

Summary Table Implementation Plan:

The programs from the *School of Community and Public Affairs*

(Based on the standard committee reports, finalized in 2020, and an update report from the Principal, in Nov 2021).

From the 2025 Undergraduate Calendar:

The School of Community and Public Affairs (SCPA) offers a multidisciplinary program in public policy analysis. The School prepares its graduates to be knowledgeable participants in the policy-making process in the private, public, and community sectors.

An innovative combination of academic and practical training exposes students to a wide range of public issues. In small classes encouraging participation, students develop specialized abilities to do research, to communicate, and to organize public consultations and debates. An internship program also enables students to gain the necessary experience of working in a public affairs job.

The School will be of interest to excellent students in a variety of disciplines, including economics, history, political science, sociology, urban studies, journalism, and communication studies. While some of our students enter the work force upon completion of their undergraduate degree, the majority continue their education. SCPA graduates tend to do graduate work either in their disciplines or, more often, in professionally oriented programs including public or business administration, international affairs, industrial relations, and law.

It is difficult at this time to limit the field of view to the 2014-2020 period, and we provide here a snapshot of the programs when this appraisal cycle was initiated, and now. In 2014, the Department had 4 programs, 6 full-time faculty members, and 7 fellows. In 2024, the unit had 7 programs and 8 full-time faculty members, and 2 fellows. The table shows growth in teaching resources, in-line with program changes.

Data	2014	2024 (last Calendar with Masthead)
Programs	<p>Undergrad</p> <p><i>Community, Public Affairs and Policy Studies</i></p> <ul style="list-style-type: none"> • BA Major in Community, Public Affairs and Policy Studies <p><i>First Peoples Studies</i></p> <ul style="list-style-type: none"> • BA Major in First Peoples Studies • Minor in First Peoples Studies <p>Grad</p> <ul style="list-style-type: none"> • Community Economic Development (CED) Graduate Diploma • Développement économique communautaire (DEC), diplôme 	<p>Undergrad</p> <p><i>Community, Public Affairs and Policy Studies</i></p> <ul style="list-style-type: none"> • BA Major in Community, Public Affairs and Policy Studies <p><i>First Peoples Studies</i></p> <ul style="list-style-type: none"> • BA Major in First Peoples Studies • Minor in First Peoples Studies <p><i>Immigration Studies</i></p> <ul style="list-style-type: none"> • Minor in Immigration Studies • Certificate in Immigration Studies <p><i>Indigenous Land-Based Education</i></p> <ul style="list-style-type: none"> • Microprogram in Indigenous Land-based Education <p>Grad</p> <ul style="list-style-type: none"> • Community Economic Development (CED) Graduate Diploma • Développement économique communautaire (DEC), diplôme
# programs	4	7 (+3 new programs)

Faculty members	<p><i>Principal</i> CHEDLY BELKHODJA, Professor <i>Vice-Principal</i> MARGUERITE MENDELL, Professor</p> <p><i>Professor</i> DANIEL SALÉE</p> <p><i>Associate Professors</i> KARL HELE ANNA KRUZYNSKI</p> <p><i>Assistant Professor</i> LOUELLYN WHITE</p> <p><i>Fellows</i> WILLIAM BUXTON, Professor, Communication Studies MIKE GASHER, Professor, Journalism CHANTAL MAILLÉ, Associate Professor, Simone de Beauvoir Institute ALAN E. NASH, Associate Professor, Geography, Planning and Environment LORNA ROTH, Professor, Communication Studies FILIPPO SALVATORE, Associate Professor, Classics, Modern Languages and Linguistics MARK WATSON, Assistant Professor, Sociology and Anthropology</p>	<p><i>Principal</i> ANNA SHEFTEL, Associate Professor</p> <p><i>Distinguished Professor Emerita</i> MARGUERITE MENDELL</p> <p><i>Professors</i> CHEDLY BELKHODJA ANNA KRUZYNSKI CATHERINE RICHARDSON DANIEL SALÉE</p> <p><i>Associate Professor</i> LOUELLYN WHITE</p> <p><i>Assistant Professors</i> NICOLAS RENAUD SIGWAN THIVIERGE</p> <p><i>Fellows</i> CHANTAL MAILLÉ, Professor, Simone de Beauvoir Institute MARK WATSON, Associate Professor, Sociology and Anthropology</p>
Full-time #	6 (2 retirements by 2024) + 7 fellows (5 fellows gone by 2024)	8 (4 hires since 2014, including Principal) + 2 fellows

FAS Assessment and recommendations. The Faculty of Arts and Science has reviewed the Department Appraisal Committee, External Examiners, and University Appraisal Committee reports, and warmly thanks the committees, as well as the external examiners and department chairs, for their reports and oversight. We also warmly thank the Principal and her Appraisal subcommittee's update report. *From a 2021 update – The Principal gave an update of advances (bolded) vs. the UAC Recommendations:*

- **Strategic visioning** has been started, and the unit has formed an *Appraisal Implementation and Future Planning* subcommittee, with representatives from both SCPA and FPST. The discussions have been intensifying, and the FPST and SCPA colleagues planned further collective initiatives.
- **Program issues:** The unit has already progressed in its review of the graduate diploma in *Community Economic Development*, and they are starting the review of their *Major in*

Community, Public Affairs and Policy Studies. They have also worked on the consolidation of internship placements.

- **Personnel:** The unit has started working on a faculty member multi-year hiring plan.
- **Research:** Collaborations and cultural exchanges have increased with neighbour units, thematically and operationally.
- **Ensuring inclusive spaces** is an important commitment, the unit has coordinated many workshops and the work is continuing.

Following the reading of all the committee reports and update, here are FAS recommendations. A synthetic table is presented first, followed by a more in-depth report. Future updates can be made in discussions, and to coordinate the next cycle of program reviews.

Outline	Decanal recommendation	Referenced recommendations	Area	Actor
<i>Shorter-term (in the next year)</i>	<ul style="list-style-type: none"> • Review the unit's strategic vision and mission, by elaborating a strategic directions plan for the unit. This plan should consider: <ul style="list-style-type: none"> ○ The cohesion of the different programs in the unit: especially synergies between undergraduate and graduate programs, including between the domains of public affairs/policy and First Peoples' studies. ○ Current and potential interconnections with neighbour units. 	UAC-1, 4, 6.	Programs & Strategy	<ul style="list-style-type: none"> • Dept • FAS • Univ
	<ul style="list-style-type: none"> • Review space to improve accessibility; get informed on the SGW maintenance/renovation plans and projects. 	DAC-8.	Space	<ul style="list-style-type: none"> • Dept • FAS
<i>Medium-term (within the next 3 years)</i>	<ul style="list-style-type: none"> • Develop a personnel plan which would consider different levels (FT, staff, fellows), in line with the strategic vision. 	UAC-3, 6.	Personnel	<ul style="list-style-type: none"> • Dept • FAS
	<ul style="list-style-type: none"> • Following the review of the GrDip in CED, to continue the review of undergraduate and graduate programs to maintain and enhance interdisciplinarity, research apprenticeship, EDI, decolonization, and indigenization, as well as outcomes and student competencies. 	UAC-1, 2, 5, 6.	Programs	<ul style="list-style-type: none"> • Dept • FAS • Univ

<i>Longer-term (within the next 5 years)</i>	Kept for the next appraisal / program review process.			
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We thank very much the School's leadership in their continuous efforts in improving their programs and in their important overview provided recently and throughout. We hope that these recommendations provide the opportunity and methods for the unit to continue their planning. Discussions across the various levels of the university should continue, and help, in this constructive progression.

Appendix: *Systemic review (2022) of the programs in the School of Community and Public Affairs*

I. Programs, personnel, space. When this appraisal was initiated, the *School of Community and Public Affairs (SCPA)* offered undergraduate (*BA Major in Community, Public Affairs and Policy Studies, BA Major in First People's Studies*) and graduate (*Graduate Diploma in Community Economic Development*) programs. For this appraisal, the *Major in First People's Studies* was excluded and will be appraised in a later phase (started in 2021, EE visit was in Winter 2022). The complement of faculty members and staff responsible for delivering these academic and research programs included 6 tenured full-time faculty members, and 2 staff (one Coordinator, and an Assistant to the Principal), as well as various part-time faculty members. The SCPA is in the downtown Sir George Williams campus, in the CI annex. It has a classroom, a basement lounge, and a small multipurpose room.

II. Mission. Within the unit objectives, the SCPA expresses its commitment “*to help students acquire the skills and ability to analyze critically governmental policies, particularly in the sociopolitical contexts of Québec and Canada, and foster positive social change*”. In this context, students acquire a comprehensive grounding in social, historical, and political aspects of democracy and organizations. They are trained to develop new tools of social and political innovation, to contribute to the enhancement of economic democracy and social justice, to formulate original and progressive analyses of public policy and public affairs, and to design management strategies for non-governmental and non-profit organizations. In addition, both undergraduate and graduate students are exposed to research towards public policy and active communities that is aimed at fostering enhanced social and economic justice.

III. Research success within the department is evidenced by the provincial and national funding awarded to faculty members and by their success in publishing in books, scholarly journals, conference proceedings and research reports for governmental and non-governmental agencies. Further opportunities for continued research success are evident from the external research collaborative connections of the faculty members. These include initiatives at Concordia and outside, including connections with the INRS-Urbanisation Culture Société, the Karl Polanyi Institute of Political Economy, and the Center for Immigration Policy Evaluation.

IV. UAC recommendations and updated information (2021-2022). The Faculty of Arts and Science has reviewed the Department Appraisal Committee, External Examiners, and University Appraisal Committee reports, and warmly thanks the Principal and her Appraisal subcommittee's recent update report. From these, the FAS formulates a few comments, some recommendations, and identifies example data that could be tracked in the future.

Overall, the recommendations from the DAC, the External Examiners, and the UAC are largely coherent in their assessment. As time has elapsed since the UAC report, in communications with the SCPA Principal, an update document was requested from the FAS Academic Programs unit in Fall 2022, based on the recommendations from the UAC. A summary is given in the **Table 1**.

#	UAC recommendation	Summary of update response from SCPA
1	Establish a shared vision for the SCPA and all of its programs, including the articulation of program goals and specific learning objectives.	These conversations are currently taking place within the School, via a strategic subcommittee (composed of representatives of both SCPA and FPST, undergraduate and graduate levels). Bringing together the different programs, this has already permitted to identify opportunities and potential collaborations. After broad consultations about programs as well as the goals and objectives with various stakeholders (full-time and part-time professors, students and the SCPA Advisory Board - made up of alumni), an all-day retreat is planned for the spring 2023.
2	Review the curriculum of both the undergraduate major and graduate diploma and include PT instructors in this review.	The graduate diploma has already undergone curriculum review (spring and summer of 2021, passed by the School in September 2021, and submitted FAS in Winter 2022). The new program incorporates an intersectional and Indigenization approach, and resolves technical issues (e.g., eliminating never-offered optional courses, and streamlining the course sequence. The School is also thinking about program goals and objectives for their flagship major, to address current concerns and practices around issues like anti-racism, ecology and the climate crisis, and program outcomes. This curriculum review was reviewed at FCC in Winter 2023.
3	Develop a strategic hiring plan in coordination with the Dean.	The School is working on a hiring plan connected with the visioning and curricular priorities, including considerations for expertise in political economy (important for the major and the graduate diploma), and further defining needed expertise (e.g., in climate policy and activism, immigration policy and activism, and the intersection of these with Indigenous approaches). Research and teaching expertise through research chairs and scholars-in-residence will also be considered. This hiring plan will be provided to the Dean for the yearly call (not held in 2022, held in 2023 – proposed position in Sustainable and Equitable Economies).
4	Cultivate relationships outside of the unit for research collaboration and pedagogical exchange.	Notable fruitful collaborations include those with Political Science (new Minor and Certificate in Immigration Studies). Conversations are also ongoing in finding a process in the planning of sections and seats for SCPA students outside the Department, and for a broader seat allocation scheme in the FAS.
5	Maintain the commitment to create a safer space for students, staff, and faculty (i.e., to address racism, sexism, homophobia, and transphobia in the classroom) and promote the integration in all courses of readings that better reflect the diversity of society. (DAC-5)	To resolve specific situations, the School has worked with the Office of Rights and Responsibilities, and is pro-active in nurturing an inclusive and supportive departmental culture. Workshops (such as one held Jan 2022) have contributed to creating inclusive spaces. The School is also forming an EDI committee.
6	Clarify the relationship between First Peoples Studies and the SCPA to enable more productive integration between the School's programs.	The FPST contingent has a sound relationship with all SCPA colleagues. The Appraisal subcommittee has helped in planning collectively. The Graduate Diploma review was done with FPST colleagues and prioritized indigenization concerns, as will further reviews. Another outcome has concerned common hiring objectives. Transverse common competencies could be addressed, such as ecology and the climate crisis.
7	Increase the number of internship placements in the graduate diploma in collaboration with the Office of the Provost.	This will be addressed as the curriculum review progresses.

Table 1. UAC recommendations and summary of the progress statement from the SCPA.

A further update on programs and personnel (as of Summer 2022): The current programs are the same programs as the ones previously listed in the DAC and UAC reports. There has been the addition of a proposal for an undergraduate *Microprogram in Indigenous Land-Based Education*, which has been approved in principle, and a reduced pilot is taking place in Summer-Fall 2022.

As for the personnel, the School's website lists 8 Full-time faculty members (including the Principal) and a Distinguished Professor Emeritus, 18 Part-time faculty members, 8 fellows, 1 Affiliate, 1 Postdoctoral researcher, 1 Coordinator, 1 Assistant to the Principal, and 1 (shared) Departmental Administrator.

V. FAS Assessment and recommendations. Following the reading of all the committee reports, and the Update document provided by the Principal, here are FAS recommendations. The corresponding UAC recommendations are highlighted primarily, and the topical threads connected to the recommendations are identified. These can be followed in the *accompanying document*, in the form of a “thread table”. Here are the FAS recommendations:

Short term (in the next year):

- 1. Review the unit's strategic vision and mission, main areas of momentum in research and teaching, and evaluate its partnerships and connections with academic units and research centres in the institution (UAC #1, #4, #6).** The current subcommittee work appears to be a very good internal process to reach this objective. This strategic vision should directly establish the connections and synergies between the various undergraduate and graduate programs, including between the domains of public affairs/policy and First Peoples' studies. As well, the interconnections between the various interests of the members of the SCPA, including those working within the FPST, with other academic units and research centers, should be evaluated. *Using simple curricular data, curricular connections are already present with SOCI, GPE, HIST, SIRS, POLI, THEO, INTE, RELI, SdBI, COMS, but it would be interesting to gather more precise information as to the research connections for the faculty members.*

This recommendation addresses multiple appraisal threads ^{1, 3, 4, 6, 9-14, 16, 17}.

- 2. Get informed on the SGW maintenance/renovations plans and projects, signify internal needs, as well as give consideration to the usefulness of common spaces.** As space planning combines many levels of approval, the unit could further engage in a conversation with the Dean's Office to get an update on the projects taking place in the SGW campus. This would provide the opportunity to re-confirm or update their needs and start a discussion about the usefulness of using common spaces, especially for teaching, when particularly suitable. The optimized small-cohort setting in the SCPA could then be valued, and also complemented with exploring certain larger-size seminars/symposia, which could carry benefits in reaching out to larger groups, and a wider audience of the potentially interested students.

This recommendation addresses a particular appraisal thread ⁸.

Medium term (in the next three years):

- 3. Develop a personnel plan (FT, staff, fellows) in line with the unit's strategic vision, and in consideration of collaborating units' strengths (UAC #3, #6).** This plan should address the current strengths and shortcomings in addressing the unit's strategic objectives, in research, teaching, and services to students. It should be set in the context of

sustainability and optimization of resources, finding a way to grow, while maintaining the unit's identity. This should also address the multiple SCPA programs, including the FPST interests. Options such as the identification of core members and fellows could be considered.

This recommendation addresses multiple appraisal threads ^{1-2, 16}.

4. *Undertake an overall review of programs in line with the vision, with a particular attention towards EDI, decolonization, and indigenization, and addressing program performance criteria, learning outcomes and student competencies (UAC #1, #2, #5, #6, #7).* The program review has indeed been started. The *Graduate Diploma* review was submitted to the FCC recently. In addition, the review of the undergraduate offerings is a sound time investment, considering the intention to review the *BA Major in Community, Public Affairs and Policy Studies*, and the upcoming separate program appraisal for the *BA Major in First People's Studies*. In addition, with the recent interest in adding a microprogram to attract different student clienteles, it is quite à-propos to establish a new program framework. The unit indeed submitted an LOI for a 15-credit *Microprogram in Indigenous Land-Based Education* and is running a program pilot for the Academic year 2022-2023.

This curricular review should go down to the level of courses, and also include EDI, decolonization, and indigenization lenses. Momentum can be gained through interactions with the Centre for Teaching and Learning, discussions with fellow Chairs and with the Decanal team. Given the interdisciplinary nature of the SCPA programs, the attention given to interdepartmental course-based "partnerships" (recommendation #1) would permit to identify the unit specific-courses vs. the interconnections that would best serve the SCPA programs and their students. In addition, it would be advantageous for the SCPA faculty members to get a sense of the pathways for their students undergoing master's and doctoral studies. Would there be research aspects in course development that would potentially optimize SCPA faculty member research, and benefit certain university research centers? Such program reviews, touching on the undergraduate/graduate pedagogies and the research domain, would also address some aspects of the UAC point #4 of research collaborations. The interdisciplinary scan could also encourage and foster collaborations and help establish the synergies that would eventually lead to an optimization of research and graduate training. A variety of mechanisms can then be favored to enhance connections: interesting steps towards this have been taken in different forums, e.g., with undergraduate or graduate seminars and speaker series. In addition, this program review will offer an opportunity to assess the experiential learning within the programs, and potentializing on opportunities discussed with the Office of the Provost.

This recommendation addresses multiple appraisal threads ^{1, 3, 4, 5, 9-17}.

VI. *Additional observations in the context of the comments from the committees, and helping in the overall review of programs*

Because of time elapsed and to address certain questions that have been raised, we update certain program data and try to take a global look at program performance, with

descriptors and markers that could be followed across program reviews. We look at some trends, and try to address specific questions. We tackle some further descriptors for the unit's programs: (a) trends in undergraduate enrolments; (b) curricular connections; (c) accomplishment of the academic objectives; and (d) student appreciation of the program.

These correspond roughly to the criteria from the “*Politique des établissements universitaires du Québec relative à l'évaluation périodique des programmes existants*” from the CREPUQ/BCI [see items 1.3 *a, b, d, e, and i* (p. 9), at: https://www.bci-qc.ca/wp-content/uploads/2016/10/Evaluation_periodique_VF.pdf]. These metrics are currently variably documented, and it will be useful to track them in recurring program assessments.

a. Trends in undergraduate enrolments

With a recent search performed by the *Office of Institutional Planning and Analysis*, the undergraduate enrolments in the SCPA programs for the last 5 years are given in **Table 2**. Overall, the programs appear to have either steady or increasing enrolments.

Stable – The data shows relative stability for these programs:

- *BA Major in Community, Public Affairs, and Policy Studies (mean cohort circa 110 students/year).*
- *BA Major in First People's Studies (mean cohort circa 52 students/year).*

Growing – The data shows that the numbers are growing in these programs:

- Minor in First People's Studies (grew by 1.5x since 2017).
- Minor in Immigration Studies (has now doubled from 21 in 2018).
- Certificate in Immigration Studies (has now doubled from 6 in 2018).

Decreasing - The data shows that the numbers are not decreasing in any undergraduate program.

Report Name: *SCPA program enrolments*
Source: *Concordia Datawarehouse*
Year Range: *2017/18 - 2022/23*
Office: *Office of Institutional Planning and Analysis (OIPA)*

Total Enrolments (minor and majors) in selected programs - SCPA

*Academic year 2022/23 tentative as of 27th May, 2022. Excludes majority of winter registrations and fall numbers are not yet final.
**Projected numbers use academic years 2017/18 to 2021/22
Includes: First and Second Minor

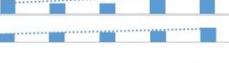
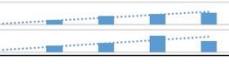
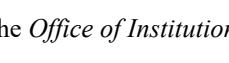
Program	Academic Year						Projected 2022/23	Trend
	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23*		
Community, Public Affairs and Policy Studies	117	113	104	111	108	66	104.60	
BA Major in Community, Public Affairs and Policy Studies	117	113	104	111	108	66	104.60	
First Peoples Studies	83	84	84	98	109	69	111.40	
First Peoples Studies Program Overview								
BA Major in First Peoples Studies	51	48	48	56	55	38	56.40	
Minor in First Peoples Studies	32	36	36	42	54	31	55.00	
Immigration Studies	-	27	46	63	63	35	88.40	
Minor in Immigration Studies	-	21	38	48	53	29	71.90	
Certificate in Immigration Studies	-	6	8	15	10	6	16.50	

Table 2. Enrolments in the SCPA programs, 2017-2018 to projected 2022-2023. Data from the *Office of Institutional Planning and Analysis*.

Summary. Overall, these data show that the core Major programs are doing well, and that there are opportunities, and likely interest, in the growth of the Minors and Certificate.

b. Curricular Connections. Within the DAC and UAC recommendations, certain comments touched on the optimality of the curricular connections between SCPA programs and courses from other units (e.g., DAC-10, but also UAC #1, DAC #2). The “existence of” and the “reliance on” interdepartmental connections were partly seen as a good element of the department’s operations by the UAC, contrasting with a more negative portrayal by the DAC. Well-parametrized, sound program-based curricular connections can be advantageous for the students, giving them access to expertise in the neighboring units, and enhancing their degree. The appropriate relative contribution of the SCPA expertise vs. other domains of expertise in the training of students appears contentious here.

There are many types of interdepartmental connections, and here we tried to map the ones connected through formal curriculum: we mapped out the credits that correspond to SCPA courses or from other units, per program. For example, for the *BA Maj in Community Public Affairs and Policy Studies* (42-cr), we mapped out how many credits would come for sure from SCPA (39/42), for a 93% value. This put the program in our category of “> 90 percenters”. The data is given in **Table 3** and **Figure 1**.

Prog #/unit	Programs	Type	level	Other units?	Credit in	Credit total	% in	How many out?	“In” category	Overall cr/deg	Credits outside	% within
1	BA Maj Comm Public Aff & Policy Stud	Bacc	U	Y	39	42	92.9	Depends min 3 cr max 9 cr	HP90	90	48	46.7
2	BA Maj First Peoples Stud	Bacc	U	Y	42	45	93.3	Depends min 0 cr max 9 cr	HP90	90	45	50
3	Min First Peoples Stud	Min	U	N	24	24	100	None.	HP100	24	0	100
4	Min Immigration Stud	Min	U	Y	12	24	50	Depends min 12 cr max 15 cr	CollProg	24	0	100
5	Certif Immigration Stud	UCert	U	Y	18	30	60	Depends min 15 cr max 18 cr	HP51-90	30	0	100
6	Gr Dip Comm Econ Development	GCert	G	N	30	30	100	None.	HP100	30	0	100

Table 3. Curricular interconnections. Percentage of use of courses from the inside of the SCPA vs. courses outside of the unit, for each program.

Overall, the unit has strong points of curricular interdisciplinarity, compared across FAS units, while having a definite imprint on their own programs. At the graduate level, the Graduate Diploma uses exclusively courses from the SCPA (100%). The two *Majors* (42-45 credit) mostly use the courses from the SCPA roster (93%), while the *Minor in First Peoples Studies* uses internal courses (FPST, from SCPA) exclusively. The use of outside resources is more significant in *Immigration Studies* (Minor and Certificate). **Fig. 1** provides a pie chart describing the ensemble of SCPA undergraduate programs.

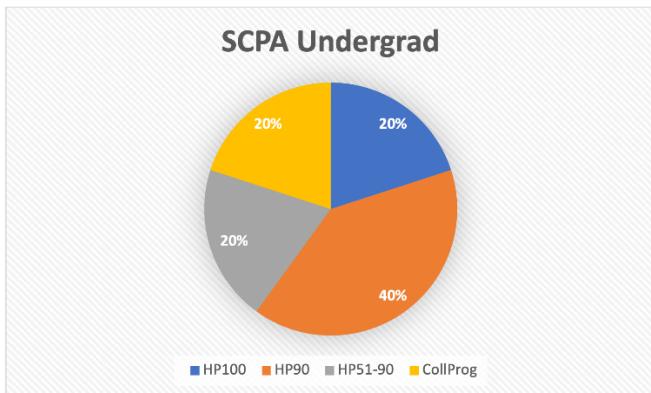


Fig. 1. Description of the local content of undergraduate programs in SCPA. Percentage of the total SCPA undergraduate programs (n=5) in each category (HP100 = 100%, HP90 >=90%, HP51-90 = 51-90%, or CollProg = 50% and less, a “collaborative program”).

We categorized the programs in 5 levels of “homeness”, from 100% of the unit’s own courses (“HP100”), to various fractions [HP100 = 100%, HP90 >=90%, HP51-90 = 51-90%, or CollProg = 50% and less, a “collaborative program”]. Granted, the Majors still leave many credits (>= 45 cr) that students have to coordinate in general electives, but from the standpoint of the Majors, the *Minor in First Peoples Studies*, and the Graduate Certificate, the large majority of courses are internal. The programs (Minor, Certificate) in *Immigration Studies* appear like exceptions, and that is likely by design.

From an FAS standpoint, these interdisciplinary Minors make the SCPA rank 2nd in the Faculty in its “percentage of outside-the-unit credits”. *Immigration Studies* as a domain appears particularly interdisciplinary - it is not surprising that the SCPA, well-interconnected with sociology, political science and policy, has links with Concordia courses from other units. Finding an optimal balance is program-specific. Overall, from this assessment, it seems like the SCPA is not exaggerating its interconnections with the other FAS units. To better understand SCPA’s position within the ecosystem (FAS and Concordia), we mapped its curricular connections with other units through network analysis. Hence, each outside course with its probability of being chosen by students in a program, provides a corresponding weight (e.g., mandatory course = 100%, choose 1 of 3 = 33%). The connections with a particular neighbour were summed, to provide an overall inter-unit image of interconnections: the schematic representation is given in **Fig. 2**.

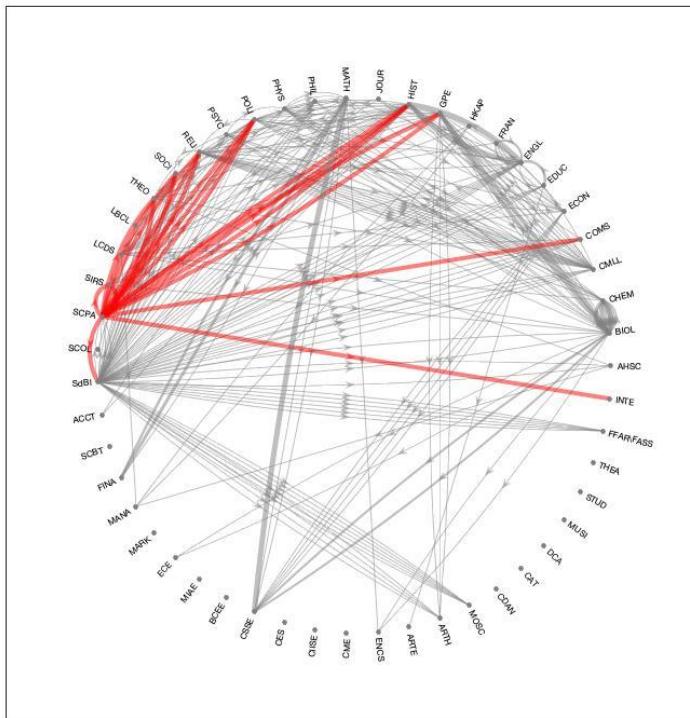


Fig. 2. Connections based on inspection of the curriculum. The 51 academic units at Concordia are represented in the circle. FAS programs were mapped. Grey lines represent FAS unit connections through the programs, red lines for the connections of SCPA given for emphasis. Across its programs, the SCPA curriculum connects with multiple units, including SOCI, GPE, HIST, SIRS, POLI, THEO, INTE, RELI, SdBI, and COMS.

The connections from the SCPA are highlighted in red (not shown in relative weight), within the other connections for the FAS programs across the university. **Fig. 2** shows that the SCPA is well-connected from a curricular standpoint with other units from the FAS, as are most of our Schools and Institutes. The 20 illustrated connections were found in these programs: *BA Major in Community, Public Affairs and Policy Studies* (3), *BA Major in First People's Studies* (3), *Minor in Immigration Studies* (7), *Certificate in Immigration Studies* (7). *Immigration Studies* appear again to have a strong influence. Some of these connections had low weights – *Immigration Studies* contains many “choose from” scenarios – with the probability of a course being chosen equivalent to a choice of “1 from 11”.

This assessment can be further discussed with the unit, and we recommend discussions on the optimal organization of the curriculum with the Dean's Office, as well as with the Provost's Office.

Summary. Overall, while SCPA harbors programs that are open to course on the outside, this interconnectedness seems appropriate given their themes, such as immigration. The connections with the outside are then an advantage, especially for a unit like the SCPA. The collaborations between SCPA researchers and investigators from other Concordia units could also be independently evaluated, as mentioned in the Appraisal documents.

c. Accomplishment of the academic objectives. An important aspect of the Appraisal process concerns the success in which the delivered programs accomplish their academic objectives. Elements of consideration were mentioned in the DAC report.

Program	Outcomes	Review
BA Major in Community, Public Affairs and Policy Studies	<p>DAC (pp.23-25):</p> <ul style="list-style-type: none"> to train students to understand and appreciate the social, economic and political factors influencing the public policy process and explore such values as social and economic justice, equity, participatory citizenship and democracy and cultural pluralism. to provide students with the analytical skills and knowledge necessary to work and intervene efficiently in contexts requiring a solid understanding of the imperatives of advocacy, public policy making and public affairs management, be they in government, the private sector, lobbying or community organizations. to provide students who may wish to pursue their studies beyond the undergraduate level with solid preparatory training for the study of law and for graduate studies in political science, policy studies, communication studies, and social work among others. <p>About 2/3 of graduates continue to graduate studies (public administration, political science, interdisciplinary programs in public policy) or law school immediately after graduation.</p>	<p>These outcomes seem to be well aligned with the mandates of the FAS.</p> <p>They also provide potential collaborative opportunities with many units, potentiating further links with POLI, SOCI, GPE, HIST, SdBI, COMS, and developing some with AHSC, ECON and JMSB, and others.</p> <p>A Major/Minor combination could be explored with the available Minors. As an example, an identified connection with the <i>Minor in Law and Society</i> could be assessed.</p>
<i>BA Major in First People's Studies</i>	<i>Not included in the current Appraisal.</i>	<i>Should be assessed regarding its strategic positioning.</i>
<i>Minor in Immigration Studies</i>	<i>Not included in the current Appraisal.</i>	<i>Should be assessed regarding its strategic positioning.</i>
<i>Certificate in Immigration Studies</i>	<i>Not included in the current Appraisal.</i>	<i>Should be assessed regarding its strategic positioning.</i>
Graduate Diploma in Community Economic Development	<p>DAC (pp. 44-45):</p> <ul style="list-style-type: none"> assess a community's need for CED intervention; strategically plan a relevant course of action, including choosing between different CED approaches and models to best respond to the context; mobilize specific population groups, especially the marginalized poor, build coalitions and organize the members of a community in ways that will favour its socioeconomic revitalization and empowerment; design, implement, organize and manage specific CED initiatives and programs; address differences and resolve conflicts that may arise during such activity; monitor organizational performance and evaluate the evolution and outcomes of the CED process; 	<p>Many of these outcomes are of great strategic interest for the FAS.</p> <p>Specific skills related to the job market or further studies are not explicitly addressed.</p> <p>Potential bridges with the Department of Economics and the JMSB could be explored.</p>

	<ul style="list-style-type: none"> influence the direction and contribute to the development of appropriate public policies and programs. <p>The program is conceived to help participants to affirm and improve their leadership abilities as critically reflective practitioners, and further equip them to take on the challenge both of strengthening local communities in an era of globalization and of facilitating progressive social change.</p>	
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Table 4. Listing and main points coming from the learning objectives / program outcomes of each program.

These correspond to elements stated in the FAS implementation recommendations #1 and #3 of this Appendix. Relevant data should be captured to evaluate the specific program competencies, and the progression towards goals aimed at improved knowledge, materials and methods.

d. Student appreciation of the programs. Finally, we teach to our students. Some strengths and weaknesses of the programs were clearly reported within the DAC report. Not all these points were strictly program-related, and here are highlighted a few processes leading to improvement.

- Setting up an EDI committee to oversee multiple matters affecting communications, programs, and inclusivity in the teaching.
- Creating a sturdy structure of modules that addresses foundational elements of the two Majors. For the *BA Major in Community, Public Affairs and Policy Studies* this could include economy, politics, history, and ecology. This could be complemented with transverse approaches to speak to colonialism, racism, and inequalities as subject matters affecting multiple spheres of policy.
- Reinforce the French/English program uniformity and the language support for students and faculty members in teaching.
- Consult the CTL for revamping the battery of teaching approaches in the unit, such as in evaluating opportunities for participatory pedagogy.

These correspond to elements stated in the FAS recommendation #3 (see above). Relevant data should be captured to evaluate the progress towards these goals.

Timeline: in the next three years.

SCPA Appraisal elements threads

Thread	DAC [slight edits]	EE [slight edits]	UAC [slight edits]	FAS Recomm
1	DAC-1: Address the faculty attrition problem with a faculty replacement strategy and a plan for hiring new TT faculty beyond the currently insufficient complement.	EE-4: to recognize that the non-replacement of retiring faculty leaves the CED diploma vulnerable and limits the possibility the integration into a stackable Masters.	UAC1: The SCPA should discuss with FAS its mission and how it relates to the two core majors as well as the two joint programs. This includes clarifying its role within the FAS and interrelationship with other units. Then the SCPA will be better positioned to develop a hiring plan.	FR1: Review the unit's strategic vision and mission, main areas of momentum in research and teaching, and evaluate its partnerships and connections with academic units and research centres in the institution.
2	DAC-2: Reduce the reliance on PT faculty in the undergrad and grad diploma programs.	The SCPA is in an unsustainable position: a high performing unit that fits well with the university's priorities, but its faculty members could suffer repeated burnouts. The weight of carrying the teaching and administration is too much. Through the FPST and the Minor in Immigration Studies, resources were diverted to the 2 Majors. Precarious position overall.	The SCPA should map out its relationships to other units to add support to any future hiring requests. LTA positions could be a stop-gap towards more FT needs.	FR2: Develop a personnel plan (FT, staff, fellows) in line with the unit's strategic vision, and in consideration of collaborating units' strengths.
3	DAC-3: Have a departmental conversation about the desirability of developing an integrated vision for research and pedagogy.	More emphasis should be on the teaching aspect	The UAC agrees with the EE that it is not necessary/advisable to create a singular research vision for the SCPA. Could also envision more interdisciplinary courses.	FR1.
4	DAC-4: Have a departmental conversation on a standardized set of pedagogical norms.	Curricular discussion and review involving the entire faculty complement should take place. Absence of discussion of the curriculum for the DAC process.	The SCPA needs to articulate its central mission and program outcomes. The SCPA should identify specific competencies to develop around anti-racist and intersectional analysis and build them into the Major and the Diploma.	FR3. Undertake an overall review of programs in line with the vision, with a particular attention towards EDI, decolonization, and indigenization, and addressing learning outcomes and student competencies.
5	DAC-5: Develop policy and procedures for a safer space for student, staff, and faculty (i.e. to address racism, sexism,	The DAC raised questions about institutional racism in the School and more teaching in anti-racism and anti-colonial perspectives. The SCPA	Support the SCPA's efforts to prevent such incidents. An external mediator trained in unconscious bias and/or facilitating cultural change might be useful.	FR3.

	homophobia, and transphobia in the classroom), and promote integration in all courses of materials to reflect the demographic, social, and cultural diversity of society.	responded to the concerns while taking steps to update their practice. FT faculty should oversee the course staffing. FT faculty should review course outlines. The SCPA should identify competencies around anti-racist and intersectional analysis and build them into the curriculum.		
6	DAC-6: Have a departmental conversation on a research strategy.	See DAC-3.	The SCPA should focus on interdisciplinary research outside the unit/faculty.	FR1.
7	DAC-7: Seek new ways to maintain and encourage faculty interest in graduate supervision.	The faculty members do seem overextended.	The SCPA can revisit this recommendation after implementing a hiring plan. SCPA Diploma students could be directed to the INDI MSc program. The SCPA could examine integrating more undergraduate research opportunities.	FR1.
8	DAC-8: Tend to the CI annex to meet the academic imperatives of the SCPA programs and the needs of its faculty and staff or find a new home for the SCPA.	The SCPA could offer the majority of its courses in its current building and teach in larger classroom settings in other buildings when need be. Some investments are needed to improve the state of the 2149 Mackay, existing technological supports, and accessibility. One of the evaluators has muscular dystrophy and was unable to visit the 3rd floor of the building.	The SCPA could use larger, more accessible classes when necessary while maintaining the current building. Requests should be directed to the <i>Associate Dean Planning and Facilities</i> .	FR4. Get informed on the SGW maintenance/renovations plans and projects, signify internal needs, as well as give consideration to the usefulness of common spaces.
9	DAC-9: Reinforce the undergraduate program sequence and progression of learning.	Linked to DAC-10 that scheduling of cross-listed courses is out of the SCPA's control. EE-1 supports a curriculum review.	The SCPA should review data on time to completion of the program. OIPA can aid and get retention and graduation figures for double majors. Mapping out the course sequencing as part of a curricular review would help identify the problem areas.	FR3.
10	DAC-10: Re-appropriate all courses under the control of other departments and put an end to cross-listing.	Repatriation might not be necessary. Faculty members are over-extended; they might not take over the additional course load without FT hiring. Structural	Re-appropriating all cross-listed courses would exacerbate the problems of an overextended faculty and overreliance on PT instructors. The SCPA should cultivate	FR3.

		barriers are present within the course selection process and repatriation could lead to a duplication of courses in other departments. They should consider better integrating the three undergraduate programs in joint use of existing resources and courses.	relationships with neighbour departments through research collaboration and pedagogical exchange so that SCPA learning objectives are understood and shared.	
11	DAC-11: Engage with colleagues of the FPST Program to determine the best way to include course material in all SCPA programs reflecting greater sensitivity to gender, race, and decolonization issues. Set up a committee to deal with grievances and review curriculum using an intersectional and anti-oppressive lens.	The DAC raised questions about institutional racism in the School and more teaching in anti-racism and anti-colonial perspectives. The SCPA responded to the concerns while taking steps to update their practice. FT faculty should oversee the course staffing. FT faculty should review course outlines. The SCPA should identify competencies around anti-racist and intersectional analysis and build them into the curriculum.	Strongly supports the review of the curriculum using an intersectional and anti-oppressive lens. Does not support the creation of a committee to deal with grievances of discrimination: this should be directed to existing University offices (e.g. Ombuds Office).	FR3.
12	DAC-12: Rethink and reconfigure undergraduate program vision and course contents to impart students with critical knowledge of the full range of power dynamics affecting society and the making of public policies (including class, gender, race, intersectionality).	Administration should support curriculum review, including financial means to integrate the expertise of the School's PT instructors, to enumerate the competencies expected in its students and to build them into program requirements.	Support of a review of undergraduate curriculum including its PT instructors.	FR3.
13	DAC-13: Submit the CED program to curriculum review to reflect new trends and knowledge in the field, particularly with respect to race, gender, and intersectionality.	Discuss curriculum with the entire teaching complement. Specific skills and competencies, meeting goals of critically analyzing governmental policies and positive social change, would increase visibility. This would better articulate learning outcomes and would allow SCPA to link with university priorities (experiential learning, community	The UAC supports the review of the graduate diploma: the current offering is heavy (too many courses) for a diploma with many courses that have never been taught.	FR3.

		connection), and signal expectations to PT faculty.		
14	DAC-14: Increase complementarity of the contents and material of CED courses to avoid repetition.	Curricular discussions involving PT and FT faculty would expose competencies built-in by earlier courses in the sequence and reduce overlap between courses. A more streamlined curriculum could provide some scope for integration of new content, such as policy analysis.		FR3.
15	DAC-15: Increase the opportunities for placement (internships) in the CED program so students can properly execute their special projects.		Contact the VP for Partnerships and Experiential Learning.	FR3.
16		The relationship between FPST and the SCPA should be clarified, to enable more productive integration.	Agreed. Need to clarify the SCPA vision, and whether this vision supports a separation of the programs. FPST and SCPA leaders should continue dialogues and with the FAS Dean. FPST is referenced in the Indigenous Action Plan.	FR1.
17		Develop internal governance processes for collective reflection about curriculum and strategic directions. The Minor in Immigration Studies might have been added without internal discussion, affecting its fit with existing programs. This underlines the need for collective discussions on curriculum and could emphasize natural program synergies.		FR3.
18		Need to perennialize institutional knowledge for eventual transitions. The work of Perry Calce, coordinator of academic programs and curriculum development, is commended.		FR2.

Update elements:

Threads	UAC Recommendations	SCPA Update	FAS Assessment
1, 3, 4, 9, 10, 11, 12, 13, 14, 16, 17	UAC1: Establish a shared vision for the SCPA and all of its programs, including the articulation of program goals and specific learning objectives.	Formed a School sub-committee, with SCPA and FPST representation. FPST going through its own Appraisal. Broader consultations undertaken; aiming for an explicit articulation of goals and objectives.	FR1, FR3
3, 4, 9, 10, 11, 12, 13, 14, 16, 17	UAC2: Review the curriculum of both the undergraduate major and graduate diploma and include PT instructors in this review.	Graduate Diploma review already done. It incorporates intersectional and indigenization approaches. Beginning the curriculum review of the flagship Major: considerations are towards the anti-racism, ecology, and climate crisis; also thinking about learning outcomes.	FR3.
1, 2	UAC3: Develop a strategic hiring plan in coordination with the Dean.	Working on it. Current lack of expertise in Political Economy. Wish to develop competencies in climate policy/activism, immigration policy/activism, indigenous approaches. Also thinking about research chairs and scholars in residence.	FR2
3, 6, 10	UAC4: Cultivate relationships outside of the unit for research collaboration and pedagogical exchange.	Already some good aspects in SCPA/POLI (Minor+Cert in Immigration), discussing with FAS to insure outside seats are kept from SCPA students, and a larger framework of collaboration.	FR1.
4, 5, 11, 12, 13	UAC5: Maintain the commitment to create a safer space for students, staff, and faculty (i.e. to address racism, sexism, homophobia, and transphobia in the classroom) and promote the	Working with ORR for particular situations and trying to nurture an inclusive culture. Workshop in January 2022 on inclusive spaces. Hope to have an EDI committee by the end of the academic year.	FR3.

	integration in all courses of readings that better reflect the diversity of society.		
16	UAC6: Clarify the relationship between First Peoples Studies and the SCPA to enable more productive integration between the School's programs.	Grad diploma review was done with FPST. Sub-committee has favoured more exchanges; thinking about hires that could teach in many programs including FPST. Common interests are many, including with ecology and climate crisis. Curricular review of the Major will consider the potential connections.	FR1, FR2, FR3.
15	UAC7: Increase the number of internship placements in the graduate diploma in collaboration with the Office of the Provost.	Not happened yet, but will make sure to follow-up.	FR3.