>We will immediately begin to explore a major project to establish a student-run café in our Resource Centre lounge area, something similar to the Leo's café that currently operates in the Mackenzie building with the support of the Faculty of Engineering. This vibrant, engaging space offers students a place to gather, enjoy a coffee, tea or soft drink and also sandwiches and other food offerings. The student societies manage and staff the café, but with financial support from the Faculty. We would like to explore a similar arrangement to create such a space in our Resource Centre.</p> <p>Given current resource constraints, we will reach out to the Department of University Advancement for support in identifying potential donors for such a project that would directly benefit students.</p>			
<p>7. Forming ad hoc committees to find sustainable solutions to BJ/BJMPD cross-over content and BJ/BJH scheduling conflicts; (concern) and</p>	<p><b>1 - Agreed to unconditionally</b></p>	<p>Our curriculum committees in Journalism and BMPD are taking up this issue and will seek out sustainable solutions to crossover content in courses offered to both Journalism and BMPD students and to rectify scheduling conflicts.</p>	<p><i>Journalism program head/BMPD program head</i></p>	<p>2024-25</p>	<p>N</p>

<p>8. Strengthening endowment-building support to the internship program. (concern)</p>	<p><b>2 - Agreed to if additional resources permit (describe resources)</b></p>	<p>In the development of its new strategic plan, Carleton’s Faculty of Public Affairs will add the word “Global” to its name. In keeping with that spirit, we will continue to strongly encourage the Dean of FPA, the Department of University Advancement, and others at Carleton to help us to seek out the financial support that will make it possible for us to continue and grow the journalism program’s international internship programs. Over the years, these programs have traditionally been supported by significant internal funding – from Graduate Studies, the Provost and the Dean – as well as external funding from the now-defunct Reader’s Digest Foundation and occasionally, other donors. At present, there is no funding on hand or in the pipeline to support the international internship program beyond this round of summer internships. It is of critical importance that we identify long-term, stable funding for this vital internship program, which fits squarely within the objectives of FPA’s new strategic plan.</p> <p>In addition, we will explore prospects for seeking endowment support for our efforts to create paid summer internship opportunities with our Capital Current online publication.</p>	<p><i>Journalism program head</i> <i>Dean of FPA</i></p>	<p><i>2024-25 and ongoing</i></p>	<p><i>N</i></p>
<p>9. Forming a task-force to develop a ten year strategic plan, building key priorities from self-study findings. (opportunity)</p>	<p><b>3 – Agreed to in principle</b></p>	<p>At our May 21 journalism faculty and staff retreat we agreed that it is imperative for us to launch a task force to develop a strategic plan for the journalism program. We plan to develop a five-year strategic plan, in keeping with the usual cycle for such initiatives at Carleton. We want our task force to build on the key priorities from the self-study findings and also prepare us to continue to adapt to a rapidly evolving media landscape in Canada and to our budget constraints</p> <p>But to accomplish this strategic review, we seek financial support from FPA and support from the Office of Quality</p>	<p><i>Dean of FPA</i> <i>Journalism program head</i></p>	<p><i>2024-25 and ongoing</i></p>	<p><i>N</i></p>

		Initiatives that would allow us to retain the outside expertise to lead us through this process, to conduct our own SWOT analysis and embark on crafting the strategic plan.			
10. Assessing self-study's program proposals (i.e. Certificate in Indigenous Journalism, online Master's, and Master's in Media Management) to reverse enrollment decline; (opportunity)	<b>1 - Agreed to unconditionally</b>	<p>These initiatives – the certificate in Indigenous Journalism, an online Master's and new programming in media management – are key to our strategic planning. As such, the strategic planning task force that was struck on May 21 will be tracking progress toward the establishment of these three initiatives.</p> <p>Our Associate Professor, Indigenous Journalism and (Story)telling, has already made considerable progress in laying the foundations for the proposed Journalism in Indigenous Communities Certificate (JIICC) by applying for three different grants: a \$75,000 USD Vision Grant from the Spencer Foundation, a \$50,000 Major Project Grant from Inspirit Foundation, and a \$3M grant from the EleV Program at Mastercard Foundation. We hope to have results of these submissions soon.</p> <p>The Journalism program head will establish at our scheduled June 17 faculty meeting two new working groups to move forward on establishment of an online MJ program and a new joint stream on media management with Sprott.</p>	<p><i>Journalism program head</i></p> <p><i>Strategic Planning task force</i></p> <p><i>Professor Indigenous Journalism and Storytelling.</i></p>	2024-25	N
11. Assessing potential to expand internships' duration; (opportunity)	<b>1 - Agreed to in principle</b>	As the external examiners noted, our students are generally satisfied with the option to pursue a two or three-week internship during the term. Shifting to a longer, for-credit, paid internship would require radically restructuring our curriculum and is not feasible. But we are keen to explore endowment-sponsored longer internships in the summer months. We will also seek to expand our Capital Current Summer Work Experience program.	<i>Journalism program head</i>	2024-25	N

<p>12. Hiring a Research, Outreach and Engagement Officer (ROEO) to advance research, recruitment, and development aims; (opportunity)</p>	<p><b>3. Agreed to in principle</b>  While we are not opposed to the establishment of an ROEO staff position, our major priority is to keep in place the two new staff positions we created in SJC on a pilot basis by splitting the former Resource Centre and Career Services position into two positions, one focused on managing the resource centre as well as coordinating SJC communications and the other a new Career Services officer position that supports the Journalism internship program and also builds out a career services program for our students. These two distinct positions are key to our strategic goals of creating a welcoming space for our students in our Resource Centre, and better communicating our successes and the accomplishments of our faculty, staff and students, to support recruitment efforts. And the career services position is key to fulfilling the FPA strategic plan’s priority for linking the classroom and our curriculum more directly to the workplace. examiners.</p>	<p>The program head will continue to advocate with the Dean of FPA that at the end of this pilot period, the Dean of FPA will agree to make these two positions permanent. Instead of an additional ROEO position, what we might consider reviewing the job descriptions for the Communications/Resource Centre position and the Career Services position to incorporate elements of the research, outreach and engagement position responsibilities proposed by the external</p>	<p><i>Dean of FPA</i>  <i>Journalism program head</i></p>	<p>2024-25</p>	<p>N</p>
<p>13. Refocusing teaching capacity on unit priorities by phasing out or staggering low enrollment (n&lt;10) offerings (e.g. to</p>	<p><b>3 – Agreed to in principle</b>   With our hand forced by budget constraints and the directive to continually reduce our CI budget, we have already begun to phase out low enrollment courses. The concept of alternative year course offerings can be</p>	<p>The program head will continue to work with colleagues to identify low enrolment courses that can be offered in alternative years.</p>	<p><i>Journalism program head</i></p>	<p>2024-25</p>	<p>N</p>

alternative years); (opportunity)	difficult to manage because all of our beat reporting options are clustered in the fourth year, taking some of those out of rotation can make it more difficult for students to specialize.				
14. Strengthening internationalization through strategic hiring (e.g. a UNESCO Chair in Journalism and the Sustainable Development Goals), mentorship, and curriculum development. (opportunity)	<p><b>3 - Agreed to in principle</b></p> <p>We recognize the benefits of internationalization and agree that strategic hiring could help build a specialization for the journalism program. We have begun exploring the process for creating a UNESCO chair related to journalism and the UN's Sustainable Development Goals.</p>	The journalism program will look for opportunities to cooperate with programs at universities in countries in the global south as well as with non-governmental organizations. Projects being considered include: a certificate program that would provide journalists living in exile with credentials that would help them file stories to Canadian journalism organizations; and exploring how to adapt the existing Media and International Development course to help prepare students for an international placement. Finally, we would like to encourage more international students to join our existing graduate program. Current funding constraints however mean we have access to limited scholarship support for international students. Developing the online Master's could be one way to increase international enrolment. A significant challenge to being able to move the program forward in this way is budget cuts: we have had to drop the Media and International Development course from the roster in the 2025 winter term because the faculty member who developed the course and teaches it is not being renewed in her term position.	<p><i>Journalism program head</i></p> <p><i>Dean of FPA</i></p>	2024-25 and ongoing	N
15. Conducting strategic enrollment outreach to minority-serving high schools to further diversify UG student body. (opportunity)	<p><b>1 - Agreed to unconditionally</b></p>	High school outreach in general is a top priority but we are also looking for ways to reach out in particular to racialized students to help them to envision journalism as a career option for them. One way to accomplish this is to have racialized faculty members in the program undertake these outreach activities. The Associate Professor who heads our Permanent Working Group, agreed some time ago to take the lead on this process. But given the absolute priority of	<i>Journalism program head</i>	2024-25 and ongoing	N

		<p>increasing enrolment across the board, we think the work of high school outreach needs to be shared with all members of the faculty.</p> <p>We have begun work on a plan to reach out to all high schools in the Ottawa region in the coming academic year and with assistance from the Undergraduate Recruitment Office, hope to expand that outreach into the GTA this year as well.</p> <p>Our strategy will also include proactively taking part each year in the Mini-Course Program. We will also explore establishing a high school journalism summer institute that would offer journalism skills training opportunities to high school students who are already in some way involved with media projects in their school.</p> <p>This summer we are offering a Podcast Journalism summer camp the week of Aug. 12-16, in partnership with Athletics. If that program is successful, we will expand it next year as a vehicle for reaching high school age children to engage them with journalism.</p>			
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