

CARLETON UNIVERSITY COMMITTEE ON QUALITY ASSURANCE

Cyclical Review of the Bachelor of Public Affairs and Policy Management

Executive Summary and Final Assessment

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's Bachelor of Public Affairs and Policy Management program is provided pursuant to articles 4.2.5-4.2.6 of the provincial Quality Assurance Framework and articles 5.1.9.23-24 and 5.1.9.26-27 of Carleton's Institutional Quality Assurance Process (IQAP).

EXECUTIVE SUMMARY

The Bachelor of Public Affairs and Policy Management program is administered by the University's Arthur Kroeger College of Public Affairs, an academic unit of the Faculty of Public Affairs.

As a consequence of the review, the program was categorised by the Carleton University Committee on Quality Assurance (CUCQA) as being of **good quality with national presence** (Carleton's IQAP 5.1.9.12).

The Report of the Review Committee recognizes 'the uniqueness of the program and its emerging national stature, and observes that the BPAPM shares similar characteristics and features with other similar elite undergraduate and professional programs in North America.' The Review Committee also noted that they were unaware of any comparable undergraduate program anywhere in Canada. The Review also highlights that 'students graduate from this program adequately prepared for their chosen career paths, which vary from work in government, to work in non-governmental organizations, to work in the private sector, to future graduate work in professional programs such as the MBA or Law.' At the same time, the Review notes 'that the BPAPM program is entering a "crossroads," a period where important choices around consolidation and development are faced, with ramifications for program quality and for the University.'

The Review Committee thus identified two sets of issues: 1) those associated with possible program expansion and increased enrolments; and 2) those aimed at program improvement irrespective of expansion.

- 1) With a view to expansion:
 - a. There should be an increase in applied study opportunities in junior courses to counter attrition;
 - b. The College should raise the program's profile beyond Ottawa and Ontario through a national strategy tailored to recruiting students from high schools throughout Canada and the USA;

- c. The current 'holding company' model¹, without dedicated faculty appointments to the program, may not sustain increasing enrolments beyond the current 120-130 students;
 - d. Resulting from 'c,' additional faculty cross-appointments to Kroeger College are required;
 - e. Enrolment increases would require space accommodation for larger student cohorts.
- 2) With a view to program improvements regardless of expansion:
- a. Revisit the current 'holding company' arrangements to ensure that sufficient teaching resources are available from contributing academic; furthermore consider substantive cross-appointments to the College to formalize long-term teaching allocations;
 - b. Plan changes to curriculum including: update and rationalize specializations; enhance experiential learning and refine the theory/practice relationship; reassess PAPM 3000, the goal of the 4th year capstone courses and the mandatory character of PAPM 4908; structure graduate studies pathways to facilitate and regularize entry into Carleton's graduate programs, notably at the Norman Paterson School of International Affairs and the School of Public Policy and Administration;
 - c. Consider additional resources in view of the increased responsibilities of the Director and Administrator as a result of the creation of new programs housed in the College (i.e. the Master's of Political Management created in 2011 and the forthcoming Bachelor's of Global and International studies), which might have an adverse effect on the quality of the BPAPM program.

The Review Committee appreciated that the Director of the College and the Dean of FPA have committed to examining possibilities of expansion for the BPAPM. However, CUCQA also accepted the concerns of the Director and the Dean regarding the possible expansion of the program, and recognised the challenges presented in scaling up the current model for the delivery and support of the program if quality is to be maintained.

Therefore CUCQA expects the program to report only on the issues related to program improvement without expansion (30th June 2015 for 2a and 2b; 30th June 2016 on item 2c).

CUCQA has received and accepted an Action Plan detailing how these three broad issues will be addressed. With the reinstatement of the previously dormant College Council, CUCQA is fully confident that the Action Plan will be realized in a timely fashion.

¹ Currently, the program does not have designated faculty members. Following a 'holding company' model, faculty members from contributing units deliver courses. The interdepartmental 'College Council', which has recently been revived, ensures sustained collaboration among contributing units and coordination of program development.

Cyclical Program Review of the Bachelor of Public Affairs and Policy Management

Action Plan Submitted to the Office of the Vice-Provost and Associate Vice-President

August, 2014

Introduction

In the spring of 2014, Kroeger College hosted a site visit with Dr. Linda White of the University of Toronto and Dr. Greg Anderson of the University of Alberta, our external Quality Assurance reviewers, who were assisted by Dr. Mike Hine of Carleton University. Their visit, involving consultation with key stake-holders (students, contributing faculty and instructors, College personnel and College Council representatives, senior university administrators), was informed by their careful study of the B.PAPM self-appraisal document (November 2013) and our response to CUCQA supplementary questions (March 2014). The external academic reviewers submitted a positive Report (transmitted 25 April 2014 with a memorandum from Dr. John Shepherd, Vice-Provost and Associate Vice President Academic). A joint response to the report (Dr. Barry Wright, Director of Kroeger College and Dr. André Plourde, Dean of the Faculty of Public Affairs, 27 May 2014) was considered, along with the program brief and supplement, reviewers' report, and university discussant's final report, by the Carleton University Committee on Quality Assurance (June 2014). The University Committee categorized the B.PAPM as being **good quality with national presence**.

CUCQA has identified three issues to be addressed in our Action Plan, with follow-up reports to be submitted in June 2015 and June 2016 (re: 5 June 2014 memorandum from John Shepherd reporting on the outcome of the cyclical program review). Before addressing these issues in this document, it is useful to very briefly set out a broader perspective on the progress of this program since its inception in 1999. The B.PAPM was associated with the emergence of the Faculty of Public Affairs, a key development in the University's renewal and enhancement of its stature. It was designed as a limited enrolment, prestige undergraduate program that would profile the University's traditional academic strengths in policy studies, take advantage of the University's location in the national capital, and establish a unique undergraduate degree in the Canadian post-secondary environment for the study of public policy and civic affairs. In the previous periodic review of the B.PAPM (2006), the external reviewers (Drs. Antonia Maioni and Michael Prince) regarded the degree as a "flagship program for undergraduate studies at Carleton University," and observed that the initial high expectations for this new program had been achieved. In advising a category outcome of "Good Quality," they were confident that their recommendations would result in the B.PAPM becoming an undergraduate program of "national prominence." The 2014 White and Anderson Report recognizes the national uniqueness of the program and observes that the BPAPM shares similar characteristics and features with other elite undergraduate and professional programs in North America. At the same time, the 2014 reviewers note that the BPAPM program is entering a 'crossroads,' an important period where important choices around consolidation and development are faced, with ramifications for program quality and for the University. The high regard for this now well-established program, from outside the University and within, is gratifying but we certainly cannot rest on our laurels. The BPAPM enjoys robust demand and a positive reputation, built up in a comparatively short period of fifteen years but these qualities cannot be taken for granted. Program improvements

outlined in this plan promise to enhance the student experience, deal with ongoing issues of governance and resourcing, and further raise the national profile of this unique program, reflective of Carleton's academic strengths and the advantages offered by the University's location in the national capital .

This Action Plan is organized according to criteria set out in section 5.1.9.14 of the Carleton University IQAP document and the related matters set out in John Shepherd's 5 June 2014 memorandum. In the following sections, part 1 summarizes the conclusions resulting from this review process with particular reference to the three issues identified by CUCQA in June. Part 2 outlines 'next steps,' informed by proposals articulated in our self-study and the related recommendations advanced by the reviewers and CUCQA. These proposed steps include reference to organizational and resource implications and a timeline for implementation. The follow-up reports in June 2015 and 2016 will provide the opportunity to track and evaluate progress and fine-tune the proposed action steps.

Part 1 Summary of Recommendations

a) Plans and recommendations for program improvement contained in self-study

(re: Program improvement section p.36-39 Self –Study Brief, November 2013; Response to Supplementary Questions, March 2014 and Response to Report, May 2014)

1. Appropriate and effective enrolment management. (Negative impact of intake in excess of 120-30 on existing resources, program quality and brand, limited enrolment/ value added claims and student expectations and experience. While robust demand may be a way to address university concerns about enrolment decline in other programs, the longer term cost of excess enrolment may be erosion of demand as high-achieving students look elsewhere).
2. Curricular stabilization and renewal. (Update and rationalization of specializations via reinstated College council, retention and time to completion concerns, relation of policy theory to practice and experiential learning, revisit HRE requirement and capstone seminars).
3. Improve existing resourcing model to address program vulnerability. (No BPAPM faculty so annual negotiation with contributing units based on 2002 MoUs and associated hires in support of program –2.0 credits SPPA, NPSIA, Political Science, Journalism and Communication; 1.0 credits Law Legal Studies, Economics, Business. Modify holding company model: Multi-year rather than annual commitments, revitalize MoUs with contributing units).
4. Structured graduate studies pathways (retain Carleton's 'best and brightest' undergrads by facilitating and regularizing entry into Carleton's graduate programs, notably SPPA, NPSIA, MPM and MBA).
5. Further program support in light of expanding portfolio of responsibilities of College Director and Administrator. (Development of affiliated MPM and BGINS programs expands administrative oversight responsibilities of Director).

b) Recommendations advanced by the review committee

(re: Shepherd memo 5 June 2014)

CUCQA recommended action on the following three specific issues:

1. On the matter of BPAPM's holding company resource model, CUCQA agrees that it could be useful to revisit, reiterate and, if necessary, revise existing MoUs with contributing on a periodic basis, possibly in conjunction with the seven year program reviews. Notes that MOUs were first formalized in 2002 and not been revisited since. Request: Submit by 30 June 2015 a report that reviews the current arrangements for ensuring sufficient teaching resources are available from supporting academic units. The Committee is not convinced that it is possible to adequately ensure sufficient teaching resources through current arrangements, which result in the College having no faculty establishment of its own to deliver the program. Committee feels that review and renewal of MoUs will be useful but it believes that making substantive faculty cross-appointments a more effective way of enabling the Director to ensure adequate program delivery.
2. CUCQA notes strong commitment to curriculum review and plans to develop and submit of major curricular changes in consultation with College Council. Request: Submit by 30 June 2015 an account of continuing work of the College Council review of program's curriculum. Issues to be considered include:
 - a. Review of specializations;
 - b. Refinement of the theory/practice relationship;
 - c. Fast-tracking to identified Carleton grad programs (SPPA, NPSIA, MPM, MBA);
 - d. Review of relation between PAPM3000 and 4908, including the mandatory character of the HRE;
 - e. Goal of 4th year capstone seminars.Committee notes that curricular changes will have an effect on program learning outcomes and its view is that Council should first be clear on the desired outcomes as a foundational context for such review (that changes flow from learning outcomes rather than other way around). Council is encouraged to consult Ann Clarke-Okah in QA Office to clarify outcomes as the context for curriculum review.
3. Concern over the expanding responsibilities of the College Director and Administrator and options to be explored to address this concern. Request: Submit by 30 June 2016, in light of establishment of MPM in 2011 and anticipated BGINS in 2015, a report on consideration given to options for additional faculty appointments in the context of expanding responsibilities of College Director and Administrator: "The Committee is mindful of the considerable fiscal challenges that line deans face. However, the Committee is also mindful that AKC was established in 1999 for the sole purpose of delivering the BPAPM program, and is concerned that the College's expanding responsibilities may have an adverse effect on the program's quality."

Part 2 Action Steps

1. Appropriate Governance and Resourcing of the BPAPM Program

The limitations of the existing ‘holding company’ model of resourcing (based on commitments with contributing units articulated in 2002 MoUs completed between Dean Maslove and chairs and directors), where other units are relied upon for delivery of curriculum, were recognized in the previous periodic review. Issues include the annual challenges of negotiation of teaching secondment for core PAPM courses, associated problems of our students not having access to core faculty attached to the program, and difficulties faced by our students in securing permission to register in courses offered by supporting units in order to complete program requirements. The issues intensified with the cessation of the College Council after 2008, turn-over of chairs and directors and lack of awareness that hires were made in contributing units based on MoUs expressly for B.PAPM program support.

The reinstatement of the College Council, with representation from the contributing units, was recommended in the self-study as an important step to re-establish collegial governance of the BPAPM. Contributing unit representatives also serve as advocates of the BPAPM in the governing boards of their respective units. The Council is also recognized as the best vehicle for developing appropriate curricular initiatives that must be taken in a coordinated manner with contributing units. These objectives cannot be adequately achieved through the Director’s executive action in annual consultation with the Chairs and Directors of the contributing units. The Reviewers’ Report also recommended revival of College Council for sustaining collaboration between contributing units and ensure coordinated program development (see Part 2b Governance, resourcing, relation to contributing units):

Action(1):

The College Council was reinstated in 2013-14 as a dedicated committee for BPAPM program governance, renewal and development and the Director will undertake to continue regular meetings of the Council in 2014-15 and subsequent years. Annual meetings between the College Director and Administrator with the Chairs/Directors and Administrators of the contributing units will also be regularized and will focus on the administrative business of negotiating annual teaching contributions to the BPAPM, timetabling and budget.

The self-study also recommended that program vulnerability could be met by multi-year teaching commitments (also advocated in the previous periodic review) and renewals (and, if necessary, amendment) of the current MoUs, with future renewals timed in conjunction with periodic program reviews. The related problem of student access to required courses offered by other units was highlighted in the self-study and in response to the Reviewers’ Report (the 2002 MoUs assumed our students would be treated in the same way as in-program students in those units, but in higher enrolment FPA BA courses BPAPM students are often considered priority two, after in-program students have been registered).

The Reviewers' Report (Part 2b Governance, resourcing, relation to contributing units) recommended enhanced control over teaching faculty roster and formalizing long-term teaching arrangements with contributing units, closer supervision of policy relevant course content in non PAPM courses, and (in part 3 General Recommendations) recommended further formalization of the program's relation with contributing units through updated MoUs and explicit formal allocation of spaces for B.PAPM students according to enrolment patterns and cohort size. The cross appointment of faculty from the contributing units is also referred to in the self-study and reviewers' report (with substantive cross-appointments seen to be necessary with any sustained enrolment increase) in order to develop a stable community of closely associated public policy specialized faculty to mentor our students. CUCQA indicates that renewed MoUs will be useful but that substantive cross-appointments may be a more effective way to ensure adequate program delivery.

Action (2):

Request that the Dean facilitate consultation between the Director and relevant Chairs and Directors in the Faculty of Public Affairs in 2014-15 to address reform of the current holding company model, with Report to CUCQA in June 2015. Agreement on the following matters will be sought during the 2015-16 academic year, in June with the aim of implementing related undertakings in 2016:

- i. Teaching commitments from contributing units established on a three-year cycle for PAPM core courses.*
- ii. Explicit agreement from the relevant units that BPAPM students be given the same access and status for required courses offered by those units as in-program students.*
- iii. Renewed MoUs to include commitment on i and ii above, and with recognition that current arrangements had resulted in faculty hires in the contributing units that were explicitly linked to support of the B.PAPM.*
- iv. Creation of a roster of 100/0 cross-appointed faculty from the contributing units to the College (similar arrangements to the Institute of Criminology and Criminal Justice).*

2. Curriculum Renewal

As noted above, and in our self-study, the College Council is the most appropriate vehicle for coordinated curricular review and development. Work has begun on a review of the current seven specialization areas, and Council subcommittees have produced preliminary reports recommending updating (adding security and environmental policy streams, and modifications given changing faculty policy strengths at the University), rationalization (moving from 7 areas - some narrow, others broad, with historical remnants - to 5 broad policy areas). The self-study also referred to review of compulsory Honours Research Essay, inconsistency in the capstone seminars, the relationship between theory and practice in core curriculum, and regularizing graduate pathways into SPPA, NPSIA programs and other Carleton programs such as the MPM and MBA. The Reviewers' Report (Part 2a) recommended development of applied study opportunities to take further advantage of Carleton's location and available opportunities in the national capital, development of applied studies earlier in the program, more integration of

theory with practice issues in the PAPM 1000 course, and the development of a dedicated architecture for experiential learning and professional placement and development. The Reviewers (Part 2c and Part 4) also supported recommendations to review possible streamlining of the seven program specializations, fast-tracking into Carleton graduate programs, and the mandatory PAM 4908 (HRE). The curricular initiatives that flow from this review are listed as separate action items below, with Report to CUCQA on action items 3-6 below in June 2015:

Action(3):

The Director will continue to work with the College Council in 2014-15 to develop curricular proposals for major change to the BPAPM specializations with the aim of completing recommendations by April 2015, with major curricular proposals ready to submit to the Faculty Board in the spring/summer 2015. This review will include assessment of enrolment, retention and graduation rates for each specialization and the resource requirements for mounting each specialization and the proposed changes will also be informed by a review of relevant offered courses and the resource implications of proposed specializations. As recommended by CUCQA, the review will include consultation with Ann Clarke-Okah in the Quality Assurance Office to ensure that the appropriate learning outcomes are articulated and form the foundation of any proposed curricular changes.

As noted in our response to the Reviewers' Report, we see various means of enhancing experiential learning within the BPAPM, and two new initiatives are feasible with a modest enhancement of resources and administrative support. The 4th year PAM capstone seminars have been a major locus of experiential learning but not all sections pay consistent or sufficient attention to combining theoretical knowledges to applied situations. The required second year PAM course examines the entire policy cycle, and has a practical, applied orientation but its relation, as a follow-up to the theoretically oriented first year PAM course, needs further refinement to make the theory/practice relationship clearer to students. That said, there are sound pedagogical and conceptual reasons for preserving the focus on political and economic theory in PAM 1000 and faculty associated with the program firmly believe such a context is integral to a well-rounded, interdisciplinary undergraduate degree and to a broad contextualized understanding of public policy. While the BPAPM provides rigorous real-world oriented education in public policy, it is not a professional degree and it is currently accepted that professional public administration training today is essentially post-graduate. Applied learning opportunities are found in our co-op placements and internships (25-30 BPAPM students pursue the co-op option annually along with about a dozen internships –6 involve subsidized placements with *Nexos Voluntarios* in Peru). College funded placements in non-profit organizations was recently expanded from five to seven and our subsidy to them was raised from 50% to 70% as part of our ongoing work with the University's Co-op and Career Services Office. Co-op placements and internships involve a comparatively small group of BPAPM students, and the challenge remains developing an approach to applied learning that includes a broader range of students, particularly those in the first and second years of the program.

Action(4):

The Director will review with the College Council, and relevant faculty and instructors, the objectives of the capstone seminars and the place of practice in PAPM 1000. He will also consult with the faculty and instructors attached to the PAPM 1000 and 2000 courses, the potential for collaborative, technologically assisted projects the MacOdrum Library Discovery Centre to facilitate learning and understanding of the connections between policy theory and practices. This internal review and consultation will take place in 2015. The Director will also explore, in consultation with the Dean and Chairs and Directors of the contributing units, the development of structured intensive 'practicum' sessions, possibly to be held in the Fall and Winter Reading Weeks or by way of summer institutes. These consultations, including assessment of required resources and administrative support, will take place in the 2015-16 academic year, with the aim of implementation in 2016-17. It is noted that any new applied learning initiatives must be done on a cost recovery basis and would require dedicated academic supervision and administrative support through an additional appointment to the College (see 3 below).

BPAPM graduates are well-prepared for programs offered by SPPA and NPSIA and it is in the interest of these Schools, as well as the University, to retain high-achieving graduates at Carleton. Examination of the Alumni section of the College website provides a measure of the many prestigious post graduate programs that BPAPM graduates have been admitted to. The self-study and reviewers' report recommend the development of graduate pathways or fast-tracking initiatives. Issues to be discussed and resolved include the opening of relevant graduate courses to senior BPAPM students (some are already 'piggy-backed') advanced standing and the double-counting of courses undergraduate and graduate degrees, and structured exceptions from usual program requirements.

Action(5):

The Dean and Director will consult with the Directors of SPPA and NPSIA in 2014-15, and in the context of the findings of the relevant section of the recently completed 'Synergies Report' for the Faculty's strategic plan (Moving FPA Forward), will jointly develop relevant program options for B.PAPM graduates to introduce efficient pathways into graduate programs offered by those units for implementation in 2015-16. The possibility of similar initiatives for Carleton's MPM and MBA will be explored in consultations with the relevant parties in 2015-16 for implementation in 2016-17.

Our self-study identified several other curricular issues including review of the PAPM 3000 and 4908 courses, retention and time to completion. The Reviewers Report also recommended review of the compulsory HRE (4908)

Action(6):

The Director will consult on this matter with Professor Jennifer Robson (who will teach PAPM 3000 and coordinate the PAPM 4908 course in 2014-15) in Winter Term 2015. The Director and Professor Robson will prepare a report to be submitted to the College Council in May 2015

which will include a summary of HRE 'best practices' at the University and recommendations for compilation of a data base of completed HREs and electronic submissions. It will revisit the HRE as a mandatory requirement for completion of the BPAPM degree and examine the curricular implications of requiring a minimum B- average for eligibility to register in PAPM 4908, including the alternative 1.0 credits required for completion of the degree.

3. Expanded College Portfolios

The College Director and Administrator are now responsible for three academic programs. Administrative supervision of the MPM and BGINS programs has recently been added to their duties of direct academic oversight and administration of the BPAPM. The BPAPM remains the heart of the College and direct academic responsibility of Director. Some of the original Director and Administrator tasks associated with the BPAPM degree have been shed or reallocated. There has also been agreement to provide appropriate additional administrative staff support for the new College programs and the academic head of BGINS will assume wider responsibilities as a Program Director rather than as an Undergraduate Supervisor. Although these arrangements help ease the burdens faced by the College Director and Administrator it remains a fact that their portfolio of responsibilities has expanded from one to three programs, reflecting the growth and development of Kroeger College as an important administrative hub within the Faculty of Public Affairs.

The previous periodic review and action plan (2007) recommended the creation of an Associate Director position, involving the secondment of a full-time faculty member (duties attached to this new position would include teaching PAM core courses, academic advising and public policy specialist mentoring, and supervision of co-op students by way of a substantive cross-appointment of an existing tenured faculty member on a 100% allocation basis). This position was never created, yet as the self-study for the current review points out, the reasons for the appointment of some sort of position to address these long-standing needs are even more compelling now that the Director has responsibilities for three academic programs. At the same time, the pedagogical reasons for a substantive cross-appointment of a faculty member with public policy expertise have become yet stronger with larger cohorts than in 2007, and this is recognized as a more pressing rationale than additional administrative support implied by appointment of an Associate Director. It remains the case that the Director does not possess public policy expertise to effectively mentor students in their area of study and now considerable time must be devoted to the administrative supervision of new programs. It would be prudent to have a public policy faculty member attached to at least one of the core PAM courses on an ongoing basis. Such a specialist is better placed to manage the HREs. Such a person can more effectively advise and mentor BPAPM in their area of study. Such a specialist can provide dedicated support to manage existing co-ops and internships and effectively develop new and relevant experiential learning initiatives. The Reviewers' Report was emphatic in calling for enhanced support for expanded College responsibilities for the new MPM and BGINS programs. CUCQA, noting that College was established in 1999 for the sole purpose of delivering the BPAPM program, has expressed concern that the College's expanding responsibilities may have an adverse effect on program quality, and has asked for a report in June 2016 on consideration given to an additional faculty appointment in support of the B.PAPM. In considering responses

and related resources implications, there is undoubted and long-recognized need for an academic appointment to support the Director, ideally a candidate who possesses public policy expertise. In exploring the possibilities for such support it is also recognised that resourcing is within the purview of the FPA Dean who must weigh this need with other Faculty priorities.

Action(7):

The Director will continue to explore with the Office of the Dean the possibility of establishing a direct academic appointment to the College of a public policy specialist in support of the BPAPM program. The Director and Dean will review the options for such an appointment with a view of maximizing the impact on pedagogical needs of the program, namely, public policy expertise, sustained teaching allocation to one of the core PAPM courses, management of the HRE, co-ops, internships and new experiential learning initiatives, and advising and mentoring students in public policy areas (options include the possibility of a 50/50 cross appointment between SPPA and the College of a current SPPA faculty member, with appropriate compensation given to SPPA, or the creation of a new full-time instructorship position directly appointed to the College). This review will be completed in April 2016 with a view to submitting a plan and budget for hiring proposal, timed in conjunction with the 2016 Report requested by CUCQA.

4. Other Steps to Improve or Enhance the BPAPM Program: Possible Expansion

The possibility of BPAPM program expansion has been raised throughout the review process. When the Director commenced in July 2013 there was recognition that the maximum intake of new students, sustainable under existing program arrangements, is 120-130. With this mind, the Director and Dean have worked with the Admissions Office during the 2013-14 admission round for September 2014 entry to implement an 85% cutoff (up from 83% in previous years, with a minimum 82% standard to retain offers) with the aim of returning new student intake to 120-130 from the intakes of 150 plus in 2013-14 and 2012-13. This was combined with a dedicated phone campaign involving the assistance of senior BPAPM students for high school students given early offers of admission to the program (87% cutoff). These steps were successful: We increased acceptance rates on early offers and expect an intake of 130 new students in September 2014. We will continue this approach in the next admission round.

In the external Reviewers' Report the BPAPM is seen as entering an important period where difficult choices are faced, not only with respect to consolidation, but also in consideration of possible program expansion. The reviewers acknowledge the robust demand for the BPAPM and recognise that recent large student intakes stretch the existing program arrangements in a manner that could undermine program quality and erode the carefully built-up BPAPM brand (Part 2b Governance: concern about the size of current cohort and effect on course sizes/value-added elements ascribed to a limited enrolment program). The reviewers also noted a divide, between students and faculty who resist the idea of program expansion on one hand, and on the other, university administrators who favour expansion and further exploitation of demand for this flagship program as a means of counteracting declining enrolments in other programs (possibly through a dual cohort approach). The 5 June memo from John Shepherd added that CUCQA accepts concerns about possible program expansion, the challenges of scaling up current delivery

and support while maintaining program quality but suggests “appropriate expansion of this prestige program could serve to offset declining enrolments...while contributing significantly to Carleton’s profile and reputation.” Any sustained increase above annual intake of 130 students, or contemplation of two cohorts, would, as the reviewers recognize, require a substantial increase in resources allocated to support the BPAPM.

In addition to maintaining our admission standards, program expansion would require careful attention to sustaining and enhancing the value-added elements associated with the College setting and made possible by its endowment. Careful attention to both matters are necessary in order for the BPAPM to remain a prestige limited enrolment program--the very qualities that attract a significant portion of high achieving students to Carleton. Lower standards, or diluting the College experience and related student supports in the attempt to stem flagging enrolments in other units, would not only undermine the founding aim of this flagship undergraduate program designed to enhance Carleton’s national profile, it would lessen the appeal of the program to the very high achieving students the University wishes to attract. As the reviewers note, the BPAPM has developed into an elite program comparable to top programs in Canada and the US and this stature could erode rapidly lost in the search for short-term enrolment gains.

Action(8):

The Director and Dean will examine the possibilities of expansion of the B.PAPM with a view of preparing a study to be completed by April 2015 with recommendations concerning continuation of current enrolment management measures (eg., retain the current ceiling) and possible expansion (managed increases or a double cohort).

The internal report will consider the following

- i. *The possibility, supported by concerted and well-funded efforts to raise the profile of the BPAPM outside Ottawa and Ontario, to sustain an increase intake above 130 new students or admit two classes of 80 students without lowering admission standards below the current 85% cut-off. This will be informed by a careful assessment of data from the current intake for this year (admissions for 2014-15) and from the next admissions round (admissions process starting late this year for 2015-16 entry)*
- ii. *The impact of intakes above 130 or two cohorts on BPAPM’s relationship to contributing units and necessary amendments required to MoUs in conjunction with the recommended review of the current holding company resourcing model and proposed appointment of a dedicated faculty position to the College. (eg., The possible need to increase the ongoing 2.0 annual teaching credit or equivalent contributions from SPPA, NPSIA, Political Science, Journalism and Communication, and 1.0 from other contributing units -re: additional teaching resources other units to support courses offered by them required for BPAPM degree, and in a dual cohort scenario, the possible need to double the sections of PAPM designated courses required to 4.0 credits of the degree).*
- iii. *The limitations of current College space and the physical facility implications of sustained enrolment increase or double cohort scenario.*

SUMMARY**B.PAPM Action Plan 2014**

Action	Responsibility	Resources	Time-line
Governance And Resourcing:			
Reinstitute Council (1)	Director, Council	None	Continue for 2014-15
Renew MoUs (2)	Director, Dean, relevant unit heads	None, unless expansion (see action 8)	Report 2015, impl.2016?
Curricular renewal: (Report items 3-6, 2015)			
Specialization Review(3)	Director, Council	None	2014-15
Experiential Learning (4)	Director, Dean Council	Cost recovery	Consult 2015, impl.2016?
Graduate Pathways (5)	Directors, Dean (Wright, Rowlands, Carmichael)	None	2014-15
PAPM 4908 and 3000 (6)	Director, Professor Robson, College Council	None	2014-15
College Portfolio:			
Academic public policy appt. to College (7)	Director, Dean	Yes	2015-16 (Report April 2016)
Other Steps:			
Program expansion(8)	Director, Dean	Yes	April 2015 (internal report)