



# **Joint Sub-committee on Quality Assurance**

## **Report to the Full Committees**

### **Academic Policy, Planning and Research Committee**

### **Academic Standards, Curriculum and Pedagogy**

*The Sub-Committee met on 30 May 2022 and submits the following report to the full Committees.*

The following members were present:

Theodore Peridis, Schulich (Chair)  
Mary Helen Armour, Science  
Celia Popovic, Education  
Qiang Zha, Education  
Tom Loebel (Dean of Graduate Studies, ex officio)  
Lyndon Martin (Vice-Provost Academic, ex officio)

Mina Singh, Health, sent regrets. Also present were Cheryl Underhill and Kathryn White, the Sub-Committee's Co-Secretaries, and Julie Parna, Emily Rush and Nina Unantenne from the Office of Vice-Provost Academic.

The Chair extended thanks and appreciation to Professor Popovic whose term was to conclude in June in accordance with the term lengths agreed upon at the March 2022 meeting.

#### **1. Legislative and Administrative Matters**

##### **a. Updated York University Quality Assurance Procedures (YUQAP)**

Vice-Provost Academic Lyndon Martin provided an update on the status of revisions to YUQAP to satisfy the changes made to the Quality Assurance Framework effective February 2021. The updated YUQAP was submitted to the Ontario Universities Council on Quality Assurance (Quality Council) in April, with feedback pending.

#### **2. Completed Cyclical Program Reviews (CPRs)**

The Sub-Committee received Final Assessment Reports and Implementation Plans, drafted by the Office of the Vice-Provost Academic, for four CPRs:

## **Joint Sub-committee on Quality Assurance**

### **Report to the Full Committees**

1. Earth and Space Science and Engineering, Lassonde School of Engineering (Undergraduate and Graduate)
2. German Studies, Faculty of Liberal Arts & Professional Studies [LA&PS] (Undergraduate)
3. Italian Studies, LA&PS (Undergraduate)
4. Portuguese and Luso-Brazilian Studies, LA&PS (Undergraduate)

The Sub-Committee determined it not necessary to invite members of the programs to discuss the CPRs. The FARs, including Implementation Plans, have now been finalized to reflect discussions at the meeting and are appended to this report.

The Sub-committee reflected on the parallel trends observed and recommendations made in the FARs for the German Studies, Italian Studies and Portuguese and Luso-Brazilian Studies programs. Accordingly, the Sub-committee suggests that the three FARs be reviewed and considered concurrently by the Department and the parent committees, and notes that proposals for modifications to these programs are an anticipated outcome of this CPR process.

### **3. Follow-up Reports**

The Sub-Committee received and reviewed the following follow-up report:

- Education, Faculty of Education (Undergraduate and Graduate)

The Sub-committee is satisfied that the program has paid due regard to recommendations arising from the CPR process and is making good progress toward their implementation. However, in view of the recent transition in the Dean of the Faculty, the Sub-committee agreed that the Dean would be given an opportunity to submit supplementary comments.

T. Peridis, Chair

**YORK UNIVERSITY**

## Final Assessment Report

Department of Earth and Space Science and Engineering,  
Lassonde School of Engineering

Undergraduate Programs Lassonde School of Engineering  
Cyclical Program Review – 2013-2019

Earth and Atmospheric Science  
Geomatics Engineering  
Space Engineering

and

Graduate Program in Earth and Space Science  
(MSc, and PhD)

Cyclical Program Review – 2014 to 2019

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

**Program(s) Reviewed:**

BEng (Geomatics Engineering)

BEng (Space Engineering)

BSc (Earth and Atmospheric Science)

MSc, PhD (Earth and Space Science)

Certificate in Meteorology

Certificate in Geographic Information Systems and Remote Sensing

**Reviewers appointed by the Vice-Provost Academic:**

Dr. Christopher Damaren, Professor and Director, Institute for Aerospace Studies, University of Toronto

Dr. Songnian Li, Professor, Geomatic Engineering & Associate Chair, Graduate Studies, Department of Civil Engineering, Ryerson University

Dr. Qiang Zha, Associate Professor, Faculty of Education, York University

**Cyclical Program Review Key Milestones:**

Cyclical Program Review launch: September 20, 2018

Self-study submitted to Vice-Provost Academic: December 14, 2020

Date of the Site Visit: May 3-4, 2021

Review Report received: July 5, 2021

Program Response received: August 30, 2021

Dean's Response received: November 2021

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, May 2022

Submitted by Lyndon Martin, Vice-Provost Academic, York University



This review was conducted under the York University Quality Assurance Protocol, August 2013.

## **SITE VISIT: May 3-4, 2021**

The visit was organized around a set of interviews with the following:

- Lyndon Martin, Vice Provost Academic
- Thomas Loebel, Dean of the Faculty of Graduate Studies
- Jane Goodyer, Dean, Lassonde School of Engineering
- John Moores, Associate Dean of Research and Graduate Studies, Lassonde
- Dan Palermo, Vice Dean, Lassonde
- Jinjun Shan, Chair & Professor of Space Engineering
- Yongsheng Chen, Undergraduate Program Director (EATS); Franz Newland, Undergraduate Program Director (SPACE); Sunil Bisnath, Undergraduate Program Director (GEOMATICS); Mark Gordon, Graduate Program Director; Michael G. Daly, CRESS Director
- Faculty Members, Undergraduate Program (EATS); Faculty Members, Undergraduate Program (Space Engineering); Faculty Members, Undergraduate Program (Geomatics Engineering); Faculty Members of Graduate Program; ESSE Staff Members
- Julie Gustavel, Operations Manager; Almey Tse Soriano, Manager of Graduate Studies; Marcia Gaynor, Graduate Program Assistant; Ian Tomaszewski, Lab Technician; Lalitha Manimurugan, Lab Technician
- Undergraduate Students (EATS); Undergraduate Students (SPACE Engineering); Undergraduate Students (GEOMATICS Engineering); Graduate Students

The following were also consulted: University Libraries: Jack Leong, Associate Dean of Research and Open Scholarship.

## **OUTCOME:**

The Joint Sub-Committee on Quality Assurance received the Final Assessment Report and Implementation plan in May 2022. The Implementation Plan was formulated based on the recommendations included in the External Review Report, received in July 2021, and the Program and Decanal responses to the review recommendations. In addition, the Work Plan for the ESSE program, developed in the year preceding the cyclical program review, included specific action items that were incorporated into the Dean's response to the External Review Report. The Dean determined that admission to two streams of the ESSE program should be suspended based on low enrolments allowing the program to focus on the renewal of the atmospheric science stream, as well as other new program options. The Implementation Plan outlines plans for enhancements to the quality of the programs in the Department and the development of new programs with a focus on the student and labour market demand.

Normally a report on the progress of the initiatives undertaken in response to recommendations would be provided in a Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance. However, the Lassonde School of Engineering will launch the cyclical review for all its programs in the Fall of 2023. Significant support will be provided to programs as recommendations from reviews are examined and new self-study documents completed. External review site visits are expected to take place in Fall 2024 or Winter 2025.

While a brief follow-up report on the recommendations will be required for the Department of Earth and Space Science in Fall of 2023, the main report on progress towards the recommendations that have been accepted will be in the self-study, due in Fall 2024 or Winter 2025.

## **PROGRAM DESCRIPTION AND STRENGTHS**

The external review report provides this concise summary of the programs under review: “The Earth and Space Science and Engineering (ESSE) disciplines are multi-disciplinary, with particular focus on three major areas, Atmospheric Science and Meteorology, Geomatics Science and Engineering, and Space Science and Engineering. Specifically, the Earth and Atmospheric Science (EATS) program sets the common objective as producing scientists who can apply skills in experimental and theoretical physics, linear algebra, calculus, differential equations, and statistics to solve problems in Earth and Atmospheric Science. The Geomatics Engineering Program aims to provide world-class geospatial informatics and engineering education in the Geomatics discipline that has substantial growing demand within a wide range of real work environments cross Canada and the world. The Space Engineering Program sets to train engineering students through a program founded on systems integration and instrument design and enable graduating students to tackle global engineering challenges in very harsh environments in order to benefit the whole of our global society in ways that go beyond national boundaries.”

The research-intensive graduate program in Earth and Space Science, according to the reviewers, “stands out to be a global center for interdisciplinary and transdisciplinary scholarship as a program interdisciplinary in design, combining the fields of Geomatics, Atmospheric Science, and Space Science and Engineering. The interactions between these areas of study may well lead to new interdisciplinary areas of research.”

The reviewers noted the objectives in the Geomatics Science stream and the Geomatics Engineering program, as well as the Space Science stream and the Space Engineering program should be more distinct so prospective students are clear about the differences. The reviewers also indicate that more “science” courses are needed rather than “surveying” courses and more “engineering” courses would help differentiate the programs.

The reviewers affirm that the program curriculum and structures support the program learning outcomes. The reviewers comment that the graduate program requirements

are reasonable, in spite of the earlier review that recommended more courses. However, they also note that the course requirements for the PhD are difficult to understand, although thesis requirements are clear and well monitored by the committee structure for both master's and the PhD students. Time-to-completion for graduate programs is somewhat long but not inconsistent with other comparable programs, according to the reviewers.

The reviewers acknowledge the low enrolment in courses offered as part of the various ESSE programs, at both the undergraduate and graduate level. They point to unnecessary repetition of the same material in different courses. In the graduate programs, the reviewers acknowledge the need for a suite of courses, to be offered in every term. Recommendations to alleviate these issues and lessen the burden on individual full-time faculty members were identified in a previous review but have not been fully addressed.

The reviewers commented on the administrative structure of the Department and the faculty complement and make recommendations regarding this. They note that additional staff support would be helpful. The physical resources for the programs are sufficient, with well-equipped laboratories, meeting facilities and student space. The laboratory facilities have been improved since the previous review.

The reviewers note that the plan to maintain the website is crucial as it is the primary mechanism for sharing information with prospective students. They note, "The creation of the proposed YorkU Geospatial Hub is an excellent initiative. This will allow the geomatics faculty to connect with cognate areas across the university, which will lead to increased promotion of the Geomatics Science program."

The ESSE Department members, prior to finalizing the self-study document, had developed a work plan with seven recommendations for major modifications and new programs for growth. The Dean acknowledged this important work done to date and the volume of effort that will be required to make these changes. While the reviewers did not provide detailed recommendations regarding the Department's plans, the Dean, in her response to the reviewer recommendations, has incorporated the Department's plans and action items that are reflected in the Implementation Plan.

## **RECOMMENDATIONS AND RESPONSES:**

### **Recommendation 1**

It is recommended that the department consider offering "500-level courses" that are targeted at final year undergraduates and graduate students. This is a typical approach in many science and engineering curricula and is a quick and efficient way to increase the number of graduate offerings. However, the course requirements need to be well designed to match the learning outcomes of both undergraduate and graduate students.

### Program Response

Most 4<sup>th</sup> year courses in Atmospheric Science and many in Geomatics Engineering are already integrated with graduate courses in ESS, the York terminology for the concept of 500-level courses.

### Dean's Response

The Dean notes that such integrated courses already exist and does not support the development of additional integrated courses at this time.

## Recommendation 2

ESSE should consider finding better synergies between their three major degree programs and between three science streams and offer some courses that target at least two of the three programs/streams.

### Program Response

The department strongly agrees with this recommendation. There are already a number of courses offered to multiple programs within and beyond the department. In particular, courses from Geomatics are shared with Civil Engineering. Space has courses with Mechanical Engineering and Physics and Astronomy, and Atmospheric Science has courses with Environmental Science, Physics and Astronomy, and Physical Geography. Two graduate courses are offered to students from multiple departments. In addition, recent curricular changes have been made so more ESSE courses can be taken by students in multiple streams within the department or even by students in other Lassonde programs.

The plan to transition the EATS program to Climate, Atmosphere and Planetary Science (CAPS) will take advantage of synergies between Atmospheric, Climate and Planetary Science, while the Mechatronics certificate will develop closer synergies between Space and Geomatics Engineering, as well as with Mechanical and Electrical Engineering.

### Dean's Response

The Dean's Office requested a work plan and provided resources to undertake the development of such plans and proposals, to which the program presented ideas for future proposals. The ESSE Work Plan on CPR and Future Academic Plan was approved at the ESSE Department meeting on January 17, 2020.

The Dean acknowledges and appreciates that this has been an identified strategy to find closer synergies across streams, programs, and departments, but unfortunately limited progress has resulted from this work plan and this has still resulted in low enrolments from our students in our programs (although there are some instances with large course enrolments being offered to other programs as service courses).

The Dean is clear that for the Department's undergraduate programs, now is a time for change and renewal and suggests more substantive curricular reform is needed. The



Department is urged to be bold and instead restructure existing programs to create new programs. The Dean supports the plan to develop a major modification of the EATS program, including a name change.

### **Recommendation 3**

Finalize the plan to give ESSE faculty members credit for teaching graduate courses. A typical loading could be two undergraduate half-courses and one graduate half-course.

#### **Program Response**

The program is currently in the process of developing some core graduate courses for the program/disciplines to ensure the enrollments are high enough to justify credit for graduate teaching.

#### **Dean's Response**

The Department needs to re-evaluate its teaching matrix to balance the faculty complement and how teaching credit is awarded. Department faculty members have been able to teach small undergraduate courses at the expense of no credit for graduate courses. This is further evidence that the total undergraduate offerings should be reviewed to enable sustainable enrolments to occur.

### **Recommendation 4**

The Geomatics Engineering program should be better publicized to students in the common first year of the Lassonde engineering programs. This would greatly benefit from the deployment of LSE resources.

#### **Program Response**

The department has been working with LSE recruitment but feels that more extensive action is needed. The department is involved in the Helen Carswell STEAM program since its inception, but further efforts that deploy LSE resources would be beneficial. As a more specialized and perhaps less well-understood program in the faculty, the department has been very active in its promotion efforts (e.g., through a career day and participation in University recruitment efforts.). Providing additional support for the department to advertise the programs to potential applicants, both high school and first year, would be a great help.

#### **Dean's Response**

Over several years, significant effort has been invested to publicize the Geomatics Engineering program to our incoming students and current first-year engineering students. This work has culminated into a standalone recruitment and marketing strategy specifically for recruiting into Geomatics Engineering and Geomatics Science. Significant resources have been invested into this, including hiring a dedicated project manager.

It is of note that approximately 250 first-year engineering students were undeclared majors in Fall 2021 and this is a large pool of students for this program to draw on. However, only 5 students declared Geomatics as a program of choice.

## **Recommendation 5**

The department should proceed with their plans to introduce the mechatronics certificate within the Space Engineering program. This will require additional resources in the form of laboratory equipment and personnel.

### **Program Response**

The Department has been working on the mechatronics certificate since March 2020 and it is pending approval by Senate for launch in Fall of 2022. In order to be able to implement the mechatronics certificate for space engineering, a request will be made to hire one new faculty member in mechatronics (space mechatronics) in order to offer two new mechatronics courses (one introductory and one advanced) to fulfill the requirement for the mechatronics certificate. This new faculty member can also cover courses in the space engineering program and conduct cutting-edge research in space engineering.

To run the hands-on labs for the mechatronics certificate, the existing lab space will be used, i.e. PSE315 and PSE020. ESSE/Lassonde already has some laboratory equipment that can be used in the certificate. Additional equipment can also be accessed through partner institutions such as Seneca. If needed, a limited amount of equipment may be purchased through the Lassonde Engineering Education Funds (LEEF).

### **Dean's Response**

The Space Engineering program is to be congratulated for continued efforts in improving their program to meet the needs of industry as well as feedback received from their students. The Dean's Office has expressed general support for a Mechatronics Certificate to be launched as a pilot program offered concurrently with the BEng in Space Engineering program. The Dean's Office has reviewed the NOI and the resources requested to mount a new certificate. Support has been provided for the proposed certificate with suggestions to develop a pan-Faculty certificate offering to which resources would be considered. The faculty complement call for July 1, 2022, has been finalized. The Dean's Office is open to discussions for a new faculty member to be integral to the delivery of the certificate. However, this will be considered as part of the development of the Lassonde pan-Faculty certificate. Based on consultation with the ESSE Department Chair, the current faculty complement is able to deliver the initial pilot of the certificate for Space Engineering students.

## **Recommendation 6**

Although ongoing improvement has been made, experiential learning needs to be strengthened by such means as in-class exercises, course projects, field courses, field trips, and co-op programs for both science and engineering programs.

### **Program Response**

With regards to co-op, there is good take-up of the co-op program in engineering. It is less strong in Earth and Atmospheric Science (EATS), although through USRA/LURA programs and the RAY program, a number of undergraduate students get access to placements in research labs. EATS students also take on internships and part-time employment with The Weather Network, as well as Environment and Climate Change Canada (through the Federal Student Work Experience Program).

There are a number of ESSE courses that provide students with experiential learning opportunities, including ESSE 4050, 4051, 4140, survey courses, etc.

In addition, in Space Engineering, there has been a significant experiential learning pilot through a new summer pilot program that ran in summer 2021, which will run again in Summer 2022.

The Department notes that labs are an important part of the EATS program and although it is a small program, TA support is required.

### **Dean's Response**

Within the broader Lassonde School of Engineering, there are ongoing efforts to expand the breadth and type of experiential learning. The Dean interprets Recommendation 6 as referring specifically to undergraduate programs, although a review of the experiential learning opportunities for graduate programs should also be considered.

Presently a co-operative education (co-op) option is available to students in Engineering and EATS that is available after their second year of study. The co-op option typically consists of two work periods separated by at least one academic term. Upon completion of the program, students receive a co-op designation on their transcript. Lassonde is actively working on new work-integrated learning programs from which there could be potential models for the Department to consider.

The Dean notes that the School has relaxed its teaching assistance (TA) policy and continued to provide TA support for lab courses, irrespective of the low enrollment (e.g., TA support has been provided for courses with less than 10 students).

## **Recommendation 7**

A course-based Master of Engineering (MEng) program is worth considering, especially for the Geomatics Engineering and Space Engineering programs, given that the MEng

program is part of LSE. Such programs are particularly attractive to international students and would help address low graduate course enrolment issues.

#### Program Response

This is of interest to the department. In order to offer a Master of Engineering program, we will need to address the department's capacity for graduate course teaching. Lassonde has recently hired a director looking at Professional Masters and Continuing Education. The Department is happy to continue working to develop such offerings.

#### Dean's Response

A new Master of Engineering (MEng) has indeed been the subject of past discussions and feedback provided to the Department for exploration. The Dean's Office is supportive of developing a new master's degree (MEng or equivalent based on market research) and would be open to understand any resource requests that should come forward with an NOI, that would tie the need for additional resources to the demand and enrollment generated by the new programming. The Dean suggests that the Department widen this recommendation towards reviewing all research graduate programs by re-examining the curriculum more broadly based on trends within the disciplinary context and industry, resulting in clearly defined knowledge domains.

### Recommendation 8

There seems to be fewer human resources (administrative personnel, laboratory technicians, faculty member) than are required to adequately staff the undergraduate and graduate programs. The difficulty in offering a proper array of graduate offerings while simultaneously covering the undergraduate teaching requirements is indicative of a need for more faculty members.

#### Program Response

The Department strongly agrees with this recommendation. ESSE is the only department in Lassonde without an Undergraduate Program Assistant (UPA). To support the offering of current academic programs and implementation of our future endeavors (Mechatronics, CAPS and other initiatives), the department requests to have a UPA position for ESSE. In 2018, one faculty position in space engineering was approved but was re-directed to an Engineering Education position to address Lassonde needs in early 2019. Since then, space engineering has lost its expertise in space mechatronics/robotics, a direction the program curriculum wants to focus on and enhance. A faculty member in space mechatronics (robotics) is in urgent need to support the strategic research direction in space mechatronics/robotics, in addition to supporting York's unique space engineering program. As mentioned in Recommendation #5, the department plans to implement the mechatronics certificate, which requires one new faculty member.

The Department also wishes to recruit a new faculty member in climate dynamics and climate change to support the implementation of CAPS (Climate, Atmospheric and Planetary Science), as outlined in Section 8 (Quality Enhancement) of the Self-Study

Report. The department does not have expertise in the area of climate dynamics and climate change so the new faculty member in this area will contribute greatly to the undergraduate and graduate programs, as well as world-class research in atmospheric science.

#### Dean's Response

The Dean's Office has provided support commensurate with student enrollment in courses. Student enrollments have not merited further support; courses with low enrolments are out of proportion with the current faculty complement.

As mentioned above, the faculty complement call for July 1, 2022, has been finalized. The Dean's Office has an obligation to articulate the resources needed to support new programs. At this point, an appropriate balance of new and existing resources will be considered to support our students' success in new undergraduate and graduate programs.

As mentioned in the Dean's response to recommendation #7 from the external reviewers, the Department should re-evaluate their graduate programs for further synergies and efficiencies in instructional workload. This activity could then contribute to the Department's graduate programs profiling their faculty as leading experts in Canada by re-examining the curriculum more broadly based on trends within the disciplinary context and industry more broadly. Furthermore, as aforementioned, the School has relaxed its TA policy and continued to provide TA support for lab courses, irrespective of the low enrollment in many cases. The Dean's Office has provided substantial support to all programs through the Lassonde Educational Equipment Fund (LEEF) and will continue to do so to support our programs and the student experience. Finally, in terms of resources to provide administrative support for the Department's undergraduate programs, a Program Support Assistant (PSA) is being hired.

### **Recommendation 9**

The current scheme of awarding teaching relief to the undergraduate program directors reduces the department's teaching capacity. The teaching relief should be replaced with a monetary stipend or a reasonably increased stipend (in case they have both teaching relief and a monetary stipend already).

#### Program Response

Compensation is governed by the collective agreement. It is a struggle to find faculty for the UPD role, and time is the biggest constraint. The department has instead considered a restructuring to create an Associate Chair position and an undergraduate program committee chair role to ensure the voices of each program are heard.

#### Dean's Response

The Dean is supportive of the administrative reorganization (Associate Chair) proposed by the Department to address Recommendation 9 to replace the current UPD structure. The teaching release and stipend for UPDs at York University are mandated by the collective agreement. However, the current structure of 3 UPDs within ESSE is not

efficient, and the Dean's Office is supportive of ESSE re-examining their administrative structure that would better serve their programs and students. This would reduce the total number of course releases required and would support a more unified departmental approach to curriculum decision-making across the undergraduate programming in the Department.

### **Recommendation 10**

Students should be better represented in academic governance and department planning and decision making.

#### **Program Response**

Graduate student roles are included in the Departmental curriculum committees. Undergraduate and Graduate students participate in the Tenure and Promotion committee. The industry advisory boards in all programs have student club reps and recent alumni, thus capturing student voices.

The Department hosts annual town halls / focus groups with students for getting student opinions and feedback on the curriculum, clubs and other student program issues. Undergraduate and graduate students are routinely invited to a portion of the departmental annual retreat to share their thoughts. A student workload survey was conducted in March 2021 as part of continuous program improvement that captures student's voice.

#### **Dean's Response**

Over the past few years, there has been good representation from ESSE in Faculty-level governance with student representation on and actively participating in committees. It is important to include student engagement at the Department level, consistent with the School's goals and priorities to support the culture of community at both the Department and Faculty levels.

## IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in May 2022.

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That the Department consider offering integrated undergraduate and graduate courses.	Integrated courses already exist. No further action to be taken.	n/a	n/a
2.	That ESSE find better synergies between the three majors and the streams in EATS in the BSc.	A curriculum renewal strategy should be developed and applied to undergraduate programs. Take steps for curriculum renewal through a major modification of the EATS program, including a name change. Admission has been suspended to two streams in EATS, effective December 2021.	UPD and Chair Dean and Vice-Dean responsible for suspension of admission to streams.	Curriculum renewal to be initiated through 2022 and 2023 with plan to launch renewed program options in Fall 2025. Initial action in December 2021
3.	That ESSE faculty members be given credit for teaching graduate courses.	Department to re-evaluate its teaching matrix to balance faculty complement and teaching credit allocations.	Chair	To be aligned with work plan mentioned in response to recommendation 3.
4.	That the undergraduate program in Geomatics Engineering be better publicized as an option for students in the general year.	Recommendation not accepted and the Dean's Office suspension of admission to the BEng Geomatics Engineering program continues based on low uptake.	Dean, Vice-Dean	Suspension effective December 2021
5.	That the Department proceed with development	New Certificate proposal to be developed, as per item 3 in the work plan.	Chair	To be approved for Launch in Fall 2022

	of a Mechatronics Certificate.			
6.	That experiential learning opportunities be strengthened.	Dean to support innovative development is existing and future programs	Dean's Office and Department	ongoing
7.	That a course-based professional MEng program be considered.	Department to evaluate existing graduate program delivery with view to establish a new master's program, Plan for existing graduate programs to submitted to Dean's Office.	Graduate Program Director	April 2022 for NOI for new master's program (anticipated launch in Fall 2025); Plan for existing programs – August 2022
8.	That the staffing levels (administrative and technical) be reviewed.	Ensure balance of new and existing resources to support delivery of new and existing programs. Hire a Program Support Assistant for the Department.	Vice Dean, Lassonde School of Engineering  Operations Manager	November 2021
9.	That compensation for faculty taking on administrative duties be reviewed.	Formal request for Associate Chair position to be developed by ESSE.	Vice Dean, Lassonde and Chair, ESSE Faculty Relations, York University	January 2022
10.	That students be better represented in academic governance and department planning.	ESSE to review committee structures to ensure appropriate student representation and make recommendations to the Dean's Office.	Chair	February 2022



11	That the Departmental Work Plan and Dean's responses to the recommendations included therein be fully explored.	In addition to the reviewer recommendations, various working groups and academic leads to enact the relevant recommendations from the Departmental Work Plan.	Dean, Vice-Dean, Chair ESSE, working group members	Renewed and new programs to launch Fall 2025, subject to appropriate approvals.
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**YORK UNIVERSITY**

Final Assessment Report

**German Studies**

**BA, iBA**

Faculty of Liberal Arts and Professional Studies

**Cyclical Program Review – 2012 to 2020**

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

**Program(s) Reviewed:**

German Studies, BA and IBA

**Reviewers appointed by the Vice-Provost Academic:**

Dr. Charlotte Schallié, Chair/Professor, German Studies, Department of Germanic and Slavic Studies, University of Victoria, Victoria, BC, Canada

Dr. Markus Biehl, Professor, Management Science Specialization, Schulich School of Business, York University, Toronto, Canada

**Cyclical Program Review Key Milestones:**

Cyclical Program Review launch: September 2019

Self-study submitted to Vice-Provost Academic: April 2021

Date of the Site Visit: June 21-22, 2021

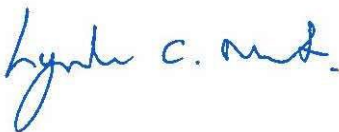
Review Report received: July 2021

Program Response received: October 2021

Dean's Response received: April 2022

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, May 2022.

Submitted by Lyndon Martin, Vice-Provost Academic, York University

A handwritten signature in blue ink, reading "Lyndon C. Martin".

This review was conducted under the York University Quality Assurance Protocol, August 2013.

**SITE VISIT: June 21-22, 2021**

The visit was organized around a set of interviews, held via Zoom, that included Lyndon Martin, Vice Provost Academic; JJ McMurtry, Dean of the Faculty of Liberal Arts and Professional Studies; Sean Kheraj, Associate Dean, Programs, and Anita Lam, Associate Dean, Teaching and Learning.

In addition, the reviewers met with Maria Joao Dodman, Chair of the Department of Languages, Literatures and Linguistics; Ahouva Shulman, Undergraduate Program Director; Gabriele Mueller, Coordinator, German Section; and Christina Kraenzle, faculty member.

The following York University librarians were also consulted: Jack Leong (AD, Research & Open Scholarship) and Patti Ryan (Content Development and Analysis Department).

**OUTCOME:**

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan.

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due in December 2023, 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance.

The next Cyclical Program Review will begin in the Fall of 2027 with a site visit expected in the Fall of 2028 or Winter of 2029.

**PROGRAM DESCRIPTION AND STRENGTHS:**

The German Undergraduate Program at York came into existence in 1960. In 1995, it was changed into the German Studies Undergraduate Program to reflect the interdisciplinary nature of the curriculum and more contemporary approaches to the field. Currently, the German Studies Program is an interdisciplinary program that offers an Honours BA, an Honours International BA, as well as a Certificate of Language Proficiency in German.

The reviewers noted, “The German Studies curriculum at York University reflects the current state of the discipline as it is actively committed to decolonizing the curriculum.”

Based on the previous external review in 2012, the program added two General Education courses and the reviewers noted that these are extremely popular with undergraduate students. They noted that “GER 1790: Nationalism, Authority and Resistance: Perspectives on German Culture and Society is a timely and important addition providing students with critical tools and skillsets to engage with today’s

divisive and partisan political environment.” The reviewers noted that all feasible recommendations from that review had been implemented.

The reviewers noted that the two full-time tenured professors are top-tier scholars actively engaged in research and they plan and coordinate all course offerings.

The reviewers made note of the positive and enthusiastic feedback from students and that retention rates have improved due to the “excellent pedagogical approaches used and the instructors’ caring attitudes.” The reviewers did note that the final year experience is sometime compromised by the lack of available courses. The reviewers noted, “the GEST program is tenuously staffed and therefore exposed to significant risk” because of the small number of tenured faculty members and the focus on counting majors as opposed to course enrolments. However, the reviewers state, “The lack of student interest in a German Studies degree is symptomatic of a larger trend in North America.”

The reviewers recommend support for possibility of a new interdisciplinary degree program in culture and media studies and note that this major undertaking will need resources “for it to be successfully conceptualized and implemented.” They conclude, “Striving to work outside ethno-national contexts—while co-developing a unified academic vision—should be a core initiative of this new and innovative pan-departmental program structure.”

## **RECOMMENDATIONS AND RESPONSES:**

### **Recommendation 1**

The reviewers recommend creating additional experiential learning components through community service, internship placements (work study or co-op placements), practicum components or study abroad options that could be integrated into the existing curriculum structure.

#### **Program Response**

German Studies currently has two approved summer study abroad courses. Due to the Covid-19 pandemic, the summer 2020 offering was cancelled. Once international travel is normalized, we will consider offering these courses again. It must be noted, however, that regular overload summer teaching is only sustainable when there are more than two faculty members to share this burden. Given the many concerns related to international travel (e.g., the current pandemic, cost, climate change) the program is exploring other ways to create globally-networked virtual components for our existing courses in order to offer accessible and environmentally responsible international experiences (see Recommendation 2).

The program is somewhat skeptical about the idea of internships or practica, having pursued this idea in our roles at the Canadian Centre for German and European

Studies, a former York ORU. These types of partnerships require constant nurturing at the institutional (not just program or departmental) level.

#### Dean's Response

The Office of the Dean of LA&PS appreciates the recommendation from the reviewers, but also understands the resource constraints on these kinds of initiatives given the limited faculty complement in German Studies. Virtual international experiences and a resumption of existing Study Abroad courses are both good ideas worth pursuing when resources are available. The expansion of work-integrated learning and experiential education opportunities are also sensible and worthwhile efforts, but given resource constraints and limited enrolments in existing German Studies courses, this may not be feasible to pursue at this time. Given limited resources, the program should focus on initiatives that will bolster enrolments and draw more students to major in German Studies.

#### **Recommendation 2**

The program is encouraged to seek collaborations with other German departments across Canada through online courses or hybrid courses (e.g., GER 3989: Germany and the Global Imaginary is a fantastic example).

#### Program Response

The program is currently in discussion with 4 Canadian university partners to create a consortium for third-year language courses that would be delivered through a combination of asynchronous and synchronous teaching and learning, using a flipped classroom approach. The proposed courses will have various experiential learning components, including virtual site visits, guest lectures and tours, and tandem partners. There is the potential to partner with a German university (e.g., Uni-Kassel) to establish globally networked learning. We have submitted a tentative proposal to the AD Programs and look forward to further discussions.

#### Dean's Response

Consortium teaching can involve complicated arrangements and agreements among participating institutions that may not be feasible within existing resource constraints. Were the Faculty to pursue such efforts, it would be best to operate within existing protocols for inter-institutional teaching via letters of permission. Such arrangements could potentially help with under-enrolled courses in GEST by pooling enrolments from multiple institutions, but the focus of new efforts should remain on initiatives to attract more majors to the program.

#### **Recommendation 3**

The reviewers strongly recommend that the program consider the implementation of micro-credentials with e-learning options, including developing a proficiency certificate in Global Languages and Cultures (to be completed in one year).

#### Program Response

The program supports DLLL's initiative to create a proficiency certificate in Global Languages and Cultures and looks forward to contributing credit options towards this credential.

#### Dean's Response

The Office of the Dean of LA&PS continues to support the initiative to develop a certificate in Global Languages and Cultures. Additionally, this recommendation from the reviewers is also a welcome call to consider offering more of our language courses in online delivery modes, as we have been doing since the onset of the COVID-19 pandemic.

#### **Recommendation 4**

The reviewers recommend piloting a third section of GER 1000, perhaps offered virtually. A lack of first-year language courses creates a difficult pathway for securing adequate enrolment in higher-level language courses.

#### Program Response

The program is interested in developing an online option in addition to the two current on-campus offerings. However, the development of quality online offerings is labour intensive and would require a commitment that the course would actually be offered.

#### Dean's Response

The Dean's Office agrees that expanding online course offerings in language programs is an important strategy for expanding access to language learning and bolstering course enrolments. The Office supports the development of an online version of GER 1000 and expects that the program has made significant progress in this work over the past two years that the course has already been offered online during the COVID-19 pandemic.

#### **Recommendation 5**

The reviewers recommend providing the two full-time faculty members with a much more robust support network (beyond the excellent resources being made available by library staff, UIT and the Teaching Commons). The creation of a pan-DLLL major (with a new departmental infrastructure) has the potential to enable this and provide points of connection within the individual programs and areas of research expertise.

#### Program Response

German Studies has always incorporated cross-disciplinary perspectives and teaching into its curriculum and welcomes opportunities to work in more transnational and interdisciplinary frameworks. The program has always supported a pan-DLLL major; however, this will require the support of all other relevant stakeholders.

#### Dean's Response

The Dean's Office continues to support the German Studies program with additional staff support beyond the central services. These supports include the

eServices Office, Experiential Education staff, curriculum development staff, and instructional designers.

### **Recommendation 6**

In order to avoid 'extra-to-load' teaching assignments for the two faculty members, the reviewers recommend that under enrolled upper-level language courses are permitted to run, or some other mechanism be found that would recognize the faculty members' workloads stemming from individual study courses.

#### **Program Response**

The program supports this recommendation and furthermore highlights the reviewers' observations that combined enrolments in German Studies courses are very robust; through alternative accounting structures, combined enrolment could compensate for slightly under-enrolled courses. The program also notes that upper-level language courses are a concern not only for German Studies program students, but students across the university who are seeking language certificates or whose programs include language requirements such as the iBA, a degree option that has been promoted by the university.

#### **Dean's Response**

The Dean's Office is responsible for managing the financial resources of the Faculty. This work includes normal enrolment management processes to ensure that we are using Faculty resources most appropriately and efficiently. To facilitate this work (and upon the regular recommendation of university auditors) the Faculty maintains an enrolment threshold to ensure reasonable course fill rates. This threshold allows the Faculty to meet obligations to responsibly manage the financial resources of the Faculty and to ensure some degree of workload equity among many different programs.

The Faculty already regularly offers under-enrolled language courses in several programs to meet program requirements and to ensure student degree progress. This approach, however, is ultimately unsustainable and cannot continue in perpetuity. Therefore, planning to continue to offer courses with structural low enrolments is not an option. Instead, the Faculty seek to increase enrolments in all of our language programs and attract more students to choose language majors.

### **Recommendation 7**

The reviewers recommend that German Studies, along with other programs within DLLL work towards the development of a pan-departmental program in world cultures and languages.

#### **Program Response**

German Studies supports the idea of a pan-DLLL program and has been involved in the preliminary discussions from the outset.

#### **Dean's Response**



The Dean's Office agrees that there is potential in the development of a pan-departmental program in world cultures and languages. Other institutions, such as Simon Fraser University, have taken this approach to language programming with some success. We believe the department should continue to explore this option, but begin with the development of a certificate (as we suggest in Recommendation 3 above)

### **Recommendation 8**

The Reviewers recommend that the Department of Languages, Literatures and Linguistics (including the German Studies program), work collaboratively with the Dean's Office, on restructuring efforts.

#### **Program Response**

The German Studies program has supported the idea of a pan-DLLL program since it was first proposed some years ago and looks forward to progress on this front.

#### **Dean's Response**

The Dean's Office will continue to work with academic leaders in the Department of Languages, Literatures, and Linguistics on the structure and future of our language programs, including German Studies. Declining enrolments continue to be a serious concern and risk for these programs as we face program viability challenges ahead. The expansion of e-Learning options and the development of programming in world languages and cultures are initiatives with strong potential for reinvestigating enrolments and student interest in language learning.

### **Recommendation 9**

The Reviewers support the recommendation from the previous cyclical review that the program be allowed to hire one more Teaching Stream colleague, to enable program innovation, including the development of a pan-DLLL major.

#### **Program Response**

The program supports this recommendation and will continue to request a Teaching Stream appointment in future hiring cycles.

#### **Dean's Response**

Decision-making concerning the hiring of new faculty should continue to operate via the ordinary faculty complement planning process.

## IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in May 2022

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That additional experiential learning components be integrated into the curriculum.	The German Studies program should seek to offer its existing Study Abroad courses when feasible. The program coordinator should consult with the Faculty's Associate Director, Experiential Education for further information on the internship program and how to promote it among students in German Studies.	GEST program coordinator; Associate Director, Experiential Education	No specific timeline.
2.	That the program seek to collaborate with other German departments across Canada.	German Studies should continue discussions with the Associate Dean, Programs concerning consortium teaching within the existing protocols for inter-institutional teaching via letters of permission.	GEST program coordinator; Chair, DLLL; Associate Dean, Programs	No specific timeline.
3.	That the program consider e-learning micro-credentials, including a one-year proficiency certificate in Global Languages and Cultures	The Department of Languages, Literatures, and Linguistics (DLLL) should continue with its work to develop a new certificate in Global Languages and Cultures.	Chair, DLLL; Associate Dean, Programs; Associate Director, Faculty Curriculum	December 2022: DLLL to submit proposal for a new certificate in Global Languages and Cultures to the

		The German Studies program should consider continuing to offer online sections of its courses to help expand access to language learning		Faculty curriculum committee for review.
4.	That a third section of GER 1000 be offered.	The German Studies program should continue development of an online version of GER 1000. The Chair should consult with the Associate Dean, Programs and LA&PS Director of Strategic Enrolment Management regarding course planning for GER 1000 regarding the possibility of an additional online section in the next academic year.	Chair DLLL; German Studies program coordinator; Associate Dean, Programs; LA&PS Director of Strategic Enrolment Management	Fall 2022: Consultations regarding course planning for GER 1000.  December 2022: Program finalizes plans for online section of GER 1000
5.	That the two full-time faculty members be provided a robust support network.	Continue support of the eServices Office, Experiential Education staff, curriculum development staff, and instructional designers.	Program and staff supports identified in the action item.	Ongoing
6.	Seek out mechanisms to avoid individual study courses.	Recruitment initiatives for language majors to continue. Although not sustainable in the long run, low-enrolment required courses are already offered to ensure student degree progress.	No specific action required.	Ongoing
7.	That German Studies work with other programs in the department on a pan-department program in world cultures and	See Recommendation 3 regarding the Certificate in Global Languages and Cultures.	Chair, DLLL; Associate Dean, Programs; Associate Director, Faculty Curriculum	December 2022: DLL to submit proposal for a new certificate in Global Languages and Cultures to the

	languages.			Faculty curriculum committee for review.
8.	That German Studies work collaboratively with the Dean's Office on restructuring efforts.	See above recommendations related to e-learning and a new certificate option.	See above.	See above.
9.	That one more Teaching Stream appointment be authorized.	The unit should develop its faculty complement plan and hiring request through regular channels.	Program lead, Chair, DLLL, Associate Dean Faculty Affairs.	Ongoing

**YORK UNIVERSITY**

Final Assessment Report

**Italian Studies, Undergraduate Program  
BA, iBA**

Faculty of Liberal Arts and Professional Studies

**Cyclical Program Review – 2012 to 2020**

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

**Program(s) Reviewed:**

Italian Studies, BA and IBA

**Reviewers appointed by the Vice-Provost Academic:**

Dr. Norma Bouchard, Dean, College of Arts and Sciences, Drexel University, Philadelphia, USA

Dr. Norma Sue Fisher-Stitt, Professor, Department of Dance, School of Arts, Performance and Design, York University, Toronto, Canada

**Cyclical Program Review Key Milestones:**

Cyclical Program Review launch: September 19, 2019

Self-study submitted to Vice-Provost Academic: April 19, 2021

Date of the Site Visit: June 9, 2021

Review Report received: June 30, 2021

Program Response received: August 2021

Dean's Response received: September 2021

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, May 2022.

Submitted by Lyndon Martin, Vice-Provost Academic, York University

A handwritten signature in blue ink, reading "Lyndon C. Martin".

This review was conducted under the York University Quality Assurance Protocol, August 2013.

**SITE VISIT: June 9, 2021**

The visit began with a meeting with Lyndon Martin, Vice Provost Academic. Meetings followed with JJ McMurtry, Dean of the Faculty of Liberal Arts and Professional Studies; Sean Keraj, Associate Dean, Programs; and Anita Lam, Associate Dean, Teaching and Learning. Meetings with members of the Department of Languages and Literatures included Maria Joao Dodman, Chair of the Program; Ahouva Shulman, Undergraduate Program Director; John Picchione, Coordinator Italian Section. Meetings were also held with the following groups: full-time faculty of the Italian Section, part-time faculty members, and undergraduate students. The following individuals from the University Libraries were also consulted: Jack Leong (AD, Research & Open Scholarship), Patti Ryan (Content Development and Analysis Department) and Peggy Warren (Student Learning & Academic Success Department).

**OUTCOME:**

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan.

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due in December 2023, 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance.

The next Cyclical Program Review will begin in the Fall of 2027 with a site visit expected in the Fall of 2028 or Winter of 2029.

**PROGRAM DESCRIPTION AND STRENGTHS:**

The Italian Section of the Department of Languages, Literatures and Linguistics began offering a Major and a Minor program in 1977. In 1982, an Italian linguistics component was added and a Specialized Honours program was established. In 1981, it pioneered York's study abroad option with the Summer Studies in Italy, a six-week program in Florence and Rome, comprised of courses in language, literature, and culture.

The reviewers noted that, "Library resources and in-course supports for the Section are well established, including texts, e-books, digital materials, and films/videos required for Italian cinema courses. York University is involved in the Italian-Canadian Archives Project; this affiliation offers potential research opportunities for upper level Italian Studies students. "

The decline in enrolments over the past 10 years, driven primarily by societal factors beyond the control of the Department, there is now, as described by the reviewers, ".....a discrepancy between the description of the program curriculum and structure and the reality of courses offered. ....the Italian Studies Program now comprises 10

courses. Of these 10 courses, 4 are offerings in basic language". As a result, students wishing to major in Italian studies find it challenging to find enough courses to complete the degree. Furthermore, students pursuing Italian Studies are often taking courses with students taking courses to satisfy General Education requirements.

The reviewers provide numerous suggestions for the enhancement of the curriculum given the current situation, comments on the importance of the study abroad option. Finally, although out of scope for this exercise, the reviewers have specific recommendations about how the program could be resourced.

The Dean of the Faculty of Liberal Arts and Professional Studies, in his reply to the reviewer recommendations and program responses, asks that the program focus on a digital learning strategy and actively contribute to departmental initiatives for programs in global languages and culture.

## **Recommendations and Responses from the Program and the Dean**

### **Recommendation 1: Curricular Innovations**

#### **Recommendation 1a)**

It is recommended that Italian Studies courses be made more accessible to non-majors through the expansion of General Education courses and the introduction of new direct-entry certificates and micro-credentials (for example, applied Italian for specific environments; Italian for the professions; etcetera).

#### **Program Response**

The Department has made efforts recently to adapt their courses (culture, literature, language, and linguistics) to non-majors.

- Culture courses: The program's culture courses are already accessible to non-majors. They are cross-listed with the humanities and are offered in English.
- Literature Courses: In the past, 3rd and 4th year literature courses were taught in Italian and were open to students who have completed, at least, IT2000 Intermediate Italian. The program intends to redesign literature courses for broader access, to pursue thematic rather than genre approaches, and to teach them in English.
- Language Courses: A review was undertaken of the language courses and major changes have been implemented effective September 2021. The new language program is designed with decisive alignment between course learning outcomes, program learning objectives, and assessment methodologies. The transition will be implemented in two phases: the new curricula are adopted for September 2021 for first- and second-year level courses, while the third-year level will transition the following year.



•Linguistics Courses: The program has been offering only one 3-credit linguistics course, IT2100 Introduction to Italian Linguistics, which is required for the major and will be open to non-majors as of Winter 2022. In the new design, the course will accompany the study of Italian as a foreign language, focusing on principles of education rather than theoretical linguistics.

Italian Studies finds the proposal of micro-credentials extremely appealing. Once a structure for such credentials is finalized, Italian Studies will strive to create options that will appeal to the modern learner.

#### Dean's Response

The Dean's Office is appreciative of the program's initial response to this recommendation; however, there are several reasons why the Office does not support the undertaking of a broad curricular renewal now. These limitations apply here and to the reviewer recommendations that follow, as well.

First, as is noted by the reviewers and the program, the faculty complement for Italian Studies is small. Course delivery relies on one CLA and part-time instructors who are not eligible within the collegial governance framework to make curriculum proposals.

Second, the number of majors has continued to decline over the last decade and this decline means that the Faculty cannot commit to hiring new tenure-track faculty to rebuild the program at this time. The Dean's Office recognizes the difficulty of achieving significant program redesign while continuing the teaching and research responsibilities of faculty members.

Perhaps DLLL could examine its structure to see if there are not administrative efficiencies which could be gained by restructuring.

#### **Recommendation 1. b.**

It is recommended that General Education courses be redesigned for larger enrolments, with appropriate support for graders, teaching assistants, etc.

#### Program Response

Italian General Education courses are very popular and currently attract an average of 250 students every year. The program would like to open more tutorials to accommodate larger enrolments.

However, Italian Studies does not endorse structuring these courses with support of graders and teaching assistants. Since Italian Studies does not have a graduate program, it would be difficult to recruit specialized teaching assistants. The courses are designed to develop the student's critical thinking, research and academic skills. Therefore, facilitating tutorials and providing corrective feedback when grading, are important aspects of the learning experience and, in our opinion, must be carried out by qualified specialized course directors.

#### Dean's Response

The Dean's Office supports the concern of the program about recruiting qualified instructors and TAs to support the expansion of the general education courses.

**Recommendation 1. c.**

It is recommended that double majors be vigorously promoted. Possibilities include double majors with criminology, history, politics, equity studies, art history, and other cognate disciplines in the Faculty.

**Program Response**

This has always been the endeavor of the program. A rapport has been developed with students from the iBBA, Environmental Studies, and Education. The program has been promoting itself and its courses broadly, on departmental and university-wide social media, as well as among the various student associations' digital platforms. By increasing the number of students pursuing the Certificate of Language Proficiency in Italian, we attract students from other disciplines. These are recent endeavors and will require time to deliver fruitful outcome.

An additional project, under development, is to create cross-listed courses with some of these programs. With the right resources courses can be designed as a first step in creating double majors to a broader community of students.

**Dean's Response**

The Dean's Office agrees with the spirit of this recommendation but suggests caution and measured expectations. Very few students at York (fewer than five percent) opt to complete degree combinations of any kind. Of that small number, double majors are of the least popular degree combination. This may have to do with some double majors being less visible to prospective students as an option during recruitment, but its lack of popularity will not be resolved by a more aggressive marketing strategy. Italian Studies is far from being alone with the problem of declining majors, which is a growing problem in language and area studies as well as within the liberal arts as a whole. The significance of this fact—and the central contribution that these curricula offer to university education and culture—highlight the critical importance that resources be focused on targeted, evidence-based strategies.

**Recommendation 1. d.**

It is recommended that courses offering experiential education opportunities be developed at the third and fourth year levels. Links with the Canadian-Italian community have the potential to provide community placement sites; the Italian-Canadian Archives Project offers research opportunities. Students can be informed of the type of EE offered in a course by specifically referencing if the course includes classroom, community, or workplace opportunities as explained on the YU Experience Hub web site.

**Program Response**

A design of a third/fourth year level experiential experience (EE) is underway. The program intends to propose this as a cornerstone, a more convenient fast-track alternative to majors. This could eventually be altered to fit into a micro-credential

structure.

The program has been working on an international internship in translation, in collaboration with an Italian magazine. Preliminary policies of internship have been drafted by the magazine to accommodate students.

#### Dean's Response

The Dean's Office agrees with the spirit of this recommendation and the program's response. At the same time, the development, delivery, and maintenance of high-quality experiential learning opportunities in courses is resource-heavy and beyond the scope of what the Faculty can support in terms of immediate next steps for Italian Studies.

#### **Recommendation 1. e.**

It is recommended that online language course offerings be expanded and that an eLearning strategy be developed. Some online courses might be designed and/or bundled as micro-credentials and/or stackables targeted to meet the needs of non-degree learners.

#### Program Response

The program is implementing this strategy, in part, in 2021-22. The intent is to offer more blended courses and courses with different methods of delivery. In fall of 2021 one of the most popular courses will be offered in a blended structure. IT1751 Great Ideas and Masterworks is already a general education course, open to non-majors. It attracts around 100 students every year. This robust student interest is evidence of the success of the model.

There is a plan to extend the blended model to other large courses, such as IT1761 Italian Cinema.

As for the Italian language courses, and especially for the multi-section IT1000, the program proposes continuing with different methods of delivery, online and in-person, beyond COVID-19. The students are responding well to the online delivery of language courses. This course attracts an average of 120 students in fall/winter and 90 in summer, and the online sections reach maximum enrollment much sooner than the in-person ones.

#### Dean's Response

The Dean's Office supports this recommendation and is appreciative of the coordinator and instructors' ingenuity in adapting their teaching in the extraordinary circumstances of the pandemic. The Dean's Office hopes that some of this work further contributes to the development of a digital learning strategy for courses in the program over the longer term and beyond the context specific to Covid-19 adaptation.

#### **Recommendation 1. f.**

It is recommended that Italian Studies, together with other DLLL Sections, explore the possibility of establishing a new program in Global Languages and Culture.

The reviewers note that the issues facing Italian Studies are not confined to a single section but affect all language programs in DLL, some even more than Italian Studies which, despite many challenges, remains the second most popular major in the Department. There is a pressing need for a departmental strategy to revamp Italian Studies alongside all language-based majors. This strategy might imply the creation of a couple of “Introduction to Global Studies” courses at the 1000 level and a cluster of offerings for majors taught in English that leverage current areas of expertise in the department and the College and align with some of the Strategic Priorities of the university. The reviewers also suggest exploring how to leverage the International BA, depending on how popular it is and how it would be distinct from a Global Studies Program.

#### Program Response

Italian Studies is very excited to collaborate with DLLL in designing the Italian component of a new program in Global Languages and Culture.

#### Dean's Response

The Dean's Office has previously expressed its support for the development of a global languages and culture certificate in D-LLL that would establish some integrated support for the various sections within the department around how to recruit and retain students. The department submitted its NOI for this initiative in spring 2021 and has received formal expressions of support from the Dean's Office and the Provost to develop a full proposal.

### **Recommendation 2: Curricular Update**

#### **Recommendation 2. a.**

A delisting of all courses that are not offered and an updated catalogue to reflect current offerings should be a priority.

#### Program Response

Delisting of courses has already begun last year, and many courses have been eliminated from the catalogue. Further delisting is certainly in order. Existing courses that reflect a more culturalist orientation will be offered in English.

With the long-anticipated return to the study abroad program, in Italy, courses will be proposed that would attract students from different disciplines. An idea under consideration is to create cross-listed courses with Humanities, where themes rather than authors or literary genres inform the course content.

#### Dean's Response

The Dean's Office supports the effort to ensure the calendar entry is accurate and current. It is noted that the section submitted two curricular proposals in 2020-21, which have both been approved for implementation in 2022, to delist and retire inactive courses. The Dean's Office further supports the submission of another proposal to deal with any remaining or newly expired courses that are no longer part of the curriculum.

The curriculum staff can assist with the development of any further proposals that support the maintenance of the Academic Calendar.

**Recommendation 2. b.**

Literature based courses centered on canonical authors, periods, and genres should be carefully evaluated for delisting or redesigned for a more 'culturalist' orientation.

**Program Response**

Literature offerings centered on canonical authors, such as Dante, Boccaccio, Verga, Pirandello, and Calvino are fundamental to any program of Italian studies. However, Italian Studies recognizes the challenge of offering such specialized courses to non-majors. The program proposes, with the appropriate resources, to create new courses with a cultural, social, or historical lens that can interest and cater to non-major students. Such courses will be taught in English and will adopt a thematic rather than author focus. Themes may include love, self and cultural identities, youth, sexuality, the journey, myth, heroes, demons...

**Dean's Response**

The redesign of literature courses is outside the scope of our resource planning for Italian Studies. If there are literature courses that are no longer being taught, we would support the move to delist them from the Academic Calendar. Such a move should consider any effects of delisting, such as in cases where a lapsed course is part of the degree requirements. If the program coordinator identifies lapsed courses that are required in the degree, a reactivation proposal may be made to ensure there is an active version of the course available for offering.

**Recommendation 3: Study Abroad**

The Study Abroad program merits re-examination, with the goal of offering courses and experiential education placements of various durations in a variety of formats and locations. Given the size of the current faculty, the evolution of Study Abroad across Higher Education, it is strongly recommended that the option of 3rd party providers be explored with the goal of enabling all students of Italian Studies to spend some time in Italy. To increase participation, barriers should be removed, including the requirement of some level of language proficiency for participation.

**Program Response**

The Italian Studies program has never abandoned its enthusiasm for the study abroad program. The program is very excited that the reviewers support the desire to offer again the study abroad program for all students, reducing the barriers of language requirements. With the right resources, the program will undertake to re-establish partnerships with Italian universities and revamp the program.

**Dean's Response**

The Dean's Office has revitalized the LA&PS Study Abroad initiative; however, courses proposed for Study Abroad in summer 2022 are required to be taught by full-time faculty and planned for offering based on resources. The directive at this time is to focus on the development of a digital learning strategy for language courses.

## **Recommendation 4**

### **Recommendation 4.a. Resources-Short-term**

In order to implement the recommended curricular innovations, additional faculty resources in Italian Studies will be required, with a short- and long-term hiring strategy:

Consider extending the current CLA position for at least one additional year and hiring a second CLA for two years with the mandate of expanding General Education courses, electives, certificates, and micro-credentials.

#### **Program Response**

Italian Studies finds a major contradiction in the recommendations proposed by the reviewers. While stressing the urgent need for promotions, recruitment efforts, building local community partnerships, designing EE courses, revamping the study abroad program, and redesign program degrees & courses, the reviewers do not make the necessary recommendations for resources to enable such enhancements. The situation of Italian studies cannot be sustained with short-term solutions. Extending CLA or adding another CLA is insufficient and unrealistic venue to achieve the desired recommendations.

Contrary to the reviewers' observation, no hiring took place in Italian Studies between the previous review and the current one. Furthermore, as it can be ascertained by the Faculty's records, six members are no longer with the program. With the exception of one member, they are retired, deceased, or left York.

#### **Dean's Response**

The resource constraints for full complement renewal in Italian Studies have already been stated.

### **Recommendation 4.b. Resources – Long-term**

In order to implement the recommended curricular innovations, additional faculty resources in Italian Studies will be required, with a short- and long-term hiring strategy:

Any future tenure stream appointment in Italian Studies should be contingent on increased enrolments and the achievement of some intermediary milestones. It is recommended that a future tenure stream hire be a late Assistant Professor/Early Associate with a robust service record and proven experience in administration and curricular innovation. Because of the location of Italian Studies in the DLLL, such hire could also be a multi-lingual scholar, with competency in more than one language and culture areas to facilitate cross-section collaboration.

#### **Program Response**

The long-term plans, as mentioned in the recommendation, reiterates that any

future tenure stream appointment in Italian Studies should be contingent on increased enrollment and the achievement of some intermediary milestones.

Italian Studies needs permanent faculty members who can devote time to design multiple-phase plans, monitor their realistic validity, make the necessary long-term modifications along the way, and bring them to fruition.

In relation to the above recommendation, the detailed reviewers' report has made a specific suggestion that was not included above, in this document. The reviewers proposed the incorporation of Letters of Permission with another institution to allow our students to complete our degree requirements. It is the Italian Studies program's opinion not to explore this venue as it countermands the endeavor of developing and establishing our program. This would be a declaration of failure on our part to offer and grant our degrees. Not only the Italian Studies, but the department, DLLL, discourages such letters of permission.

#### Dean's Response

The Dean's Office accepts the reviewers' premise that full-time hiring must depend on increased enrolment and majors. The Dean's Office understands the coordinator's frustration about the lack of resources to carry out the full spectrum of recommended initiatives and that is why the Dean's Office asks that the section focus on one initiative that is likely to make the biggest impact to start.

#### **Recommendation 5.a. Marketing/Communication**

Italian Studies should engage in a robust marketing and communication strategy to attract new students and articulate to internal and external constituencies its value proposition. These efforts could include revamping the website, organizing minor/major fairs, publishing a newsletter, featuring alumni stories, liaising with the university's enrolment and recruitment teams, etc.

#### Program Response

The department website has been recently re-constructed. The information is now aligned, clear and accessible to the students. Summer and fall courses were advertised through departmental and student associations' social media platforms and have been involved in a recruitment video with Communication.

As a result of active promotions, in Summer 2021, for the first time, there are three full summer sections of the elementary level. A second section of the intermediate Italian will be offered, a course which for many years has only had one section. The interest in Italian Studies courses is strong and the endeavor in promotion and recruitments is paying off.

The program has organized minor/major fairs, publishing a newsletter, featuring alumni stories, liaising with the university's enrolment and recruitment teams, etcetera. The program requires the resources for the people who can do that. The proposed activities can only be carried out by full time faculty members. Italian Studies is in desperate need for faculty resources.



#### Dean's Response

The Dean's Office encourages the program coordinator to actively participate in Faculty recruitment initiatives (open houses, universities fair, online recruitment) and continue to promote the program and its courses to prospective students. The Faculty has already recently revised all program websites including Italian Studies. We concur that additional marketing efforts may be beyond the available program resources.

#### **Recommendation 5.b. Institutional Advancement**

The Reviewers heard and read about the untapped potential that exists with the large Italian Canadian community. They recommend exploring advancement and development opportunities with the central Office of Institutional Advancement and begin engaging this community. Possibilities could include elevating routine lectures to marquis events, establishing an advisory board of Italian-Canadian community leaders, engaging alumni, outreach to Foundations, etcetera.

#### Program Response

Efforts are underway and have only been hindered by the current lockdown and the lack of faculty members to administer and attend to such relationships. The program would love to explore advancement and development opportunities with the central Office of Institutional Advancement and begin engaging this community, such as those suggested by the reviewers. The program needs permanent faculty to pursue these endeavors.

#### Dean's Response

The Dean's Office appreciates this recommendation and accepts the program's point that full time faculty play an important role in establishing and maintaining ties with donors, external partners, and community organizations. Over the long term, it may be deleterious to try to establish or promote these relationships if we cannot sustain them.

#### **Recommendation 6: Climate and Morale**

While some of the past challenges with climate and morale might no longer be present, it is essential for Italian Studies to rebuild community, forge a common vision and purpose. The reviewers recommend regular formal and informal meetings with part-time and full-time faculty, beyond the meetings with the DLLL.

#### Program Response

The reviewers refer to the previous lack of unity, collegiality, and sense of common goal of the section. Luckily, this is no longer the case; the current team is collaborative, collegial, and united over the urgent need to review the program and take the necessary step to redesign it.

The present morale challenges are of a different nature and are generated by two general circumstances: the impact of the limited course offerings, which prevents the program from projecting confidence in their ability to grant majors, and the lack of the necessary resources, of permanent faculty members who can carry out the required



enhancements.

Just as much as recommendations are being made for enhancement, desperately needed recommendations must be made for faculty hiring in Italian Studies. Italian Studies is the only program without a permanent faculty at DLLL, and probably at LA&PS. Two permanent faculty members are desperately needed if we were to achieve any enhancement, not to mention the long list of necessary recommendations made in this report.

#### Dean's Response

The Dean's Office is pleased that the program's response indicates problems with culture and morale are no longer an issue. The Dean's Office notes the program's position that full-time hires are needed before the program can be revitalized; however, this is not the approach that LA&PS takes to resource planning.

## IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in May 2022.

	Recommendation	Action	Responsible for Follow-up	Timeline
1.a	That Italian Studies courses be made more accessible to non-majors.	The program coordinator should be the lead proponent on one, focused initiative—the development of online and blended versions of key courses alongside a digital learning strategy for the teaching of those courses.	Program Coordinator, Chair, UPD, Offices of the Associate Dean Teaching & Learning and Associate Dean Programs. The Teaching Commons, as needed.	The Digital Learning Strategy should be developed in Fall of 2022 with supporting activities completed so this can take effect for Fall 2023
1.b	That General Education courses be redesigned for larger enrolments.	No Action to be taken. The Dean and the Program are concerned about the recruitment of qualified instructors and TA to support such an initiative.	n/a	n/a
1.c	That double majors be vigorously promoted.	No Action to be taken other than that outlined in 1.a of this plan.	See 1.a	See 1.a
1.d	That experiential education opportunities be developed at the third and fourth year levels.	No Action to be taken other than that outlined in 1.a of this plan.	See 1.a	See 1.a
1.e	That online language course offerings be expanded and an eLearning strategy be developed.	No Action to be taken other than that outlined in 1.a of this plan.	See 1.a	See 1.a
1.f	That Italian Studies, together with others in Department of Linguistics,	Continue collaboration with development of the already proposed Certificate in Languages and Culture.	Coordinator of Italian Studies to work with	December 2022: DLL to submit proposal for a new certificate in

	Literatures and Linguistics, explore the possibility of establishing a new program in Global Languages and Culture.		proponent of the proposed certificate.	Global Languages and Cultures to the Faculty curriculum committee for review.
2.a	Delist courses not offered and update calendar copy.	Continue with review of Italian Studies courses and proposals to delist courses that are no longer part of the curriculum.	Program coordinator, curriculum staff in LAPS	To be completed in the 2021-2022 cycle for program approval governance.
2.b	That literature-based courses centered on canonical authors be discontinued or redesigned.	No action to be taken aside from possible delisting or reactivation of lapsed courses.	See 2.a	Ongoing, as need and time allows.
3	Re-examine Study Abroad options for Italian Studies.	No action to be taken. The Dean's office has revitalized the LA&PS Study Abroad initiative. Courses are required to be taught by full-time Faculty; resources not sufficient in the program for this.	n/a	n/a
4.a	That short-time contractual hires be considered to enable to initiatives listed above recommendations.	No action to be taken. Full complement renewal in Italian Studies not under consideration at this time.	n/a	n/a
4.b	That a long-term hiring strategy and contingencies for such be established.	No action to be taken. Full complement renewal in Italian Studies not under consideration at this time.	n/a	n/a
5.a	That Italian Studies engage in a marketing and communications strategy to internal and external communities.	No further action to be taken. All LAPS program websites have been revamped; program coordinator actively participates in centralized recruitment initiatives. Further	n/a	n/a

		activities may be beyond available program resources.		
5.b	That the department explore advancement and development opportunities with the central Office of Institutional Advancement, including the establishment of an advisory board.	No action to be taken. Over the long term, it may be deleterious to try to establish or promote these relationships if they cannot be sustained.	n/a	n/a
6	That Italian Studies rebuild community and forge a common vision and purpose beyond meetings with the Department of Language and Literatures.	No action to be taken. Culture and Morale have improved over the recent period.	n/a	n/a

**YORK UNIVERSITY**

Final Assessment Report

**Portuguese and Luso-Brazilian Studies,  
Undergraduate Program (BA)**

Faculty of Liberal Arts and Professional Studies

**Cyclical Program Review – 2008 to 2020**

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

**Program(s) Reviewed:**

BA

**Reviewers appointed by the Vice-Provost Academic:**

Dr. Patricia Vieira, Professor, Spanish & Portuguese, Georgetown University,  
Washington, DC, USA

Dr. Susan Warwick, Associate Professor, Department of Humanities, York University,  
Toronto, Ontario, Canada

**Cyclical Program Review Key Milestones:**

Cyclical Program Review launch: September 19, 2019

Self-study submitted to Vice-Provost Academic: May 3, 2021

Date of the Site Visit: June 25, 2021

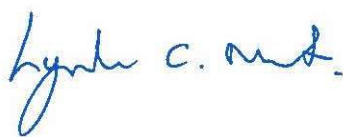
Review Report received: August 24, 2021

Program Response received: October 2022

Dean's Response received: April 2022

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance,  
May 2022

Submitted by Lyndon Martin, Vice-Provost Academic, York University

A handwritten signature in blue ink, reading "Lyndon C. Martin".

This review was conducted under the York University Quality Assurance Protocol,  
August 2013.

## **SITE VISIT: June 25, 2021**

The visit included discussions with the following individuals: Lyndon Martin, Vice Provost Academic; John-Justin McMurtry, Dean of the Faculty of Liberal Arts and Professional Studies (LAPS); Sean Kheraj, Associate Dean Programs; and Anita Lam, Associate Dean, Teaching and Learning.

Representing the program were the following: Maria Joao Dodman, Chair of the Department of Literatures and Linguistics, Ahouva Shulman, Undergraduate Program Director; Catia Martins, Visiting Professor; and Aida Jordao, part-time instructor.

The reviewers also met with University Librarians, Jack Leong, Associate Dean, Research & Open Scholarship and Patti Ryan, Content Development and Analysis Department.

## **OUTCOME:**

The Joint Sub-Committee on Quality Assurance has received the Program and Decanal responses to the recommendations and approved an implementation plan.

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months (December 2023) after the review of this report by the York University Joint Sub-Committee on Quality Assurance.

As per the York University Quality Assurance Procedures, the next Cyclical Program Review should launch in the Fall of 2027 with a site visit expected in the Fall of 2028 or Winter of 2029.

## **PROGRAM DESCRIPTION AND STRENGTHS**

The Program of Portuguese & Luso-Brazilian Studies is the most recent foreign language program in the Department of Languages, Literatures & Linguistics (DLLL) and only one of two of this nature in Canada. The creation of the program was the result of ongoing conversations with York's long-standing partner, the Camoes Institute, a Portuguese cultural institute of high regard.

The program offers three levels of language learning, from elementary to advanced, a course that serves as an introduction to Luso-Brazilian Cultures and Cinema, upper-level courses in literature and cinema and an experiential education course. A Certificate of Language Proficiency is also offered.

The reviewers said, "Through its engagement with the Portuguese-speaking community of the GTA—for instance, by offering experiential learning courses, by promoting internship opportunities and by encouraging student participation in Lusophone events in the community—the program also draws student attention to the cultural diversity of

the GTA, as well as to the diversity of cultures in the various Portuguese speaking countries.”

The reviewer remarked on the course solely dedicated to the literature and culture of the Azores, the region from which most Portuguese immigrants to Canada come from, noting that it is one of very few such courses in North America.

The reviewers summed up the issue of enrolments and resources succinctly, “Without an increase in resources, additional courses cannot be offered, but additional resources cannot be provided given low application and enrolment numbers.”

Collaboration between the Portuguese and Luso-Brazilian Studies program and the Spanish program was suggested as an opportunity to be explored. This pairing has been successful in other universities in North America.

In their final summary, the Reviewers noted, “This is a small but vibrant program that suffers from poor student enrolment. Raising the visibility of Luso-Brazilian studies within the University population and among incoming students would be one way to attract more students to the program. Partnering with other programs and institutions within the University, including partnerships with the Schulich School of Business or participation in the Certificate of Global Languages and Cultures that is currently being developed by the Department of Languages, Literatures and Linguistics is another way to recruit students. The hiring of a second full-time instructor, possibly a teaching stream appointment, would also be important to ensure the viability of the program in the long run.”

## **RECOMMENDATIONS AND RESPONSES**

### **RECOMMENDATION 1**

Engage in more robust recruitment, including among high school students in the GTA, first year York University students, particularly Undeclared Majors, and students from other programs in the university

#### **Program Response**

As outlined in the self-study the program wishes to collaborate with the Faculty’s Recruitment team and participate in direct recruitment events either online or in-person. The program is particularly interested in engaging with high school students, first year students and Undeclared Majors. Faculty members are interested, not only in attending recruitment events in high-schools and other venues, but also in mounting events for continuing students such as workshops, career panels and information sessions. An example of current activities is an event in partnership with Founders College for an information session on “What can I Do with a Degree in Languages.”

Portuguese is an important world language that can serve any student wishing to pursue a career in Latin America, Africa, Europe and Asia. Even locally there is growing need for Portuguese speakers (the Magellan Community Charities as



outlined in the self-study is only one example). The assistance of the Dean's Office is required in establishing and promoting specific program recruitment initiatives as well as ensuring wider advertisement among various student groups and programs.

#### Dean's Response

The Office of the Dean of LA&PS continues to support active recruitment for all programs and supports specific focus on recruitment for our language programs. This includes both online and in-person recruitment activities. Making connections with prospective students in high schools and colleges remains a significant challenge, but all efforts continue. The Dean's Office also supports the Portuguese & Luso-Brazilian Studies program's efforts to expand its recruitment activities.

### RECOMMENDATION 2

Partner with other programs from the university, including Business and Commerce, to offer courses tailored for these students, including, for instance, "Portuguese for Business".

#### Program Response

The program has attempted over the years to establish such links with other programs, including Schulich. In addition, the program is prepared to participate at their recruitment events and has informed Schulich colleagues of this. No invitation has been forthcoming. There are other factors as well. Some programs' degree requirements are heavy and densely structured, leaving little to no opportunity for students to take courses in other disciplines.

The program does not believe that a creation of a course in Portuguese for Business will attract students unless there is a shift regarding the value of a foreign language in a university curriculum. However, the program is available to explore this option and others. Guidance and input from the Dean's Office is sought regarding the possibility of creating a General Education course that could potentially bring more students to the program and raise its visibility across the university. The program is aware, however, that this has not had an impact on increasing the number of majors in other foreign language programs in the Department of Literatures and Linguistics.

#### Dean's Response

While the Dean's Office appreciates the recommendation to make deliberate efforts to attract students from business programs to Portuguese & Luso-Brazilian Studies courses, there are limitations to this strategy. As the program response indicates, the department has made similar efforts in the past with limited success. The BBA program at Schulich, while significant in size, is not the largest undergraduate program at York (or even the largest business program) and efforts to attract non-majors to PORL courses need not be limited to this one group of students. The development of General Education courses may be a reasonable strategy to bolster course enrolments in DLLL. However, this strategy has not had a significant impact on persuading students to adopt a new major.

### **RECOMMENDATION 3**

Join efforts with other DLLL programs, in the development of new innovative programs currently under discussion (e.g., Certificate of Global Languages and Cultures).

#### **Program Response**

Perhaps due to the fact that Portuguese & Luso-Brazilian Studies is the most recent program in the DLLL, innovation and trends have been at the forefront of several curricular initiatives. For instance, the program was the first in the department to mount an experiential education course with several placements within Portuguese-speaking businesses and associations in the GTA. The program believes that it would be productive and attractive for students to mount courses with our colleagues in Spanish that would serve students in both programs. Considering the historical and cultural links of Ibero-American cultures and faculty members' research interests, such joint initiatives would boost enrollments.

The program is interested in participating in the Certificate of Global Languages and Cultures and in the discussions that started to take place in the department before the pandemic regarding the creation of the pan- language degree. In fact, MJ Dodman as the current Chair and a faculty member in Portuguese & Luso-Brazilian Studies has proposed the certificate and remains committed to leading the discussions regarding a new degree proposal.

#### **Dean's Response**

The Office of the Dean of LA&PS continues to support the initiative to develop a certificate in Global Languages and Cultures and will continue to work with academic leaders in the Department of Languages, Literatures, and Linguistics on the structure and future of our language programs, including Portuguese & Luso-Brazilian Studies. Low enrolments and small numbers of majors continue to be serious concerns and risks for these programs as program viability challenges ahead are faced. The Dean's Office sees the expansion of e-Learning options and the development of programming in world languages and cultures as initiatives with strong potential for reinvigorating enrolments and student interest in language learning.

### **RECOMMENDATION 4**

Explore opportunities for the expansion of on-line course offerings, particularly in Portuguese language acquisition.

#### **Program Response**

We agree that this should be a future direction. In fact, the program is launching its first Blended course in Winter of 2022 and we are proposing that Portuguese 1000, our beginner's language course, be mounted entirely online for Fall/Winter 2022-23. We believe that this strategy might attract more students looking for online options.

Additionally, this strategy might enable the program to build a strong base of students at the beginners' level that can then continue their studies in the discipline and enroll in subsequent levels.

#### Dean's Response

The Office of the Dean of LA&PS also supports this recommendation and agrees that expanding online courses in languages will help make language learning more accessible to a broader range of students.

### RECOMMENDATION 5

Explore opportunities for enhanced recruitment of international students, particularly from China where Portuguese language proficiency is increasingly necessary for careers in locations such as Mozambique and Macao where China has strong economic interests.

#### Program Response

The program welcomes this recommendation and seeks the assistance from the Dean's Office regarding this wider, international recruitment endeavor. The program recognizes that currently there is not sufficient interest from Chinese students to study Portuguese in Canada. However, due to the fact that Toronto houses the largest Portuguese-speaking community outside Portugal and significant and rising numbers of Brazilian, Angolan, and Cape Verde immigrants, there are additional opportunities to explore. In terms of recruitment and advertising the program abroad, it might be worth considering not only emphasizing Canada's commitment to multiculturalism – and in particular the cultural diversity of Toronto and the GTA – but, and more specifically, by highlighting the program's close contacts and established partnerships with Toronto's Portuguese-speaking communities, and the university's geographical proximity to Little Portugal and other Portuguese-speaking enclaves.

#### Dean's Response

The Faculty of Liberal Arts & Professional Studies draws significant numbers of international students to its programs. Although the total number of majors in the foreign language programs (German, Italian, Portuguese, Spanish) is small, nearly 24% of the majors are already international students. There may be some potential to recruit more international students to these programs, however. The Faculty's international student recruitment strategy strives to diversify both the home countries where we recruit international students (currently the vast majority of all LA&PS international students come from China) and the programs in which international students enrol (the majority of international students in LA&PS enrol in business and economics programs).

### RECOMMENDATION 6

Explore opportunities for enhanced experiential education by offering courses such as PORL 4010 3.0 Language in Context: Portuguese in the GTA on a regular basis.

### Program Response

The program already offers a vast number of opportunities in addition to its pioneer EE course POR4010 3.0 Language in Context: Portuguese in the GTA. This course has been offered twice since its inception. Regrettably, and although students praise the contents of the course and appreciate learning about Toronto's Portuguese-speaking communities and practice their skills in immersive and authentic settings, there has been difficulty attracting more students to the course. One of the reasons seemed to be the fact that York students see it as an "inconvenience" to have to travel to the locals of the placements. A potential solution for this problem might be to establish paid internships so students can see the financial added value of the experience. The assistance and support of the Experiential Education Office is sought in seeking such paid opportunities. More paid partnerships would also attract students to a "Portuguese for the Professions" or "Portuguese for Business" course.

### Dean's Response

The Dean's Office supports the development of experiential learning opportunities in all programs in the Faculty. PORL already has experiential education courses that involve work placements. However, as the program notes, recruiting students to enrol in such courses is challenging. This is further exacerbated by the small numbers of students who major in Portuguese & Luso-Brazilian Studies. Non-majors do not typically take 4000-level courses. There are a growing number of paid internship opportunities for all LA&PS students, including students in Portuguese & Luso-Brazilian Studies. Paid internships are not connected to courses or course credit. They are optional for students who wish to take up paid work concurrent with their studies for terms between 4-16 months.

## RECOMMENDATION 7

Expand the range of course offerings to include more that engage Brazilian literatures and cultures to attract a larger student cohort.

### Program Response

Currently, the program offers three courses that engage directly in Brazilian culture and literature. These are: AP/POR 2600 6.00 *Luso-Brazilian Cultures and Cinemas*, AP/POR 3650 3.00 *Cannibal Brazil: Cultural Encounters in Literature and Film* and AP/POR 4630 3.00 *Mapping Brazilian Identity*. In addition, three language courses taught by an instructor who is Brazilian welcome and include both European and Brazilian variants. Students can also take several Brazil-focused courses in other areas that compliment program offerings.

Perhaps rather than mounting more courses in this area, enrolment in these courses should be strengthened. Some of these courses have enrolled well throughout the years, but the perceived unimportance of the Humanities, and of Brazil, presents a major barrier to efforts to enrol students.

#### Dean's Response

The program in Portuguese & Luso-Brazilian Studies faces significantly low enrolments that continue to concern the Office of the Dean of LA&PS and raise challenges for program viability. Expansion of course offerings and adding new resources to the program are unlikely options at this time. The Dean's Office sees the expansion of eLearning in language programs as the best strategy to make language learning more accessible and attract more enrolments.

#### OVERALL COMMENTS FROM THE PROGRAM

The program appreciates the insightful and careful analysis of the reviewers. In particular, the program appreciates that the reviewers identified the high quality of the "small but vibrant" program in line with similar Portuguese programs in North American higher education institutions that reflects the current state of the discipline. The reviewers' praise of the program's extensive experiential education activities and student-centered opportunities was appreciated, as well as recognition of efforts to address several concerns, including the lack of visibility of the program. The program looks forward to working with the Dean's Office to raise the profile of the program and mounting efforts to increase enrolments.

#### Dean's Response to the Overall Comments

The Dean's Office will continue to pursue vigorous undergraduate student recruitment strategies in partnership with the program to enhance its visibility. However, the difficult circumstances associated with low enrolments must be faced, including consideration of the possibility of program restructuring, reorganization, or even closure.

## IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in May 2022

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That more robust recruitment for the major be undertaken.	Discussions between faculty members and administrative staff should be undertaken to establish a plan for recruitment to language programs.	Associate Dean, Programs; Director of Strategic Enrolment Management; Assistant Director, Student Recruitment, and Chair of the Department of Languages, Literatures, and Linguistics	September 2022 for meetings
2.	That the program partner with other programs, including business programs, to offer "Portuguese for Business courses	Discuss development of a general education course, open to all students, with the Associate Dean, Programs.	Associate Dean, Programs; Chair, DLLL	Discussions to take place by the end of Summer 2022.
3.	That the program join with other DLL programs in the development of a Certificate in Global Languages and Cultures	Continue collaborative work to develop proposal for proposal for a new certificate in Global Languages and Cultures.	Chair, Department of Languages, Literatures, and Linguistics; Associate Dean, Programs; Associate Director, Faculty Curriculum	Submission of proposal for certificate by December 2022 to the Faculty curriculum committee.
4.	That the program explore the expansion of on-line course offerings.	Develop PORL 1000 as a fully online course. Exploration of further online	PORL program coordinator; Associate Dean, Teaching and	PORL 1000 fully online for September 2022.

		course offerings in future should be undertaken, keeping in mind that a change of delivery mode for a will also require the submission of major modification proposal.	Learning, along with those supporting instructional design for eLearning.	
5.	That the program explore enhanced recruitment of international studies.	Faculty and program to continue ongoing recruitment initiatives to attract international students.	Dean's Office, York International, Central Recruitment in the Division of Students	ongoing
6.	That the program explore enhanced experiential education options.	Program to meet with the Experiential Education director to learn more about paid internship or other experiential education opportunities	PORL coordinator; Associate Director, Experiential Education (LA&PS)	Meet when feasible.
7.	That the program expand the range of course offerings focused on Brazilian literatures and cultures.	No further courses to be added at this time. Ongoing work to recruit students will continue.	Dean's Office, Department, and Program.	Ongoing monitoring of Fall 2022 enrolments.