



**Date:** 26 June 2017

**To:** John Shepherd  
Vice-Provost and Associate Vice-President (Academic)  
Chair, Carleton University Committee on Quality Assurance

**From:** Calum Carmichael  
Director, School of Public Policy and Administration

**Re:** **Action Plan Monitoring – Update on Honorary Positions and PhD Public Policy**

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In February 2014, the Carleton University Committee on Quality Assurance (CUCQA) approved the January 2014 Quality Assurance Action Plan (QAAP) outlining steps by which the School of Public Policy and Administration planned to implement the recommendations from the cyclical review of the Master of Arts Public Administration (MAPA), PhD Public Policy, and Diploma in Public Policy and Program Evaluation (DPE).

In accordance with section 7.7.1 of Carleton University's Institutional Quality Assurance Process, the School has provided CUCQA with two reports outlining the steps taken by to address those recommendations: the report of June 2014 submitted by the then Director Susan Phillips; and that of June 2016 submitted by me.

This is a third report, completed in response to the memo of 23 August 2016 from the Chair of CUCQA requesting updates on two initiatives: first, the steps taken to integrate Adjunct Professors within the life of the School; and second, the steps taken to revise the design and content of the PhD Public Policy.

### **Integration of Adjunct Professors**

Among the recommendations of the External Review Committee (ERC) was that to “make better use and integration of adjunct faculty who are experienced professionals into the core and elective courses”.

The School recognizes that there are many areas beyond teaching in which practitioners and researchers could contribute to its mission of not only preparing students for careers of leadership and meaningful contribution across the public, private and nonprofit sectors, but also engaging in research of relevance to public policy and policymaking. What is more, the School is aware that it has long been fortunate in attracting practitioners who serve as Contract Instructors, delivering elective courses that draw upon their professional experience and expertise. Accordingly, we have recast and responded to the ERC recommendation in more comprehensive terms – specifically, to be more deliberate in our identifying, inviting and integrating practitioners, researchers and scholars who could contribute to the life of the School, whether through teaching, research, or events and outreach that could help to link our students

and faculty to the professional world of public policy and administration.

The June 2016 report indicated that in August 2015 I struck a Honorary Positions Committee – comprising Chris Stoney (Chair), Jennifer Stewart, Stan Winer and Anil Varughese. The Committee was asked to make recommendations regarding the process and criteria for identifying, recruiting and appointing persons to honorary positions. It delivered a report to Management Committee in March 2016 that, among other things, recommended a more formal process for Adjunct Professors or Adjunct Research Professors – one that would map onto the teaching needs and research strengths of the School, and that would assign individual faculty members to each appointee to facilitate their awareness of and integration within the life of the School. The report also recommended introducing a new School-specific position of School Fellow for persons who have had distinguished careers in public life, but whose engagement with and contributions to the School would not involve either teaching or research.

Drawing upon the Report, I prepared five motions and their rationale, presenting these at the October 2016 meeting of Management Committee (see Appendix A). All motions were passed. Accordingly, as of 2016-17:

1. *The School is to introduce a non-remunerated honorary position School Fellow that would complement three of the existing University ranks of external appointees (i.e., Adjunct Research Professor, Adjunct Professor, and Appointments-in-Residence).*
2. *The appointments of School Fellows will normally be for three years, ending on 30 June – this duration being the standard one for Adjunct Professors and Adjunct Research Professors.*
3. *The activities of School Fellows are not to duplicate the teaching, supervising and research tasks that define the University ranks of Adjunct Professor and Adjunct Research Professor. Instead, they would complement those tasks by linking the School to the professional and practical world of public policy and administration. The activities of Fellows and Senior Fellows could include:*
  - *partaking in or helping to organize School events (e.g., speaker series, the orientation Induction, MPPA Capstone simulation exercise, professional skills workshops, preparation of case study teams, study tours, curricular design); and*
  - *connecting the School with public or private organizations or with other prominent individuals able to support the School's activities (recommend prominent speakers for an Alumni lecture or the SPPA Society Gala, identify prospective donors or sponsors, encourage student recruitment, widen co-op or job opportunities).*

*The activities expected of each School Fellow will be agreed upon and outlined on a letter of appointment to be co-signed by the appointee and the Director.*
4. *The School is to adopt and follow a protocol for the nomination and appointment of Adjunct Research Professors, Adjunct Professors and School Fellows. That protocol will include:*
  - *Maintaining a roster of existing Adjuncts and Fellows, their backgrounds, the particular teaching, supervisory, research, and ancillary activities that they serve, and the existing*

*or burgeoning subject or policy areas that are presently underserved by existing appointees, and the upcoming dates for possible re-appointment;*

- *Annually soliciting nominations of candidates (e.g., in January) identifying any priority areas of expertise that are presently underserved;*
- *The Tenure and Promotion Committee annually reviewing and making recommendations on the appointment of the nominees as well as the existing Adjuncts and Fellows coming up for renewal (e.g., in March); and*
- *The Director contacting each candidate prior to his or her appointment, to confirm the types of activities in which he or she would be willing and able to partake.*

*Although the Tenure and Promotion Committee and Director will adopt and follow an annual protocol, they are not thereby prevented from identifying and responding to immediate and pressing needs or opportunities to recommend or make appointments outside of the standard cycle.*

5. *The School is to undertake measures to integrate all Adjuncts and Fellows within the life of the School. Those measures will include:*
  - *Inviting the new Adjuncts and Fellows to attend and introduce themselves at a meeting of Management Committee early in the academic year;*
  - *Linking each Adjunct and Fellow with a tenured faculty member who will serve as a liaison with the School, working with the Director to identify, relay and encourage opportunities for his or her engagement and contribution;*
  - *The faculty liaison submitting to the Tenure and Promotion Committee a record of the Adjunct's or Fellow's activities prior to the decision on whether or not to recommend his or her reappointment;*
  - *Limiting the total number of all Adjuncts and Fellows so as to allow each of them to be integrated within the life of the School (e.g., approximately 12 Adjuncts and 10 Fellows in total).*

In February 2017, the Tenure and Promotions Committee invited faculty to submit nominations for the separate honorary ranks of Adjunct Research Professor, Adjunct Professor and School Fellow. In making a nomination, faculty were asked to provide the following information:

- candidate's areas of expertise as they match or complement those of the School such as
  - Sustainable Energy Policy
  - Health Policy and Administration
  - Indigenous Policy and Administration
  - Public Policy and Program Evaluation
  - Philanthropy and Nonprofit Leadership
  - Provincial or Municipal Policy and Administration
  - Or something else;
- current of former professional positions (ideally as presented in a CV);
- examples of possible contributions to the life of the School;
- SPPA faculty who could serve as a link to connect the candidate with the life of the School.

The Tenure and Promotions Committee received and reviewed 6 nominations for Adjunct Research

Professor, 3 for Adjunct Professor, and 13 for School Fellow. Of these, it recommended 4 candidates for Adjunct Research Professor, 2 for Adjunct Professor and 7 for School Fellow. All candidates have been contacted, invited to accept these honorary appointments, and informed of both the activities associated with their position as well as their faculty liaison. All have accepted (see Appendix B).

Separately – it is worth noting that in August 2016 Michael Wirnick, Clerk of the Privy Council, established a Visiting Senior Public Policy Fellowship as “an opportunity for schools of public policy and public policy institutions ... to receive a senior Public Service leader for up to one year to work together on issues of mutual interest and relevance”. <http://www.pco-bcp.gc.ca/index.asp?lang=eng&page=sen>. In January 2017 the School was informed that it has submitted the one successful application. Accordingly, as of May 2017 the School is hosting for one year the Government of Canada’s first Visiting Senior Public Policy Fellow: Pamela McCurry, Assistant Deputy Minister (Aboriginal Affairs Portfolio) for Justice Canada. Appendix C presents the associated Press Release announcing this appointment.

### **PhD Public Policy**

The ERC presented two recommendations for the PhD Public Policy.

Priority 1: A more coherent interdisciplinary experience needs to be created, that may involve more integration of core courses and genuine team teaching and that address compelling problems of policy and administration. The remedy for this is partly curriculum redesign, but also lies in pedagogy and how the culture of the School is communicated; and

Priority 2: Inclusion of a course (or other means) to provide students with suitable research tools.

The June 2016 report indicated that in January 2014 Susan Phillips struck a PhD Subcommittee comprising Saul Schwartz (Chair), Frances Abele, and two PhD students Annie McEwan and Sheena Kennedy. The Subcommittee was asked to recommend curricular changes, co-ordinating and building upon the ERC report, and the extensive discussions within the School across the 2013 Fall term. Their recommendations were presented to and discussed at the March 2014 meeting of Management Committee. The first was to create a two-course sequence devoted to the multi-disciplinary study of public policy: accordingly, the existing course PADM 6114 Foundations of Policy Analysis would be followed by a new course PADM 61xx Applications of Policy Analysis (replacing PADM 6112 Policy Institutions and Processes). The second was to introduce a new course PADM 61xx Research Methods (replacing PADM 6113 Public Policy Analysis) that would build upon and complement the inferential statistics course that students are to complete prior to entering the program. The June 2014 report anticipated that these changes would be entered into Courseleaf by 20 August 2014.

I was on sabbatical leave 2013-14, and thus did not attend the March meeting. Soon after becoming Director in July 2014, I learned that although there was general support for the recommendations at the meeting, there remained unresolved questions about the content and level of certain courses. With approximately half of the faculty members not in attendance, Management Committee did not formally vote on whether or not to accept the recommendations. Without a clear mandate, I could not put them forward for approval and Calendar entry.

The process for revising the PhD curriculum was then suspended for two years. Among the members of the Subcommittee, there was no will to resume their work in 2014-15; among SPPA faculty more generally, the attention on curricular revision and development was directed toward the forthcoming graduate programs in Indigenous Policy and Administration (supervised by Frances Abele), the extensive consultations and work of both the MAPA Curriculum Committee and the DPE Review Committee (as outlined in the 2016 Report).

As of 2016-17, that process has resumed both informally and formally.

Informally – since 2016-17, the general direction of the Subcommittee’s recommendations have been incorporated under the parameters of the existing course structure and Calendar descriptions: PADM 6112 Policy Institutions and Processes has incorporated aspects of “Applications of Policy Analysis”; and PADM 6113 Public Policy Analysis has incorporated aspects of “Research Design”, if not “Research Methods” *per se*.

More formally – in August 2016 the SPPA Faculty Retreat devoted 90 minutes to a discussion of the need for and direction of curricular changes to the PhD Public Policy – bearing in mind the ERC priorities. The consensus view coming out of the discussion was that the curriculum should appeal to and prepare students whose research interests and skills were ones that the School’s faculty – and particularly, the junior members – were best able to attract and supervise.

In September 2016 I struck a PhD Curriculum Committee comprising Saul Schwartz (Chair), Graeme Auld, Paloma Raggio and Heather Dorries. The Committee was asked to consult faculty as to how the curriculum could be revised in response to the ERC recommendations as well as the consensus view coming out of the Retreat. The Committee’s work was made more challenging by parental and medical leaves. Nevertheless, its members interviewed all SPPA faculty individually, and then incorporated the ideas and priorities they collected in a proposed set of curricular changes circulated in a draft report of 31 March 2017 (see Appendix D). The Committee presented this report first to PhD students on 3 April; then to Management Committee on 7 April; and finally to the SPPA faculty who attended a ‘mini-retreat’ on 10 April. Taking into account the comments, suggestions and recommendations gathered from these three sessions, the Committee then prepared a final report proposing a revised set of changes – using a table to compare these with the initial set from the draft report of March (see Appendix E). All SPPA faculty were then asked to vote in support of either the initial ‘March proposal’, or the revised ‘April proposal’. The overwhelming majority supported the revised ‘April proposal’.

In summary, that proposal would:

- Reconfigure and redesign the three public policy core courses of first year (replacing PADM 6111, 6112, 6114) to establish their interdisciplinary content – in keeping with the ERC Priority 1
- Formally add a research design core course to first year (replacing PADM 6113) – in keeping with ERC Priority 2
- Add a second-year research paper of relevance to thesis (e.g., self-contained paper or literature review and critique) under guidance of thesis supervisor – in keeping with consensus view from the 2016 August retreat
- Delete the second-year seminar PADM 6200 (role subsumed by Research Design course and second-year paper)
- Add a second-year research methods course (either PADM 5218 or other graduate methods

course relevant to thesis work) – in keeping with ERC Priority 2 and consensus view from 2016 August retreat.

Appendix F provides a tabular comparison of the existing curriculum of the PhD Public Policy, and what will be entered into Courseleaf by 1 September 2017.

As of May 2017, Les Pal has been chairing a PhD Calendar Committee comprising Stephan Schott, Mehdi Ammi, Lisa Mills, Paloma Raggo and Nathan Grasse that was asked to block out and distinguish the content of the three reconfigured and interdisciplinary public policy core courses. Of immediate application, the Committee was asked to come up with course titles and 40-word descriptions to be entered into Courseleaf by 1 September 2017. Of subsequent application, it was asked to prepare 100 word directional descriptions so as to be more clear in the role and coverage of these courses – so as to inform not only current and future students, but also faculty – particularly those who will be charged with developing and delivering those courses for 2018-19. The Committee has yet to submit its final recommendations – but to date the three courses are being conceived under the broad headings of goals (theoretical foundations of individual and societal preferences), means (institutional structures and processes), and analysis (theoretical approaches to account for outcomes).

## Appendix A

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**Date:** 19 October 2016

**To:** Management Committee

**From:** Calum Carmichael, Director

**Re:** **Motions for Honorary Appointments, 21 October 2016**

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The following motions will be presented and voted on at the meeting of Management Committee on Friday 21 October 2016.

### Motions for honorary appointments

1. The School is to introduce a non-remunerated honorary position School Fellow that would complement three of the existing University ranks of external appointees (i.e., Adjunct Research Professor, Adjunct Professor, and Appointments-in-Residence).
2. The appointments of School Fellows will normally be for three years, ending on 30 June – this duration being the standard one for Adjunct Professors and Adjunct Research Professors.
3. The activities of School Fellows are not to duplicate the teaching, supervising and research tasks that define the University ranks of Adjunct Professor and Adjunct Research Professor. Instead, they would complement those tasks by linking the School to the professional and practical world of public policy and administration. The activities of Fellows and Senior Fellows could include:
  - partaking in or helping to organize School events (e.g., speaker series, the orientation Induction, MPPA Capstone simulation exercise, professional skills workshops, preparation of case study teams, study tours, curricular design); and
  - connecting the School with public or private organizations or with other prominent individuals able to support the School’s activities (recommend prominent speakers for an Alumni lecture or the SPPA Society Gala, identify prospective donors or sponsors, encourage student recruitment, widen co-op or job opportunities).The activities expected of each School Fellow will be agreed upon and outlined on a letter of appointment to be co-signed by the appointee and the Director.
4. The School is to adopt and follow a protocol for the nomination and appointment of Adjunct Research Professors, Adjunct Professors and School Fellows. That protocol will include:

- Maintaining a roster of existing Adjuncts and Fellows, their backgrounds, the particular teaching, supervisory, research, and ancillary activities that they serve, and the existing or burgeoning subject or policy areas that are presently underserved by existing appointees, and the upcoming dates for possible re-appointment;
- Annually soliciting nominations of candidates (e.g., in January) identifying any priority areas of expertise that are presently underserved;
- The Tenure and Promotion Committee annually reviewing and making recommendations on the appointment of the nominees as well as the existing Adjuncts and Fellows coming up for renewal (e.g., in March); and
- The Director contacting each candidate prior to his or her appointment, to confirm the types of activities in which they would be willing and able to partake.

Although the Tenure and Promotion Committee and Director will adopt and follow an annual protocol, they are not thereby prevented from identifying and responding to immediate and pressing needs or opportunities to recommend or make appointments outside of the standard cycle.

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  - Inviting the new Adjuncts and Fellows to attend and introduce themselves at a meeting of Management Committee early in the academic year;
  - Linking each Adjunct and Fellow with a tenured faculty member who will serve as a liaison with the School, working with the Director to identify, relay and encourage opportunities for his or her engagement and contribution;
  - The faculty liaison submitting to the Tenure and Promotion Committee a record of the Adjunct's or Fellow's activities prior to the decision on whether or not to recommend his or her reappointment;
  - Limiting the total number of all Adjuncts and Fellows so as to allow each of them to be integrated within the life of the School (e.g., approximately 12 Adjuncts and 10 Fellows in total).

### Discussion

Underlying these recommendations is the assumption that there is a need and opportunity for the School to be more systematic and strategic in identifying, attracting and drawing upon professional expertise in public policy and administration – whether to complement our teaching resources or to enrich our non-curricular activities. Indeed, addressing this need was one of the priorities noted in the report of the External Review Committee following their site visit in October 2013. The Carleton University Committee on Quality Assurance has asked the School to outline how it is responding to this particular priority in the next Quality Assurance Action Plan Update to be submitted June 2017.

In order to frame that response – the Honorary Positions Committee prepared a report that was presented to Management Committee in April 2016.

The recommendations presented here draw upon that report. They would:

- Introduce a new rank of honorary position – School Fellow;
- Enable the School to be more clear in the types of practitioners it seeks to recruit and involve, by matching them to the distinct contributions of the three general categories of
  - Contract Instructor – provides remunerated course delivery alone;
  - Adjunct – provides either research and supervision, or teaching plus a broader involvement in extra-curricular activities;
  - Fellow – provides broader involvement in extra-curricular activities (no research or teaching)
- Formalize the process for appointing and engaging Adjuncts and Fellows.

Positions for Contract Instructors are advertised and filled on a regular ‘as-needed’ basis – following the terms of the Collective Agreement with CUPE 4600 Unit 2. In filling these positions, the School has been very fortunate in being able to attract and secured the professional expertise and teaching talents of policy practitioners. The recommendations here do not affect the processes for appointing Contract Instructors.

The ranks of Adjunct Research Professor, Adjunct Professor, and Appointment in Residence are three types of the University’s external appointees. For each, the appointment is made by the Provost, on the recommendation of the Dean of the Faculty of Public Affairs, and the Director of the School of Public Policy and Administration. The criteria underlying the appointments are defined by The Honorary and Affiliated Ranks Policy: <http://carleton.ca/secretariat/wp-content/uploads/Honorary-Ranks-Policy.pdf>

Under that policy:

- Adjunct Research Professors partake in ‘significant scholarship ... and *research* activities at the University’. They may apply for external grants, and may supervise PhD, Master and undergraduate students. Traditionally – the Director, in making a recommendation, consults and acts on the advice of the Tenure and Promotion Committee after it has reviewed the candidates for appointment or re-appointment. The positions are for (approximately) three years, ending on 30 June.
- Adjunct Professors partake in ‘significant involvement in the intellectual life of the academic unit, such as *teaching*’. They may not apply for external grants, but may supervise Master and undergraduate students. Their appointment process follows that of Adjunct Research Professors.
- As used by the School, Appointments-in-Residence are typically Public Servants in Residence. The Director recommends their appointment on the basis of their demonstrated capacity both to engage in research activities tied to those of the School’s faculty, and to be able to draw upon and apply their work and connections with the School upon returning to the Federal Public Service. The positions are normally for one year or less.

The process for recommending a Public Servant in Residence is distinct. The candidates normally self-identify or are identified by the faculty member with whom they wish to work; they work through the Canada School and their Department; their roles centre on research but could include ancillary activities;

their term is for one year or less, and is typically non-renewable; their performance is evaluated by the Director; and their ongoing institutional affiliation with the School – although desirable – is not monitored. The recommendations here do not apply to this type of appointee.

Instead, the recommendations would add the new honorary rank of School Fellow that would be similar to the ranks of Adjunct Research Professor and Adjunct Professor in terms of the process for recruitment, but would be distinct in terms of the activities and contributions involved.

As presented here, School Fellows would be practitioners who do not participate in the research, teaching, or formal supervision duties of Adjuncts, but who nevertheless contribute to the academic life of the School by engaging in a range of important but ancillary activities such as advising on curricular development, assisting in setting up the Sustainable Energy Speaker Series, participating in the Induction at the beginning of the academic year, helping to organize or deliver the MPPA Capstone course, coaching the CAPPa Case Competition team, or making connections with organizations or individuals that could further enrich the School's academic life and work.

In comparison, Adjunct Research Professors would participate in research or formal supervision, with the option of engaging in such ancillary activities.

Adjunct Professors would participate in teaching and formal supervision, with the expectation of engaging in such ancillary activities. That expectation and broader involvement with the life of the School distinguishes the Adjunct Professor from the Contract Instructor.

## Appendix B

### SPPA candidates for Honorary Appointments 2017

Last name	First name	Title	Affiliation	SPPA contact	Adjunct Res Prof	Adjunct Prof	Fellow
Geva-May	Iris	Dr.	MPPA PhD	Les, Allan	X		
King	Hayden	Mr.	IPA	Heather, Katherine	X		
Lecy	Jesse	Professor	PNL Data	Susan, Nathan	X		
Parachin	Adam	Professor	PNL	Susan	X		
Caron	Daniel	Dr.	DPE	Rob		X	
Newhouse	David	Professor	IPA	Heather, Katherine		X	
Barr	Cathy	Dr.	PNL Data	Susan			X
Lenczner	Michael	Mr.	PNL Data	Susan			X
MacQuarrie	Catherine	Ms.	IPA	Rob			X
McGuinty	Dalton	Mr.	MPPA SE	Director			X
Pomeroy	Steve	Mr.	CURE	Chris			X
Rafi	Saad	Mr.	MPPA SE CURE	Director			X
Sawyer	David	Mr.	SE	Glen			X

## Appendix C

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### **Carleton to Host Government of Canada’s First Visiting Senior Public Policy Fellow**

Carleton University’s School of Public Policy and Administration has been selected to host the Government of Canada’s inaugural Visiting Senior Public Policy Fellow. Pamela McCurry, assistant deputy minister (Aboriginal Affairs Portfolio) at Justice Canada will join Carleton for a one-year term beginning May 15, 2017.

This new initiative was launched in 2016 as an opportunity for schools of public service and public service institutions to work with a senior leader of the federal public service on issues of mutual interest and relevance, as a means of encouraging innovative Canadian public policy and leadership.

Carleton’s School of Public Policy and Administration is committed to linking the classroom to real-world imperatives, stakeholders and processes that define public policy-making. The federal fellowship program will provide a new avenue for the school to prepare the next generation of Canadian public-sector leaders – with particular emphasis on promoting reconciliation with Indigenous communities as an integral element of public service.

McCurry’s considerable expertise is an excellent fit at Carleton, which is steadily expanding Indigenous research, teaching and learning. A seasoned executive, McCurry will help situate experiential learning within the school’s graduate programs – whether in framing the exercise that introduces students to complex public policy issues upon admission into the Master of Public Policy and Administration degree, or in designing the multi-day policy simulation that caps the program.

Having worked extensively in the area of Indigenous policy and administration, McCurry will also help shape the school’s teaching and research activities in ways that respond to the Truth and Reconciliation Commission’s Calls to Action. This is especially important with regard to those calling on governments in Canada to educate public servants about the history and experience of Indigenous peoples and to invest in university research that will advance understanding and realization of reconciliation.

Carleton pursues these goals through its Graduate Diploma and Master’s Concentration in Indigenous Policy and Administration; by participating in Carleton’s Indigenous Research Ethics Institute; by fostering a range of university-community partnerships; as well as through the ongoing academic and applied research of faculty and students.

This research includes the multi-year Youth Futures Project that brings together Indigenous and western approaches to promote Indigenous youth resilience and empower youth prosperity in First Nations communities. McCurry will work on the project alongside Indigenous and non-Indigenous community-based and academic researchers, including Carleton faculty members Kim Matheson, Katherine Graham, Frances Abele and Robert Shepherd.

For more information:

Action Plan Report – SPPA June 2017

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## Appendix D

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March 31 2017

### *Draft of Proposed PhD Curriculum*

#### **PhD Curriculum Review Committee**

**Heather Dorries**

**Paloma Raggo**

**Saul Schwartz**

**(Graeme Auld until Winter 2017)**

In this document, we first set out the most important pieces of the revised PhD curriculum that we are proposing. Then, in boxes appearing at the end of the document, we summarize what we heard from SPPA faculty in our one-on-one discussions with them. An informal summary of those comments appears in italics at the end of each section. We have scheduled a “mini-retreat” for Monday, April 10 from 1:00 pm to 4:30 pm to discuss the proposal together. All faculty are welcome. A separate session for students will also be organized.

*There was widespread support for changes in the PhD curriculum. The main problems were seen to be: (1) a view that the current curriculum is outdated and does not reflect the current composition of SPPA faculty; (2) the low numbers of applicants; and (3) the variation in the number of supervisions across faculty.*

#### **Coursework Proposal**

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##### **Three required courses** (instead of four)

These three courses will be designed by three-person faculty committees in the summer of 2017. Broadly speaking, two of the three courses will deal with public policy analysis, conceived as a combination of public policy analysis as understood by political scientists, economists, historians or other scholars. The third course will be a research design course, similar to that taught by Graeme Auld in the Fall of 2016.

*Few faculty commented on the reduction in the number of required courses from four to three. That said, there was a diversity of views as to the desired content of the two public policy courses. A suggestion on the number of required courses was either to have a larger number of required courses or to drop all required courses.*

##### **Three elective courses** (instead of two)

(One from Category I and two from Category II)

### *Category I – Research Methods*

This should be a course covering a specific research method in depth. Students should choose a course that will teach them how to use a method that they hope to use in their dissertation research.

### *Category II – Substantive Topics or Field Courses*

These courses will provide students with a substantive foundation in the topics they will examine in their dissertations. Alternatively, a student might want to take a more advanced theory class, such as organizational theory.

*Faculty generally emphasized the importance of these elective courses. Some thought they could be structured in a way to allow students a specialization (e.g., an economics specialization). Most faculty were willing to supervised directed study courses that PhD students could use as electives.*

## **Sequencing of First Two Years of PhD Program**

### *Year 1*

- Take all three of the required courses and the Category 1 elective methods course.
- In the summer, take a **qualifying exam** that tests comprehension of the materials covered in the three required courses.

### *Year 2*

- Take the two substantive or field courses.
- Take the full-year PhD seminar. This seminar will focus on developing the students' proposals and helping them prepare for their comprehensive exams. The thesis proposal must be defended orally before the thesis committee and other interested parties.
- Decide on a supervisor and committee.
- By the end of the second year, defend the PhD proposal and **pass a comprehensive exam set by the dissertation committee**. The comprehensive will aim to examine the students' understanding of the material covered in their substantive or field elective courses

*Not much was said about the movement from one comprehensive exam based on four required courses to two exams, one based on three required courses and one based on the student's area of research.*

## **Prerequisites for Admission**

The current prerequisites are: (1) intermediate microeconomics (like PADM 5127); (2) a course in Canadian political science (like PSCI 2003); and (3) an introductory statistics course. Almost all of those admitted in recent years have had to take the intermediate microeconomics course prior to starting the program. Depending on the nature of redesigned public policy courses, the economics prerequisite could be dropped or changed. On the other hand, many fewer applicants

must take the political science prerequisite. Again depending on the nature of the redesigned public policy courses, this requirement could be dropped or changed.

We note that the calendar states that “a working knowledge of basic calculus is required for completion of the program.” This working knowledge is currently provided as part of PADM 6111 and is not a prerequisite. A minor change would be to delete this statement from the calendar.

*A variety of views were expressed with respect to prerequisites. The common themes were a desire for more flexibility and a fear that the prerequisites were excluding some good applicants.*

### **Language requirement**

The language requirement will be unchanged. Typically, students must meet a French requirement either by: (a) taking an SPPA test involving the translation of a text in their area of study; (b) taking a two-course introductory French sequence; or (c) passing the federal public service test at a B level. If a language other than French or English is required by the student’s thesis work and if the student has command of that language, that language can be used to meet the language requirement.

### **Thesis**

The university requires that PhD students complete the program, including the thesis, within five years. Often because they are forced to work while writing the thesis, many students do not finish within five years and must seek a one-year extension. We should investigate methods (e.g., writing boot camps) to help students finish on time.

**Summary of the views of the faculty** (as expressed in discussions with Professors Dorries and Raggo).

Box 1: General thoughts on the PhD Program and its reform

Box 2: Thoughts on the reform process

Box 3: Themes that could potentially be included in the two public policy courses

Box 4: Changes in the prerequisites for starting the program

Box 5: Thoughts on the elective courses

Box 6: Thoughts on proposal for qualifying and comprehensive exams

Box 7: Recruitment

Box 8: General Concerns

**Box 1 : General thoughts on the PhD Program and its reform**

- Current program is outdated and does not reflect the current reality of the field or the changing demographics of the School.
- Current program reflects only the political science versus economics distinction and needs to move to an integrated view of the field.
- We are simply not attracting enough applicants and need to adapt quickly.
- Students need more technical skills, not survey courses.
- PhD supervisions appear to be unevenly distributed.
- Most of the faculty are interested in working with PhD students but there is a mismatch between the admitted students and faculty interests. Depth aside, we are not attracting a wide (enough) pool of applicants.
- Some faculty discussed the lack of knowledge, among PhD students, about research done in the School.
- Some suggested that the three-paper model for a thesis be limited only to those choosing an economics speciality (should there be one).
- Some suggested that the required courses be mainly “technical” courses

**Box 2: Thoughts on the reform process**

- Many faculty felt it was important to have the time to discuss the issue rather than rushing to a decision.
- Discussions should occur outside MC (mini-retreat, town hall) because there are students present at MC and faculty would like to discuss our identity, changes at the School, and what kind of students we want to produce without seeming to criticize current students.
- Faculty appreciated the structured consultation.
- We need to do comparative work with other PhD programs: for example, how have they changed?
- We could hold consultations with current and former students facilitated by an independent facilitator (Quality Assurance provides free facilitators).
- We should get some numbers about enrolment trends in Political Science and Economics at Carleton; we should also get enrolment numbers from Carleton interdisciplinary programs.

**Box 3: Themes that could be potentially included in the two public policy courses:**

- Politics, power, and public sector governance
- Public management and organizational theory
- The theoretical underpinnings of public policy, including a strong grounding in political economy, economic theory for public policy (critically think about assumptions of neoclassical model), rational choice, welfare economics, game theory, policy development & design, policy analysis, agenda-setting, implementation
- Several faculty discussed the need for survey courses/ field review. Electives should serve as speciality courses.
- Some discussed the need for Canadian public policy content
- A history of thought focusing on significant works (e.g., Marx, Smith, Weber, Polanyi)
- Several faculty felt that for many students, having a “word” understanding of microeconomic

theory was more important for their students than having quantitative expertise

- Issues of our time
- Some faculty suggested that at least one of the required courses should be structured in a way that gives students exposure to a broader range of faculty within the school, and advocated for a co-teaching model
- Almost all faculty suggested that students need to have a stronger grounding in research methods and research design.
- Some suggested that any required research design course would need to be supplemented by an additional methods course appropriate to the student's intended project.
- Some suggested adding additional required economics courses or removing required courses altogether

#### **Box 4: Changes in the prerequisites for starting the program**

- Some faculty felt that our current prerequisites could be a deterrent and not representative of the current state of the discipline. However, many expressed the need of some social science prerequisite such as one or two of the MA public policy courses.
- Any prerequisites should be framed in a way that signals flexibility within the program.
- Some faculty suggested a case-by-case approach, in consultation with the potential advisor, if the applicant's background is not in social science.
- Faculty asked to keep the prerequisites to maintain student quality and to not make the PhD degree seem like a MA degree. However, we need to keep in mind that our students are not in an economics department.

#### **Box 5: Thoughts on the elective courses**

Most faculty emphasized the importance of electives. In particular, they provide an opportunity to deepen expertise in a subject area or research method. Electives could also be used to create an economics specialty in which students would be required to take advanced economics courses as electives. Faculty are generally willing to offer directed readings (or MA courses with more work for PhD students); but these should not be required of faculty because those who supervise a lot would have more work.

#### **Box 6: Thoughts on proposal for qualifying and comprehensive exams**

- Faculty discussed the need for students to have a solid grounding in the specific subject areas, especially those required for their dissertation, beyond what is covered in the required courses or electives.
- Our discussion with faculty focused on the general structure. Exams could be discussed during a mini-retreat.

#### **Box 7: Recruitment**

Some faculty suggested that we need to be clearer about the purpose of a PhD in public policy.

- We have an atypical PhD program, both in terms of the types of students we attract, and the approaches they take.
- We need to do more to attract top students, and be tougher about who we admit.

- We need to better advertise the research clusters within the School. However, some faculty felt that this could further marginalize some areas over others or send the message that we are not flexible beyond what we offer.

**Box 8: General Concerns**

- Some faculty strongly feel that greater flexibility is needed for them to have PhD students in their area of interest.
- The pool of international applicants seems to be growing, raising the question of whether should we admit more unfunded students.
- Some faculty asked: Do we have realistic aspirations for the type of students we get?
- One suggestion is to push students more by having them take required technical courses. This suggestion grows from the observation that the current proposal is weak and will create weak students.

## Appendix E

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**April 18 2017**

### *Revised Draft of Proposed PhD Curriculum*

**PhD Curriculum Review Committee**  
**Heather Dorries**  
**Paloma Raggio**  
**Saul Schwartz**  
**(Graeme Auld until Winter 2017)**

About 10 SPPA faculty attended a mini-retreat on Monday, April 10, to discuss and revise the proposed PhD curriculum (“the March proposal”) that was sent to you on Friday, March 31 and mentioned at the management committee meeting on April 7.

A number of changes to the March proposal were discussed and approved by those at the mini-retreat. Nonetheless, the rationale for changes to the curriculum currently in place remains. We want to widen the scope of interdisciplinary inquiry, allow for more integration within and across the required courses, incorporate research designs and methods relevant to the work of the students and facilitate their progress toward completion of the program.

In this document (“the April proposal”), we set out the curriculum proposal as revised after the mini-retreat. A summary table appears at the end of the document. It is this proposal that we ask you to approve or reject.

### **Coursework Proposal**

#### **Four required courses**

Three of the four courses will deal with public policy analysis, conceived as a combination of public policy analysis as understood by political scientists, economists, historians or other scholars. The fourth course will be a survey course focused on research design. All four required courses would be taken in the first year.

The March proposal had only two required public policy courses but those at the mini-retreat thought that an additional public policy course was required to ensure that material from disciplines beyond economics and political science was included within and across the courses.

The four required courses will be designed by three-person faculty committees in the 2017-2018 academic year. Another committee will be formed now to develop the 40-word descriptions required by the calendar change process. All of these committees should be diverse in rank and interests and include faculty who will likely teach the course in the next 5 years.

Three elective courses (instead of two)  
(One from Category I and two from Category II)

#### *Category I – Research Methods*

PhD students must take a research methods course - a half-credit course covering a specific qualitative or quantitative research method in depth – but can choose a course that is appropriate to their work. A modification from the March proposal is to make available an “in-house” research methods course that would also be open to masters’ students. PhD students could either take that course or find an alternative in other units at Carleton or at another institution. To ensure that no additional teaching resources will be required by the creation of the in-house methods course, the now-required second-year PhD seminar will no longer be offered.

#### *Category II – Substantive Topics or Field Courses*

These courses will provide students with a substantive foundation in the topics they will examine in their dissertations. Alternatively, a student might want to take a more advanced theory class. The courses will be chosen by the student and his or her supervisor.

### **Exams and Required Paper**

Those at the mini-retreat felt that a qualifying exam after the first year was an important component of the program but that a comprehensive exam at the end of the second year (as suggested in the March proposal) would impede the progress of the students. As a substitute, and to encourage students to make progress toward completing the program, they agreed that a mandatory paper should replace the comprehensive exam that was in the March document. The mandatory paper must be submitted by the end of the summer after Year 2. While the paper might take various forms, as decided by the students and their supervisors, the intent is that the research paper be integrated with the writing and defense of the thesis proposal. For example, it might be the literature review for the proposal.

### **Sequencing of First Two Years of PhD Program**

Note: The student should choose a thesis supervisor as soon as possible after admission.

#### *Year 1*

- Take all four of the required courses (three public policy courses and the research design course).
- In the summer, take a qualifying exam that tests comprehension of the materials covered in the four required courses. The questions on the qualifying exam will be written and graded by those who taught the required courses. The PhD supervisor will coordinate its administration.

#### *Year 2*

With the advice and consent of the thesis supervisor:

- take a methods course

- take two substantive or field courses
- write a paper related to their thesis work and should become part of their thesis proposal
- defend the thesis proposal

### **Prerequisites for Admission**

The current prerequisites are: (1) intermediate microeconomics; (2) a course in Canadian political science; and (3) an introductory statistics course. Almost all of those admitted in recent years have had to take the intermediate microeconomics course prior to starting the program. Depending on the nature of redesigned public policy courses, the economics prerequisite could be dropped or changed. On the other hand, few applicants must take the political science prerequisite. Again depending on the nature of the redesigned public policy courses, this requirement could be dropped or changed.

We note that the calendar states that “a working knowledge of basic calculus is required for completion of the program.” This working knowledge is currently provided as part of PADM 6111 and is not a prerequisite. A minor change would be to delete this statement from the calendar.

### **Language requirement**

The language requirement will be unchanged. Typically, students must meet a French requirement either by: (a) taking an SPPA test involving the translation of a text in their area of study; (b) taking a two-course introductory French sequence; or (c) passing the federal public service test at a B level. If a language other than French or English is required by the student’s thesis work and if the student has command of that language, that language can be used to meet the language requirement.

### **Thesis proposal**

Currently, a thesis proposal must be defended orally before the student begins writing the thesis. There will be no change to this requirement.

### **Thesis**

The university requires that PhD students complete the program, including the thesis, within five calendar years of beginning the program. Because they are forced to work while writing the thesis, many students do not finish within five years and must seek a one-year extension. We should investigate methods (e.g., writing boot camps) to help students finish on time.

	<b>Current PhD Program</b>	<b>March Proposal</b>	<b>April Proposal</b>
Required courses	Two public policy courses One economics course One research design course <sup>1</sup>	Two redesigned public policy courses One research design course	Three redesigned public policy courses One research design course
Elective courses	Two chosen by student and supervisor	Two chosen by student and supervisor plus one research methods course. <sup>2</sup>	Two chosen by student and supervisor plus one methods course (in-house methods or other). <sup>2</sup>
Year 2 PhD seminar	Required	Required	None
Exams	Exam testing required courses	A qualifying exam testing two public policy courses and research design course; a comprehensive exam testing elective courses	One exam testing three public policy courses and the research design course
Research Paper	None	None	Required
Sequencing	Four required courses in Year 1; Exam in summer after Year 1; Year 2 PhD seminar; electives at any point.	Two redesigned public policy courses plus research design plus research methods in Year 1; qualifying exam in summer after Year 1; electives plus PhD seminar in Year 2 ; comprehensive exam in summer after Year 2.	Three redesigned public policy courses plus research design in Year 1; qualifying exam in summer after Year 1; required methods course plus two electives in Year 2; research paper due by end of summer after Year 2.

<sup>1</sup> By a “research design” course, we mean a survey course that covers a number of options for designing scholarly research.

<sup>2</sup> By a “research methods” course, we mean a course that focuses on one qualitative or quantitative method. The course is applied and students are expected to develop practical skills. Examples include grounded theory, computer-assisted qualitative data analysis, applied econometrics, and comparative case studies. These might be twelve-week half-credit Carleton courses. Or they could be outside courses, subject to the approval of the thesis supervisor.

## Appendix F

PhD Public Policy				
Existing Program		Proposed Program for entry into Courseleaf		
Course	Credit	Course	Counterpart	Credit
6111 Markets, Prices and Government	0.5	6xxa Public Policy Theory and Practice - Goals	≈ 6111	0.5
6112 Policy Institutions and Processes	0.5	6xxb Public Policy Theory and Practice - Means	≈ 6112	0.5
6114 Pub Pol Analysis	0.5	6xxc Public Policy Theory and Practice - Analysis	≈ 6114	0.5
6113 Foundations of Policy Analysis	0.5	6xxd Research Design	≈ 6113+6200	0.5
6200 Doctoral Research Seminar	0.5	6xxe 2 <sup>nd</sup> Year Paper	≈ 6200	0.5
Elective 1	0.5	Elective 1		0.5
Elective 2	0.5	Elective 2		0.5
		Research Methods Course (5218 Analysis of Socio-economic Data; or alternative with permission)		0.5
Comp (variously drawn on 6111-14 and Electives)	0.5	Comp (drawing upon 6xxa-6xxd)		0.5
Thesis	6.5	Thesis		6.5
	10.5			11.0

Proposed changes:

In summary, that proposal would:

- Reconfigure and redesign the three public policy core courses of first year (replacing PADM 6111, 6112, 6114) to establish their interdisciplinary content – in keeping with the ERC Priority 1
- Formally add a research design core course to first year (replacing PADM 6113) – in keeping with ERC Priority 2
- Add a second-year research paper of relevance to thesis (e.g., self-contained paper or literature review and critique) under guidance of thesis supervisor – in keeping with consensus view from the 2016 August retreat
- Delete the second-year seminar PADM 6200 (role subsumed by Research Design course and second-year paper)
- Add a second-year research methods course (either PADM 5218 or other graduate methods course relevant to thesis work) – in keeping with ERC Priority 2 and consensus view from 2016 August retreat.