

Implementation Plan Progress Report –April 2017
Carleton-Trent Joint PhD

Recommendation	Proposed Follow-Up If no follow-up is recommended please clearly indicate ' <i>No follow up report is required</i> ' and provide rationale.	Responsibility for Leading Follow-Up *	Timeline for Addressing Recommendation	
<p><u>Recommendation 1 - Trent</u> That the Trent director and admission committee be enabled to use the Frost Endowment for recruiting purposes and top-up for student scholarship rather than a substitute for funding from the University scholarship resources.</p>	<p>Statement of principles is being development between Frost Centre, Graduate Studies, and External Relations.</p>	<p>Program Director Graduate Dean</p>	<p><u>Implementation Date</u> September 2016 <u>Implementation Report</u> Due October 1, 2015</p>	<p>The practice vis a vis Grad Studies seems to have changed as per this recommendation but is always liable to direction at the Grad Studies level</p>
<p><u>Recommendation 2 - Carleton</u> That part-time students continue to be recruited long enough to evaluate why it does not work for some students.</p>	<p>Carleton will continue to recruit part-time students and will pay close attention to their progress and potential barriers to their completion.</p>	<p>Graduate Supervisor, Director</p>	<p><u>Implementation Report</u> Due October 1, 2015</p>	<p>Part-time students often have unique life circumstances and potentially full-time careers and may lose touch with their cohort or their professors over time. We will monitor this situation with an eye towards changing the program to address barriers part-time students are facing.</p>
<p><u>Recommendation 3</u> That dissertation committees have at least one faculty member from the second institution.</p>	<p>This is currently the standard practice at Trent. Carleton will enforce this rule with students. We hope that some of the steps we are taking to</p>	<p>Programs Directors</p>	<p><u>Implementation Report</u> Due October 1, 2015</p>	<p>Trent committees have always followed this practice. We don't have any dissertations without a Carleton member.</p>

**Implementation Plan Progress Report –April 2017
Carleton-Trent Joint PhD**

	<p>enhance the “jointness” of the program will assist students in finding a committee member from Trent.</p>			<p>This is currently the standard practice at Carleton; however, there have been rare cases where students and their supervisors have gone to great lengths to find committee members at Trent and have not been successful. We hope that some of the steps we have taken to bolster the “jointness” of the program will address this concern.</p>
<p><u>Recommendation 4</u> That students present their research to their peers, as part of the core seminar or at a student-run conference.</p>	<p>Trent noted that research monies have been made more readily available.</p>	<p>Program Directors</p>	<p><u>Implementation Report</u> Due October 1, 2015</p>	<p>Students in the core course, 6000, present a research proposal at the end of term to the class and discuss it. Some years there have been grad conferences but not always</p>
<p><u>Recommendation 5</u> That students from Trent and Carleton be paired to take responsibility for at least one seminar presentation in the core course.</p>	<p><i>No follow up report is required.</i></p>	<p>Program Directors</p>	<p><u>Implementation Report</u> Due October 1, 2015</p>	<p>After discussion, the course instructors from both universities have not adopted this practice but instead have encouraged other collaborations.</p>

Implementation Plan Progress Report –April 2017
Carleton-Trent Joint PhD

				This was not suggested by either students or faculty, but an idea of one of the reviewers.
<p><u>Recommendation 6</u> That students whose projects require methodologies outside those covered by the core course be given opportunities to improve their methods training by drawing on courses from other departments and from the other University.</p>	<p><i>No follow up report is required.</i></p> <p>Program indicated that this is current practice and will make this better known.</p>			
<p><u>Recommendation 7</u> That Indigenous Peoples: Colonial and Contemporary Realities be added as a field for the joint PhD program.</p>	<p>This issue will be addressed through the process of a calendar change at both institutions that will do away with fields and move to “research foci.”</p>	<p>Program Directors</p> <p>Graduate Deans</p>	<p><u>Implementation Date</u> September 2016</p> <p><u>Implementation Report</u> Due October 1, 2015</p>	<p>After consultation at Trent with INDG and Graduate Studies, I proceeded with this idea until a couple of weeks ago. We recently changed course. After a discussion with Carleton and Trent governance committee and our respective deans we are proceeding with an alternative: doing away with fields and using “research foci” instead. Indigenous Settler relations will likely be one of them</p>

Implementation Plan Progress Report –April 2017

Carleton-Trent Joint PhD

<p><u>Recommendation 8</u> That students be given full access to libraries at both universities.</p>	<p>Follow up with IT will be required at both institutions.</p>	<p>Program Directors Graduate Deans</p>	<p><u>Implementation Date</u> September 2015 <u>Implementation Report</u> Due October 1, 2015</p>	<p>This is currently proceeding. We started Aug 2016 to set the process in motion. It requires some sharing of student lists but the libraries are cooperative</p>
<p><u>Recommendation 9</u> That a professional skills seminar be held for students to assist them in finding academic jobs.</p>	<p>Both institutions are doing this. Trent started a series of professional development seminars in 2015-16 and Carleton started in 2016-17.</p>	<p>Program Directors</p>	<p><u>Implementation Report</u> Due October 1, 2015</p>	<p>Trent: Started 2015-16. This year, the Frost Centre is doing a series of professional development seminars along this line, titled "Life after Trent". We are collaborating with History, INDG and PT to share these with other grad students at Trent</p> <p>Carleton: Started in 2016-17. We have held sessions on data collection, applying for academic jobs, time management, etc.</p>
<p><u>Recommendation 10 - Trent</u> That Trent staff arrange to share copies of readings with staff at Carleton for distribution to its students.</p>	<p>Inappropriate use of staff resources. Need to investigate</p>	<p>Program Directors</p>	<p><u>Implementation Date</u> September 2015</p>	<p>Yes done, even though it was not a good use of our</p>

Implementation Plan Progress Report –April 2017
Carleton-Trent Joint PhD

	whether this violates copyright laws.		<u>Implementation Report</u> Due October 1, 2015	support staff resources
<u>Recommendation 11</u> That student funding be increased, where possible, to reduce completion times.	<i>No follow up report is required.</i> SSHRC funding has declined.	Graduate Deans	<u>Implementation Date</u> September 2016 <u>Implementation Report</u> Due October 1, 2015	No. The OPPOSITE is true. Fifth year GTAs for students have been cut. This is making it more difficult for students to finish. In H and SS PhDs, five years is a model finish time. Four years is rare and difficult.
<u>Recommendation 12 - Trent</u> That Trent students be given improved access to solo teaching in their fifth year.	<i>No follow up report is required.</i> CUPE Collective revised to allow for increased opportunities.	Program Director	<u>Implementation Date</u> September 2016 <u>Implementation Report</u> Due October 1, 2015	We would like to do this, but nothing started to date. This is very difficult given union contracts, but we need the widespread cooperation of many undergrad depts. We should work with Grad Studies on a strategy to do this.
<u>Recommendation 13</u> That each student be assigned a supervisor pro tem on admission whose role is to guide the student through the candidacy project.	<i>No follow up report is required.</i> Program indicates that this is the current Trent practice and Carleton			

Implementation Plan Progress Report –April 2017
Carleton-Trent Joint PhD

	<p>recently has instituted this policy.</p> <p>Programs will emphasize and make this role clear to both students and faculty.</p>			
<p><u>Recommendation 14</u> That the Directors of the two programs and supervisor pro tem help students to access faculty members at the other institution for their comprehensive examinations and thesis committees.</p>	<p>Trent – In light of comments made in the report, recommend that the entire comprehensive examination process be reviewed.</p>		<p><u>Implementation Date</u> September 2016</p> <p><u>Implementation Report</u> Due October 1, 2015</p>	<p>The current Directors (Sangster and McKay) are working on this. It is an ongoing process of consultation with students</p>
<p><u>Recommendation 15</u> a) That set dates for comprehensive examinations be established and students be expected to write on these dates.</p> <p>b) That student requests for parental or sick leave be accommodated as appropriate.</p>	<p>Carleton – we are very much on board with reviewing and revamping the entire comprehensive examination process.</p>		<p><u>Implementation Report</u> Due October 1, 2015</p>	<p>Yes, implemented Sept. 2016. Set dates are Jan and Aug. Students have been informed</p>
<p><u>Recommendation 16</u> a) That one examination be set for each core course whereby all students would write at the same time.</p> <p>b) That a second comprehensive be led by the supervisor pro tem with two other suitable committee members.</p>		<p>Program Directors</p>	<p><u>Implementation Report</u> Due October 1, 2015</p>	<p>See above. Students still choose comprehensive areas and will write in Jan and Aug unless there is sick leave, or unusual circumstances</p>

Implementation Plan Progress Report –April 2017
Carleton-Trent Joint PhD

<p><u>Recommendation 17 - Carleton</u> That Carleton look beyond its own graduates for future hires.</p>	<p><i>No follow up report is required.</i></p>		<p><u>Implementation Report</u> Due October 1, 2015</p>	<p>We are not completely sure what to make of this comment other than to say that we have hired twice since the externals’ report and neither of the hires have been Carleton graduates.</p>
<p><u>Recommendation 18 - Trent</u> a) That Trent needs to commit new faculty resources to the program in order for it to survive. b) That Trent encourage/enhance participation by faculty across the University.</p>		<p>a) Graduate Dean; Provost b) Graduate Dean; Program Director</p>	<p><u>Implementation Report</u> Due October 1, 2015</p>	<p>Not done but this is an admin prerogative. We have lost more faculty than we have gained. Since the review, we have lost 11 Frost-affiliated faculty, 4 of whom were ‘category 1’ .Three more are leaving next year. Two are on long-term leave and are not supervising. We have added five new faculty. Net loss: 6, and by next year 9. We have always drawn on faculty from across the university</p>
<p><u>Recommendation 19 - Trent</u> That Trent integrate the undergraduate program in Canadian Studies, MA in Canadian Studies and Indigenous Studies,</p>	<p>In progress, an update is requested as part of the Implementation Plan.</p>	<p>Graduate Dean</p>	<p><u>Implementation Report</u> Due October 1, 2015</p>	<p><u>Done.</u></p>

Implementation Plan Progress Report –April 2017
Carleton-Trent Joint PhD

<p>and the PhD in Canadian Studies into a School of Canadian Studies.</p>				
<p><u>Recommendation 20</u> a) That each program establish a governing council that includes the Director of the respective programs and at least two other faculty members involved in each program. b) That Governing Councils from each institution meet once a year to enhance joint coordination of the programs.</p>	<p>Trent: a) Comment on whether or not the current structure of the Frost Centre Board fulfills the suggested role/ structure? As School is developed (#19) governance structure should be considered. Carleton: We are in the middle of restructuring the governance model of the School of Indigenous and Canadian Studies. We will consider adding a standing committee that would be in charge of administering the Joint Ph.D. with Trent.</p>	<p>Program Directors</p>	<p><u>Implementation Report</u> Due October 1, 2015</p>	<p>As of Sept 2016 Trent has a PhD committee with chair and two faculty members who are part of the Carleton-Trent governing council. We met in Aug. 2016 and will meet again in the spring</p>
<p><u>Recommendation 21</u> That the two Directors meet at least once per term to enhance joint coordination of the program.</p>	<p>The two Directors are in regular contact and will meet in relation to the governing council.</p>	<p>Program Directors</p>	<p><u>Implementation Report</u> Due October 1, 2015</p>	<p>Our in person meeting is tied to governing council, ie twice a year. The directors are in regular contact and are planning a spring workshop of</p>

Implementation Plan Progress Report –April 2017
Carleton-Trent Joint PhD

				faculty and grad students at Trent
<p><u>Recommendation 22 - Trent</u> a) That the Editor of <i>The Journal of Canadian Studies</i> be appointed for a fixed term and selected through a process controlled by a Trent unit.</p> <p>b) That in the case of an outside editor being appointed provision be made for faculty representation on the editorial board.</p>	<p><i>No follow up report is required.</i></p> <p>Falls beyond the role of this committee in assessing the quality of the degree program.</p>			

**QUALITY ASSURANCE – CYCLICAL REVIEW
FINAL ASSESSMENT REPORT & IMPLEMENTATION PLAN
May 4, 2016**

DEGREE PROGRAMS BEING REVIEWED	PhD in Canadian Studies • offered jointly by Trent University and Carleton
EXTERNAL REVIEWERS	Dr. Sarah Carter (University of Alberta) Dr. Margery Fee (University of British Columbia) Dr. Charlotte Yates (McMaster University)
INTERNAL REPRESENTATIVE	Dr. Laura Summerfeldt, Trent University Dr. Joshua Greenberg, Carleton University
DATE OF REVIEW VISIT	April 28-30, 2014

SUMMARY

This Final Assessment Report (FAR) is in accordance with the provincial Quality Assurance Framework and the Institutional Quality Assurance Policies of both Carleton University and Trent University. The report considers three evaluation documents: the Program's Self-Study, the External Reviewers' Report, and the Program Response.

A summary of the review process is as follows: a self-study was prepared jointly by the institutions in accordance with the evaluation criteria as per the Quality Assurance Framework. Appendices included course outlines and CVs for full-time faculty members teaching in the degree programs. Qualified external reviewers were invited to conduct a review of the degree program which involved a review of all relevant documentation (self-study, appendices, IQAP), and participated in a university site visit. Reviewers visited both the Trent and Carleton campuses and met with senior administrators, faculty, staff, and students.

The Final Assessment Report (FAR), prepared by both Carleton and Trent includes an Implementation Plan which identifies those recommendations selected for implementation, and will specify: proposed follow-up, who is responsible for leading the follow-up, and the timeline for addressing the recommendation.

During the academic year 2013-2014, a review of the Joint PhD in Canadian Studies offered by Trent University and Carleton University was conducted. Three arm's-length external reviewers Dr. Sarah Carter (University of Alberta), Dr. Margery Fee (University of British Columbia), and Dr. Charlotte Yates (McMaster University) were invited to review the self-study documentation and then conducted a site visit to the university on April 28-30, 2014.

Reviewers noted that, 'This program is the only truly interdisciplinary PhD program in Canadian Studies anywhere in the world; its uniqueness and excellence deserve strong support from both institutions.' Students were 'enthusiastic about the program and have achieved good success in getting awards and finding academic or other suitable employment.'

SIGNIFICANT PROGRAM STRENGTHS

- Reviewers' commented that, 'The PhD programs at both institutions involve stellar faculty recognized internationally for their scholarship.'
- Delivery of interdisciplinary teaching and research.
- Dedication to the study of Canada.

OPPORTUNITIES FOR PROGRAM IMPROVEMENT AND ENHANCEMENT

- The addition of a field in Indigenous studies would enhance recruitment in this area and provide students with an opportunity to study these issues.

COMPLETE LIST OF RECOMMENDATIONS

The External Reviewers presented their recommendations as a list of unnumbered bullets. Numbers have been assigned for ease of identification.

Recommendation 1 *(admission requirements; faculty renewal/resources)*

That the Trent director and admission committee be enabled to use the Frost Endowment for recruiting purposes and top-up for student scholarship rather than a substitute for funding from the University scholarship resources.

Recommendation 2 *(admission requirements)*

That part-time students continue to be recruited long enough to evaluate why it does not work for some students.

Recommendation 3 *(curriculum)*

That dissertation committees have at least one faculty member from the second institution.

Recommendation 4 *(curriculum)*

That students present their research to their peers, as part of the core seminar or at a student-run conference.

Recommendation 5 *(curriculum)*

That students from Trent and Carleton be paired to take responsibility for at least one seminar presentation in the core course.

Recommendation 6 *(curriculum)*

That students whose projects require methodologies outside those covered by the core course be given opportunities to improve their methods training by drawing on courses from other departments and from the other University.

Recommendation 7 *(curriculum)*

That Indigenous Peoples: Colonial and Contemporary Realities be added as a field for the joint PhD program.

Recommendation 8 *(student resources)*

That students be given full access to libraries at both universities.

Recommendation 9 *(student resources)*

That a professional skills seminar be held for students to assist them in finding academic jobs.

Recommendation 10 *(student resources)*

That Trent staff arrange to share copies of readings with staff at Carleton for distribution to its students.

Recommendation 11 *(student resources)*

That student funding be increased, where possible, to reduce completion times.

Recommendation 12 *(student resources)*

That Trent students be given improved access to solo teaching in their fifth year.

Recommendation 13 *(comprehensive examination process; graduate supervision)*

That each student be assigned a supervisor pro tem on admission whose role is to guide the student through the candidacy project.

Recommendation 14 *(comprehensive examination process)*

That the Directors of the two programs and supervisor pro tem help students to access faculty members at the other institution for their comprehensive examinations and thesis committees.

Recommendation 15 *(comprehensive examination process)*

a) That set dates for comprehensive examinations be established and students be expected to write on these dates.

b) That student requests for parental or sick leave be accommodated as appropriate.

Recommendation 16 *(comprehensive examination process)*

a) That one examination be set for each core course whereby all students would write at the same time.

b) That a second comprehensive be led by the supervisor pro tem with two other suitable committee members.

Recommendation 17 *(faculty renewal/resources)*

That Carleton look beyond its own graduates for future hires.

Recommendation 18 *(faculty renewal/resources)*

a) That Trent needs to commit new faculty resources to the program in order for it to survive.

b) That Trent encourage/enhance participation by faculty across the University.

Recommendation 19 *(faculty renewal/resources)*

That Trent integrate the undergraduate program in Canadian Studies, MA in Canadian Studies and Indigenous Studies, and the PhD in Canadian Studies into a School of Canadian Studies.

Recommendation 20 *(governance and jointness)*

a) That each program establish a governing council that includes the Director of the respective programs and at least two other faculty members involved in each program.

b) That Governing Councils from each institution meet once a year to enhance joint coordination of the programs.

Recommendation 21 *(governance and jointness)*

That the two Directors meet at least once per term to enhance joint coordination of the program.

Recommendation 22 (*Journal of Canadian Studies*)

a) Trent That the Editor of *The Journal of Canadian Studies* be appointed for a fixed term and selected through a process controlled by a Trent unit.

b) Trent That in the case of an outside editor being appointed provision be made for faculty representation on the editorial board.

IMPLEMENTATION PLAN

* The applicable Dean, in consultation with the Department Chair shall be responsible for monitoring the Implementation Plan. The reporting date(s) for submitting a follow-up Implementation Report is indicated below and is the responsibility of the Department in consultation with the Dean.

Recommendation	Proposed Follow-Up If no follow-up is recommended please clearly indicate ' <u>No follow up report is required</u> ' and provide rationale.	Responsibility for Leading Follow-Up *	Timeline for Addressing Recommendation
<p><u>Recommendation 1 - Trent</u> That the Trent director and admission committee be enabled to use the Frost Endowment for recruiting purposes and top-up for student scholarship rather than a substitute for funding from the University scholarship resources.</p>	<p>Statement of principles is being development between Frost Centre, Graduate Studies, and External Relations.</p>	<p>Program Director Graduate Dean</p>	<p><u>Implementation Date</u> September 2017 <u>Implementation Report</u> Due December 1, 2016</p>
<p><u>Recommendation 2 - Carleton</u> That part-time students continue to be recruited long enough to evaluate why it does not work for some students.</p>	<p>Part-time students will be surveyed in order to better understand the challenges they face. In the meantime, Carleton has continued to accept them into the program.</p>	<p>School Director Graduate Director</p>	<p><u>Implementation Report</u> Due December 1, 2016</p>
<p><u>Recommendation 3</u> That dissertation committees have at least one faculty member from the second institution.</p>	<p><i>No follow up report is required.</i> This is currently the standard practice at Trent and Carleton.</p>		
<p><u>Recommendation 4</u> That students present their research to their peers, as part of the core seminar or at a student-run conference.</p>	<p>Trent noted that research monies have been made more readily available. Clarify purpose of research monies.</p>	<p>Program Directors</p>	<p><u>Implementation Report</u> Due December 1, 2016</p>
<p><u>Recommendation 5</u> That students from Trent and Carleton be paired to take responsibility for at least</p>		<p>Program Directors</p>	<p><u>Implementation Report</u> Due December 1, 2016</p>

one seminar presentation in the core course.			
<u>Recommendation 6</u> That students whose projects require methodologies outside those covered by the core course be given opportunities to improve their methods training by drawing on courses from other departments and from the other University.	<i>No follow up report is required.</i> Program indicated that this is current practice and will make this better known.		
<u>Recommendation 7</u> That Indigenous Peoples: Colonial and Contemporary Realities be added as a field for the joint PhD program.	Meet with Frost Centre and Indigenous PhD Director.	Program Directors Graduate Deans	<u>Implementation Date</u> September 2017 <u>Implementation Report</u> Due December 1, 2016
<u>Recommendation 8</u> That students be given full access to libraries at both universities.	Follow up with IT will be required at both institutions.	Program Directors Graduate Deans	<u>Implementation Date</u> September 2016 <u>Implementation Report</u> Due December 1, 2016
<u>Recommendation 9</u> That a professional skills seminar be held for students to assist them in finding academic jobs.		Program Directors	<u>Implementation Report</u> Due December 1, 2016
<u>Recommendation 10 - Trent</u> That Trent staff arrange to share copies of readings with staff at Carleton for distribution to its students.	Inappropriate use of staff resources. Need to investigate whether this violates copyright laws.	Program Directors	<u>Implementation Date</u> September 2016 <u>Implementation Report</u> Due December 1, 2016
<u>Recommendation 11</u> That student funding be increased, where possible, to reduce completion times.	Investigate feasibility.		<u>Implementation Report</u> Due December 1, 2016
<u>Recommendation 12 - Trent</u> That Trent students be given improved access to solo teaching in their fifth year.	<i>No follow up report is required.</i> CUPE Collective revised to allow for increased opportunities.		

<p><u>Recommendation 13</u> That each student be assigned a supervisor pro tem on admission whose role is to guide the student through the candidacy project.</p>	<p><i>No follow up report is required.</i></p> <p>Program indicates that this is the current Trent practice and Carleton recently has instituted this policy.</p> <p>Programs will emphasize and make this role clear to both students and faculty.</p>		
<p><u>Recommendation 14</u> That the Directors of the two programs and supervisor pro tem help students to access faculty members at the other institution for their comprehensive examinations and thesis committees.</p>	<p>In light of comments made in the report, recommend that the entire comprehensive examination process be reviewed by the Directors at Carleton and Trent University</p>	<p>Program Directors</p>	<p><u>Implementation Date</u> September 2017</p> <p><u>Implementation Report</u> Due December 1, 2016</p>
<p><u>Recommendation 15</u> a) That set dates for comprehensive examinations be established and students be expected to write on these dates.</p> <p>b) That student requests for parental or sick leave be accommodated as appropriate.</p>		<p>Program Directors</p>	<p><u>Implementation Report</u> Due December 1, 2016</p>
<p><u>Recommendation 16</u> a) That one examination be set for each core course whereby all students would write at the same time.</p> <p>b) That a second comprehensive be led by the supervisor pro tem with two other suitable committee members.</p>		<p>Program Directors</p>	<p><u>Implementation Report</u> Due December 1, 2016</p>
<p><u>Recommendation 17 - Carleton</u> That Carleton look beyond its own graduates for future hires.</p>	<p><i>No follow up report is required.</i></p> <p>Recommendation will be kept in mind but Carleton already seems to be following it: only 1 (Hodgins) of 10 faculty</p>		

	members hired in open competitions is a Carleton PhD graduate. The rest of the Carleton graduates followed non-traditional routes into faculty positions.		
<u>Recommendation 18 - Trent</u> a) That Trent needs to commit new faculty resources to the program in order for it to survive. b) That Trent encourage/enhance participation by faculty across the University.	No follow up report is required. CPRC suggests discussing feasibility with the Dean.	a) Graduate Dean; Provost b) Graduate Dean; Program Director	
<u>Recommendation 19 - Trent</u> That Trent integrate the undergraduate program in Canadian Studies, MA in Canadian Studies and Indigenous Studies, and the PhD in Canadian Studies into a School of Canadian Studies.	In progress, an update is requested as part of the Implementation Plan.	Graduate Dean	<u>Implementation Report</u> Due December 1, 2016
<u>Recommendation 20</u> a) That each program establish a governing council that includes the Director of the respective programs and at least two other faculty members involved in each program. b) That Governing Councils from each institution meet once a year to enhance joint coordination of the programs.	a) Comment on whether or not the current structure of the Frost Centre Board fulfills the suggested role/structure? As School is developed (#19) governance structure should be considered.	Program Directors	<u>Implementation Report</u> Due December 1, 2016
<u>Recommendation 21</u> That the two Directors meet at least once per term to enhance joint coordination of the program.		Program Directors	<u>Implementation Report</u> Due December 1, 2016
<u>Recommendation 22 - Trent</u> a) That the Editor of <i>The Journal of Canadian Studies</i> be appointed for a fixed term and selected through a process controlled by a Trent unit. b) That in the case of an outside editor being appointed provision be made for	<i>No follow up report is required.</i> Falls beyond the role of this committee in assessing the quality of the degree program.		

faculty representation on the editorial board.			
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