

# Academic Policy, Planning and Research Committee Academic Standards, Curriculum and Pedagogy

## Report to the Full Committees

The Sub-Committee met on April 28, 2017 submits the following report to the full Committees.

### 1. Cyclical Program Review Reports

Attached are the Final Assessment Reports for recently completed CPRs. The FARs are transmitted to APPRC, ASCP (and through them to Senate), the Board of Governors Academic Resources Committee along with the Board itself, and the Quality Council. They are also posted online.

The Sub-Committee confirms that the Faculties and programs have developed implementation plans that address reviewers' recommendations and take into account other opportunities that emerged in the review process.

- Information Technology (Graduate and undergraduate)
- Economics (Graduate)
- Interdisciplinary Studies (Graduate)
- Professional Writing (Undergraduate)
- Psychology (Health; undergraduate and graduate)
- Digital Media (Undergraduate)

In all cases, the Sub-Committee agreed that it was not necessary to meet with the Deans / Principal and members of the programs reviewed to explore matters in greater depth. There were no requests to move up 18-month follow-up reports.

As always, the Sub-Committee strives to identify matters of general importance to quality assurance in its review of CPRs. This is crucial since the University Academic Plan enjoins us to “develop and implement Faculty plans to enhance the quality of our academic programs (aligned to the extent possible with cyclical program reviews).” Reflection on the latest batch of CPRs yields the following observations:

- As we noted in January, learning outcomes and course mapping must be fully articulated by program planners, who should always be mindful of the need for coherence in degree offerings.
- We also reiterate a previous observation that academic planning must be coordinated. CPRs are now organized to help align undergraduate and graduate planning, but coordination should be regularized and sensitive to the needs of students at both levels. Similarly, programs should take advantage of the many opportunities for collaboration with other programs on and between campuses as they seek to enrich their curriculum while maintaining program integrity. In this regard the UAP commits the creation of more “Faculty-spanning curriculum (i.e., drawing on more than one academic unit) with incentives for cooperation.”
- The distribution of graduate supervision continues to be uneven in a number of programs. Mentoring of junior faculty members is also inconsistent. We urge colleagues to work toward a more equitable distribution of supervisory responsibilities and do all they can to ensure that new appointees are in a position to pursue successful careers from the outset.

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

## **Academic Standards, Curriculum & Pedagogy Committee**

### **Report to Senate**

- The YUAQP asks reviewers, programs and Faculties to address resource matters. This is not done in all cases. Resources are not equated with budgets. In the context of CPRs, the concern is with the allocation of resources to teaching, learning, research and support for students, either by programs alone or in concert with others.
- Given the importance of student learning outcomes in the development of programs, it is important all courses be mapped. In this light, it should be routine for programs to review course syllabi to ensure that they are consistent with expectations and continue to contribute to a coherent set of degree requirements and smooth progression through their studies by students.
- Psychology in the Faculty of Health has undertaken a commendable and fruitful review of its offerings and requirements, with the result that substantial modifications have been made that are consistent with quality imperatives.

Documentation is attached as Appendix A.

#### **2. Eighteen-Month Follow Up Reports**

The Sub-Committee also received a number of eighteen-month follow up reports. Such reports are required by the YUQAP, and they focus on progress toward attaining implementation plan goals. Documents were received for:

- International Studies (Glendon)
- French Studies (Graduate and undergraduate, Glendon)
- JD/LLM Professional (Osgoode)
- Sociology (Undergraduate, Glendon)
- Economics (Undergraduate, Glendon)
- Linguistics (Undergraduate, Glendon)

Progress has been satisfactory in all instances. Consequently the Sub-Committee did not request meetings with the relevant parties.

Documentation is attached as Appendix B.

#### **3. Quality Assurance 2015 Audit: York University's Follow-Up Report**

In May 2016 York received the results of the Quality Assurance Audit that began in 2015. Members of the Sub-Committee, APPRC and ASCP met with the auditors in the autumn of that year, and the report has been shared with the parent committees and Senate. The requisite response to the audit recommendations has now been drafted by the Vice-Provost Academic and her staff. The Sub-Committee reviewed the response and agreed that it constituted a full and appropriate response to the findings and recommendations.

Documentation is attached as Appendix C.

**Academic Policy, Planning and Research Committee**  
**Academic Standards, Curriculum & Pedagogy Committee**  
**Report to Senate**

**4. YUQAP Administration: Templates**

Refinements to the documentation provided during reviews are continuous. The Sub-Committee has approved revisions to the external reviewers' report template, which has been revised to match the new Self-Study Template (received by the Joint-Sub Committee in January) and enhance the direction to the external assessor(s). It also agreed that a new template for "non-major modifications" was ready for use. This template was created to assist in the preparation of proposals that fall between Major and Minor Modifications. The template requires most of the information contained in a Major Modification template. However, it does not require proponents to comment on the alignment between the program changes with Faculty and/or University academic plans or to provide a detailed outline of the changes to the program and the associated learning outcomes. Proponents are asked to include an updated mapping of the revised requirements to the learning outcomes.

Documentation is attached as Appendix D.

**5. Reviewers**

The Sub-Committee discussed the need to recruit internal reviewers that are at "arm's length" and are well versed in reviews. A number of ideas emerged from a preliminary exchange of ideas, including the possibility of establishing a pool of reviewers (for example, one comprising former members of APPRC and ASCP), establishing clearer guidelines in the reviewer selection process, or convening an annual meeting of reviewers. We will explore this matter in future.

**6. Schedule to June 2017**

The Sub-Committee anticipates meeting once more before the end of June and to file a final report with APPRC and ASCP shortly after it has met.

K. Krasny, Chair of the Sub-Committee



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## Information Technology (ITEC) – undergraduate: BA, BAS; graduate: Master of Information Systems and Technology, Faculty of Liberal Arts and Professional Studies

### Cyclical Program Review – 2005 - 2013

#### Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: April 28, 2017

#### Program Description

At the undergraduate level Information Technology (ITEC) is offered through the BA program in the Faculty of Liberal Arts and Professional Studies, and as a stream in the Bachelor of Administrative Studies (BAS). The BA options include specialized honours, honours, double major, minor and a 90 credit degree option. An undergraduate certificate in Information Technology Auditing and Assurance is also available as a concurrent or standalone option.

In 2010 the Masters in Information Systems and Technology (MAIST) admitted its first students.

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
BA	223	457	48 Hons; 55 90 credit; 4 certificates
MAIST	13	17	16

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

Reda Alhadj, Professor, Department of Computer Science, University of Calgary  
Liwen Vaughan, Professor, Faculty of Information and Media Studies, University of Western Ontario

Prof. Jianhong Wu of Department of Mathematics, and Statistics, York University (withdrew from the Review Committee prior to submission of the report)

#### Documentation Provided to the External Reviewers

Prior to the site visit, the external reviewers are provided with the following:

- Dean's /Principal's Agenda of Concerns
- Department/Program Omnibus Statement (where applicable)
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities



- Faculty CVs
- University, Faculty and Program planning documents

**Site Visit:** December 2 and 3, 2015

**Outcome:** The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. The Follow-up Report, due in November 2018, will report on progress and/or completion of the plan's priorities.

### **Vice Provost Statement on the Review Process**

The Undergraduate and Master's programs in the School of Information Technology (BA, Information Technology, BAS, Information Technology, MA in Information Technology) launched a review in the Fall of 2013. A self-study report was received by my office on September 30, 2015, a decanal agenda of concerns was received November 19, 2015, a review team made up of two external and one internal review members was constituted, and a site visit was held on December 2 and 3, 2015.

The external review report identified concerns about the curriculum and student experience. In addition, the reviewers were confronted with a divergence of opinion among faculty members that raised concerns about the collegial process in relation to the development and conclusions of the self-study. This concern led to their conclusion that they could not fulfill all of the requirements of the criteria for their report.

From the perspective of my office, their report did identify clear and strong recommendations that serve the programs well in specific terms of quality enhancement. However, the report's concerns about the process led me to ask that the Dean's Office and the School work together to develop next steps.

The School has named a new Director, a new Undergraduate Program Director, and a new Graduate Program Director, all committed to addressing the issues raised by the review report. In addition, the new team has undertaken the imperative of creating collegial organizational structures that are instrumental for the development and stewardship of the undergraduate and graduate programs on offer.

In order to facilitate a way forward, I met with the Program leadership and the Dean's Office to establish timelines for completion of the review, including specific dates for submission of a Program Response to the recommendations included in the External Reviewers report. The Dean's Implementation Plan was required two weeks later, developed in collaboration with the School. My memo indicated that this plan would "establish a timeline for the elaboration of student learning outcomes for each undergraduate program and the graduate program, as well as the mapping of the curriculum against these outcomes".

I also stated, "The formal process of the CPR must reflect and advance the unique and influential role your programs play in enhancing York's reputation for cutting-edge programs that prepare students to enter the work force and become leaders in their careers and communities."

These specified timelines were met and I have determined that the Dean's Implementation Plan meets our YUQAP criteria.

### **Program Strengths**

The External Reviewers' Report notes that "ITEC positions itself as a cross between computer science and business studies. We believe that the ITEC curriculum overall achieves this goal".

The current structure of the graduate program very appropriate in offering three options for the Master's program; namely course based, project based, and thesis based. The expectations for each option, the number of courses, and the time needed to complete are all appropriate.

### **Reviewer's Recommendations from the report of January 2016:**

The External Reviewers stated, "...the existing graduate and undergraduate curricula need further improvement to reflect the current state of the art in the disciplines covered and to keep the students up to the level expected of IT graduates in industry and academia. Courses in emerging topics should be integrated into the curricula, including big data analytics, mobile app development, and cloud computing". They also indicated that improvements were need on the business studies side of the curricula.

The resulting recommendation is that the Department should establish a curriculum committee to review the curriculum with attention to theory and practice and with a view to establish a more advanced curricula that meets both the requirements of international organizations related to the field, such as ACM, and the expectations of industry.

At the graduate level there is a need to offer more graduate courses in more current topics. This would benefit thesis-based students who wish to carry out advanced research projects and prepare course-based students to take more competitive positions in industry. The reviewers emphasized the need to have more faculty members who are active in research in order to attract more students and motivate them to excel.

The reviewers heard that the same course may be offered differently by different instructors. It is important to require reasonable adherence to the approved course objectives and they emphasized the need to avoid deviations from course objectives.

In addition they heard from students that programming courses sometimes required essay type work instead of programming. This does not comply with the usual practice in other similar programs.

The reviewers made a number of observations and suggestions about how to improve the experience of students. These included areas of student support, recruitment, internship, computer lab equipment and student space.

1. Faculty members should focus their attention on the most current content for courses and ensure adherence to course outlines to avoid duplication.
2. There should be more interaction between faculty members to enable to above recommendations.
3. A further full review should be undertaken when adequate information has been collected and collated and a well-organized site visit can be facilitated.

### **Dean's Implementation Plan**

The Dean's Implementation Plan states, "The Dean's Office is very encouraged to see how seriously the ITEC program has taken the issues raised throughout the CPR process, and how it has thoughtfully responded to them with a constructive and forward-looking eye. This experience is indicative of the value of the CPR and Quality Assurance process, if colleagues engage with it substantively".

The Plan generally focuses on the undergraduate program, particularly around curriculum and the student experience and internal program governance.

<b>Action</b>	<b>First responsibility</b>	<b>Final Responsibility</b>	<b>Timeline</b>
Assess the quality of the ITEC undergraduate applicant pool and determine if and how this impacts retention	Dean's office will provide all relevant data to complete such assessment	ITEC will provide a report to the Dean's office on retention patterns	June 2017

Develop a retention strategy to increase the current % of students who continue in the program after 2 years (39% in 2014)	Dean's office will provide all relevant data to complete such assessment	SIT will develop a strategic report on retention for presentation to the Dean's Office	September 2017
Complete the ongoing review and renewal of the undergraduate curriculum including the addition of more practice focused courses	School of Information Technology (SIT)	SIT to present a curricular report to the Dean's Office of steps already taken and future directions for curriculum at the undergraduate level	September 2017
Develop a more detailed and nuanced governance framework for the School of Information Technology (SIT), including a hiring protocol, which addresses issues experienced in the past.	School of Information Technology (SIT)	Dean's office will ensure compatibility with Faculty policy/practices and relevant documents	June 2017
Review of graduate program curriculum	School of Information Technology (SIT)	Presentation of curricular changes to the Associate Dean Graduate and Research	September 2017
Report on increasing student support at the undergraduate and graduate level	School of Information Technology (SIT)	SIT presenting the report to the Dean's Office for comment and support	September 2017

The Follow-up Report for the School of Information Technology is due in November 2018 and should provide a fulsome report on progress or completion of the items in the plan above.

Alice J. Pitt  
Vice-Provost Academic  
York University

**Economics, Graduate, Faculty of Liberal Arts and Professional Studies**

**Cyclical Program Review – 2008-2014**

**Final Assessment Report and Implementation Plan**

**Reported to Joint-Committee on Quality Assurance:** April 28, 2017

**Program Description**

The Graduate Program in Economics at York University offers graduate programs leading to two degrees: MA in Economics and PhD in Economics. The Graduate Program in Economics at York University began with the Master’s program in 1971. The Doctoral program began in 1978.

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
Master’s level	38	57	47
PhD	8	24	1

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

Rose Anne Devlin, Professor, Department of Economics, University of Ottawa  
 Chris Robinson, Professor, Department of Economics, Western University, Ontario  
 Peter Victor, Professor, Faculty of Environmental Studies, York University

**Documentation Provided to the External Reviewers**

Prior to the site visit, the external reviewers are provided with the following:

- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Dean’s /Principal’s Agenda of Concerns
- Faculty CVs
- University, Faculty and Program planning documents

**Site Visit:** Wednesday, April 20, 2016

The Reviewers began the site visit with Vice-Provost, Alice Pitt. Through the rest of the day the reviewers had the opportunity to meet with the Dean of FGS, Barbara Crow; Associate Dean of LA&PS, John-Justin McMurtry; Economics Chair, Mahmudal Anam, Graduate Program Director, George J. Georgopoulos, University Librarians, program faculty



members and a group of students. The Reviewer's Report notes that "a lively lunch meeting" was held with about 25 graduated students, followed by meeting with 20 faculty members.

**Outcome:**

The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due September 2018. The next CPR will begin in the Fall of 2021 and will align with the undergraduate program.

**Strengths:**

About the faculty complement in the Economics graduate program, the Reviewers made the following comment, "The faculty complement provides for high quality PhD supervision and recent hires suggest that this will only increase in the future."

According to the Self-Study Report, 97% of master's students complete their one year program within the expected time. With regards to completion times for the doctoral program, the Reviewers noted, "The introduction of the ECON7000 workshop-type course, in which students present their dissertation work, was considered by the graduate students as a positive improvement for the program. Several students spoke about the importance of this course in helping them to develop topics and stay on track."

The Reviewers observed that "clear and ambitious learning objectives" have been developed for the MA and PhD programs that are in alignment with OCAV degree level expectations. The also noted that student funding for PhD students is generous.

**Recommendations for Enhancement**

The External Reviewers noted in their report, that while the MA program is functioning well, "Our impression of the PhD program is that it is a program in flux." They note that over the past few years there have been changes for the better; however, improvements are still necessary to meet the program's potential.

The Reviewers recommendations focused on the PhD program and commended "the recent initiatives and the research active faculty responsible for them, together with the recent hiring" as providing a good foundation for the future. They urged that the "Department make changes that will protect and build on the(se) assets."

The suggestions included the following:

- The department should encourage and support involvement of the

recent hires in the PhD program in obtaining grants and publishing their research. More generally, the department should encourage their faculty members to apply for internal funds designed to provide seed money for larger, external, funding opportunities. These funds often finance research assistantships, which may have the added benefit of helping PhD students looking for thesis topics.

- The department should continue with the recent changes in the program and encourage research communication and collaboration between the students, the recent hires and other active research faculty.
- A challenge that is often faced by programs that follow a reasonably standardized regime concerns the ability to maintain curriculum currency and freshness. Standard graduate programs in Economics often adjust slowly. The Reviewers recommended that some thought be given to increasing the program's attractiveness by providing a greater opportunity for interdisciplinary study: by "[s]trengthening links to other units through cross-listing courses, joint seminars, collaborative research and joint appointments, which is comparatively easy at York, the Department would be able to distinguish itself in a positive way from Departments of Economics in other universities."
- The department was urged to investigate the possibility of collaboration with faculty at other area universities at the level of supervision of PhD students when the topic permits in cases of particularly promising students; and to consider the possibility of a more active workshop program with full involvement of the PhD students. (This could even take the form of a requirement for the students in terms of certain tasks connected with the workshop.)
- The Reviewers recommended supporting the formation of research groups for informal presentation of research by students and faculty, as well as ensuring graduate students are aware of funding for conferences.
- A mentoring program to help junior people supervise should be formalized.

### **Implementation Plan**

The Dean's Implementation Plan commends the program for a thoughtful self-study document and the reviewers for thoughtful consideration of opportunities for enhancement. The Plan notes, "There are many helpful suggestions in both reports (collaboration with other faculties and faculty members, research workshops and groups, more research and publishing opportunities for graduate students, etc.), and this Dean's Implementation Plan will address those appropriate to its form, but it is hoped that the Economics graduate program reflect on these reports as it works forward and continues to evolve and implement these helpful suggestions."

The Dean notes, “The first, and consistent, issue raised in the review was a concern around the consistency and support for graduate supervision and, perhaps relatedly, the timely completion of the Ph.D. The Dean’s Office is in support of the graduate programs examining what can be done to improve supervision from within program culture (as opposed to providing release or other individual rewards) and to ensure consistency as much as possible for graduate students.”

The first row in the chart below outlines the action item, responsibilities and timeline for an action item to address this issue.

The second and third items in the chart highlight how to action two recommendations made by the reviewers. With regards to the third item, an exit survey, the Dean’s Implementation Plan notes the following, “This seems like a good idea, and one that might well be extended to other graduate programs in LA&PS in the future.”

The final item on the chart below responds to the Reviewers’ observation that there is a “disturbing downward trend in the tri-council funding” of graduate program faculty research. In the Dean’s Office’s opinion, “this situation needs to be addressed strategically and with some urgency.”

<b>Action</b>	<b>First Responsibility</b>	<b>Final Responsibility</b>	<b>Timeline</b>
Review and report on the supervisory culture and time to completion for the Ph.D.	GS Economics	GS Economics with the Associate Dean Graduate Studies & Research	September 2017
Proposal for the creation of a graduate placement officer	GS Economics	Review by the Dean’s Office	September 2017
Development of an “exit survey” for graduates	GS Economics	GS Economics with consultation of the Associate Dean Graduate Studies & Research	Constructed by November 2017 and distributed for all 2018 graduates
Retreat and report on tri-council funding	GS Economics	GS Economics in concert with the Associate Dean Graduate Studies & Research	November 2017

The Joint Sub-Committee noted at its April 28, 2017 meeting that changes to the curriculum for the PhD program have been approved in February 2017 and hopes this will address the issues above. In addition the Joint Sub-Committee urges that the Dean's Office and Program be sure to pay particular attention to the decrease in Tri Council funding (and acknowledges that this is an item in the Dean's Plan). The Follow-up Report, due in November 2018, will provide an update on the plans outlined above.

Alice J. Pitt  
Vice-Provost Academic  
York University

**Interdisciplinary Studies, MA, Liberal Arts and Professional Studies**

**Cyclical Program Review – 2008-2014**

**Final Assessment Report and Implementation Plan**

**Reported to Joint-Committee on Quality Assurance:** April 28, 2017

**Program Description**

The Graduate Program in Interdisciplinary Studies, offered by the Department of Humanities in the Faculty of Liberal Arts and Professional Studies,

Program	Registrations 2014	Enrolment FTES 2014	Degrees Awarded 2014
Master's level	13	26	6

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

Dr. Hillel Goelman, Chair, Interdisciplinary Studies Graduate Program, The University of British Columbia  
 Dr. Thomas Loebel, Department of English, York University

**Documentation Provided to the External Reviewers**

- Prior to the site visit, the external reviewers are provided with the following:
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
  - Faculty CVs
  - Dean's /Principal's Agenda of Concerns
  - University, Faculty and Program planning documents

**Site Visit:** May 31, 2016

The reviewers conducted interviews with: Dr. Alice Pitt, Vice-Provost, Academic; Dr. Barbara Crow, Dean of the Faculty of Graduate Studies; Dr. Ananya Mukherjee-Reed, Dean, Liberal Arts and Professional Studies; Dr. Cheryl van Daalen-Smith, Graduate Program Director, Interdisciplinary Studies Program; Dr. Christopher Innes, Founding Director of the IS Program; Members of the IS Executive Committee, current students and alumni of the IS Program.



**Outcome:**

The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due in November 2018. The next CPR will begin in the Fall of 2022 and will align with programs in the Department of Humanities.

**Strengths:**

The reviewers identified the program's curriculum, structure and learning outcomes as representing the "state of the art" for interdisciplinary graduate programs, with its list of completed theses testament to the creativity of its students. They write: "The IS program is to be commended for the clarity of expectations and achievements which characterize the student's progress through the program, from the initial application process through to the final thesis defense and beyond. At every critical milestone students are assessed through a combination of course work, annual and interim progress reports, development of a thesis proposal, and creation of a scholarly research thesis."

The program requirements and learning outcomes are clear, appropriate and in alignment with the relevant provincially-approved degree level expectations.

Students cite the flexibility they have in designing individualized programs of learning as a major strength.

**Opportunities for Enhancement:**

Students face a number of challenges. On average full-time students complete their programs of study in eight semesters instead of the expected four semesters over two years. Students encounter difficulties in obtaining permission to enrol in courses offered other programs, leading to frustration and delays. Students find it difficult to bring together their supervisors for meetings. A significant number of students do not complete the thesis and therefore do not graduate. Efforts to address issues focus on clarifying expectations and resources in a new handbook and new website and the practice of having the graduate program director attend the initial meeting of the supervisory committee. However, these issues require continued exploration and attention; in addition to expectations for students, supervisory committees' responsibilities to students must be confirmed.

It is important to ensure sustainability for the core course in interdisciplinary studies, an essential course which addresses the theory and practice of interdisciplinary inquiry. Such a course also provides cohesion to the students in the interdisciplinary program.

The External Review Report followed up on the recommendations made in

the previous review in 2008, noting progress and providing suggestions where issues identified have not been fully resolved. While office space and student space have been provided, the reviewers note that students face difficulties securing studio space, and given the nature of the program as independent from departments, students have few opportunities to supplement their funding package.

### **Implementation Plan**

The review report specified three recommendations for the Graduate Program in Interdisciplinary Studies, two of which are addressed in the Dean's Implementation Plan. The third recommendation is the creation of a journal: "The creation and implementation of student-edited, online journal of interdisciplinary studies would yield important benefits for the students in graduate interdisciplinary programs at York and elsewhere." The Dean's Implementation plan notes that this would be a student led project and is outside of the Dean's responsibilities.

The Dean's Implementation Plan acknowledges "the thorough and considered response" on the part of the program to the Review Report. It notes that, while a formal policy to ensure that IS students have access to courses offered by other programs is not practical, earlier identification on the part of students would enhance the program's administration's efforts to secure space, and greater clarity on the web site would ensure that students better understand that access to courses cannot be guaranteed. The plan calls for a review of the process and information for students.

1. Core course: The Review Report strongly endorses the institution of an IS program core course: "This report strongly endorses the implementation of this course (3.0 credits). It is essential that graduate students participate in a core course which addresses the theory and practice of interdisciplinary inquiry."

The Dean's Implementation Plan notes that the following should be done in short order. This would involve the "transformation of the required course from a 6.0 credit Seminar course to a 3.0 credit Interdisciplinary Theory and Practice and 3.0 Seminar course."

2. The creation of a Doctoral Program in Interdisciplinary Studies was identified in 2008 and reaffirmed in this 2016 review: "This report strongly affirms this recommendation, which was voiced in interviews with current students, alumni and current Executive Committee members."

The Dean's Implementation Plan states, "The issue of the PhD in Interdisciplinary Studies is a complex one," and indicates that the Dean's

Office is not convinced of the merits of such a program. However, the Dean's Office is willing to discuss the idea of a doctoral program provided that, "Such a proposal, while in no guaranteed to ultimately gain support, would need to include clear data on perspective students, curriculum, budget, and rationale. It should also address the issue of declining graduate enrollments across York and how this program would not "cannibalize" enrollments in other programs."

The chart below outlines the actions and timelines related to recommendations 1 and 2 above and, in the first row, outlines actions and timelines for the improvement of course enrolment for students in this program.

<b>Action</b>	<b>First Responsibility</b>	<b>Final Responsibility</b>	<b>Timeline</b>	
Review the process to enrol in, and information available for, IS students on the opportunities for access to graduate courses	IS Graduate Program in consultation with other GPD's	Associate Dean Graduate and Research with relevant graduate programs	August 2017	
Transform the "core" course of IS as suggested above	IS Graduate Program	LA&PS and FGS	July 2017	
Develop a IS Ph.D. proposal (Notice of Intent) which addresses the concerns outlined above	IS Graduate Program	Review by Dean's Office	December 2017	

The Follow-up report, due in November 2018, will report on progress related to all three of the items in the plan above.

Alice J. Pitt  
 Vice-Provost Academic  
 York University



## Professional Writing and English Studies, Undergraduate, Faculty of Liberal Arts and Professional Studies

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ACADEMIC

### Cyclical Program Review – 2007 to 2014

### Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: April 28, 2017

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### Program Description

The Professional Writing Program focuses on theoretical and practical aspects of professional writing across a range of genres. The program seeks to facilitate development of analytic and critical skills in our students while simultaneously providing an introduction to writing in a variety of applied fields: publishing, government, journalism, community service, corporate communications and nonprofit institutions. This program is one of only a few in Canada.

The program proposal originated in 2002 in the English Department as a means of diversifying the curriculum through recognition of a growth in communication related areas having a need for professional writing skills. The initial partner with English and Seneca was the Centre for Academic Writing in the Faculty of Arts. In 2009 the Faculty of Arts and Atkinson College merged to become LA&PS, and the LA&PS Writing Department was established by integrating the writing centres from the two merging units.

The Professional Writing Program is administered by the Writing Department in the Faculty of Liberal Arts & Professional Studies (LA&PS). The program is offered in collaboration with the Seneca College School of Media and the LA&PS Department of English.

The four Professional Writing degrees offered are:

- Honours BA in Professional Writing
- Specialized Honours BA in English and Professional Writing
- BA in Professional Writing (a delayed-entry program, first available 2015/16)
- Honours Minor BA in Professional Writing (first available 2015/16).

Program	Accepts 2015	Enrolment FTES 2015	Degrees Awarded 2015
English and Professional Writing	34	65	19



Professional Writing	30 (2015)	130	40
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**Reviewers appointed by the Vice-Provost Academic:**

Dr. Doug Brent, Professor, Department of Communication, Media and Film, University of Calgary  
 Dr. Karen Anderson, Associate Professor, Department of Sociology  
 York University

**Documentation Provided to the External Reviewers**

Prior to the site visit, the external reviewers are provided with the following:

- Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- Dean’s /Principal’s Agenda of Concerns
- University, Faculty and Program planning documents

**Site Visit:** Monday, March 7, 2016

The reviewers were provided with what they described as “a detailed and highly useful self-study that included a range of statistics on matters such as enrollment trends together with student survey data and other important information,” in addition to a Dean’s Letter of Concerns that helped direct their inquiry.

The reviewers had the opportunity to speak with a broad range of instructors and administrators associated with the program, including: Alice Pitt, Vice Provost Academic, J.J. McMurtry, LA&PS Associate Dean Programs, Ron Sheese, Writing Department Chair Kerry Doyle, Writing Undergraduate Program Director, Catherine Davidson and Scott McLaren, Library, Sharon Winstanley, Program Director, Seneca College, Kim Michasiw, English and Writing Departments, Stephanie Bell, Faculty Member and Director, Writing Centre, Writing Program faculty members: Geoffrey Huck, Paul McLaughlin, Dominique O’Neill, Marlene Bernholtz.

In addition the reviewers held extended discussions with approximately thirty PRWR students representing a wide cross-section of academic levels and professional interests.

**Outcome:**

The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the

recommendations will be included in the Follow-up Report due November 2018. The next CPR will begin in the Fall of 2022.

### **Strengths:**

The Reviewers concluded the paragraph of their report with the following, “(the Professional Writing Program) positions York to distinguish itself as an institution that offers an unusually forward-looking program that has the potential to offer students an education particularly suited to the complex world of the second decade of the twenty-first century”.

In their report, the Reviewers stated the following: The “Curriculum mapping for Professional Writing course outcomes to York University undergraduate degree level expectations,” represents an impressive and convincing piece of evidence for the ability of the courses in the program to meet Undergraduate Degree Level Expectations (UDDLEs) on a course by course basis.

The Reviewers noted that “students were ready with both praise and blame for the curriculum, often seeming to praise and blame exactly the same elements.” Meeting with a mix of students from the old and the newly revised curriculum may be the reason for this. Amongst the commentary on individual course requirements, the reviewers said they, “nearly fainted when we heard students heap praise on courses such as Grammar and Editing. Possibly the practical orientation of this group has helped them see the point of courses that most students would deride as dull and irrelevant.”

As a recent addition to the program options for York students, the unit has already undertaken substantive curriculum review and is poised to develop as theoretically-informed specialization that provides practical skills in an emerging area of demand across academic and professional programs.

### **Opportunities for Enhancement:**

The Review Report provided fifteen recommendations for consideration by the program and the Faculty. The Program Response to the report reflects on each of these and notes the instances where aspects of the recommendations have already been taken up. The Reviewers recommended no radical changes in curriculum until the current curriculum changes have been rolled out and tested. The report provided a lively engagement with the program’s efforts and offered some suggestions for consideration. There were two recommendations that focused on the relationships with the English program and the ESL program; the department acknowledged both recommendations with appreciation of the distinctions between the two program’s roles. In addition, the joint work with Seneca was acknowledged, and the program expects to bring forward concrete proposals in the near future to clarify joint offerings in relation to the program’s articulated learning outcomes.

The Reviewers made particular note in their report of the need for additional faculty members to replace retirements. They also noted the need for robust program-level advising. The Program Response document notes that they have submitted a hiring priority document for tenure stream appointments, and that the program assistant now has advising responsibilities incorporated into the job description.

The recommendations made by the Reviewers are appended to the end of this Final Assessment Report.

### **Dean's Implementation Plan (selected)**

The Dean's Implementation Plan document focuses on building the strength of the program and notes that "[I]t would seem that indeed the Program is "at a crossroads," requiring both a renewal of the faculty complement and a re-visioning of the role that it plays within LA&PS and the university more broadly, but the opportunities for the program... are significant." The Plan also acknowledges the relationship with the Writing Centre, a student service unit that involves faculty from Professional Writing, and notes that this strength will be kept in mind as the program moves forward.

The Dean's Implementation Plan acknowledges the recommendations included in the reviewer's report, as well as the unit's response, and has used them as a guide to the broader action items in the plan without reproducing them verbatim. In addition, the Dean's Plan acknowledges both the need and the urgency of replacing full-time faculty for the program and the normal processes will be followed to address this.

The Dean commends the Professional Writing program for its recent and thorough curriculum restructuring, which included the overhaul of course proposals and program changes. However the plan notes that "there is still work to be done to create more clarity in the curriculum – from reviewing the designation of courses, to rewriting course descriptions and perhaps creating more focus (removing Editing Shakespeare for example) and "rigour" as the reviewers put it, to rethinking of some courses, to focusing on improving the curriculum in the Digital Authorship and Institutional Writing streams, to creating co-op opportunities for students."

There is a need to clarify the relationships between Professional Writing and other programs, faculties and Seneca College. There is an opportunity to provide professional skills through a minor and other "course packages" for liberal arts students and there is "also significant appetite across the University for collections of courses in Professional Writing," including the Lassonde School of Engineering. The Dean's Office will actively support the development of these ideas and views them as indicative of a program that, while emerging as a 'discipline' in academic terms, holds great potential to enhance the essential skills of students in professional and academic programs.

The Dean's Plan acknowledges that work has been done to ensure advising for students is of the highest quality and indicates that the efforts of the Program, the Dean's Office, through the Associate Dean of Students, on this front should continue.

The Professional Writing program in concert with the Dean's Office specifies the following actions, along with corresponding timelines:

<b>Action</b>	<b>First Responsibility</b>	<b>Final Responsibility</b>	<b>Timeline</b>
Curricular Review Report (addressing the reviewers concerns in detail – building on the program's response – as well as an assessment of the changes made)	Program	Dean's Office in conversation with the Program	May 2017
Discussions with English (about ENPR), ESL (about administrative collaboration), and Seneca (about the nature of the relationship between the two programs)	Program in consultation with the Dean's Office	Dean's Office working with the program and other units	Ongoing in the spring and summer of 2017
Development of a Professional Writing minor	Program	Program	June 2017
Ensure student advising is of the highest quality through a report on advising issues	Program	Dean's Office through Associate Dean Students	June 2017

Progress on the specific elements of the Dean's plan outlined in the chart above will be the subject of the Follow-up Report due in November 2018.

Alice J. Pitt  
Vice-Provost Academic  
York University

*Appendix A*

*Recommendations, External Review Report for Professional Writing, April 2016*

*Recommendation 1:*

Although we recommend no radical changes in curriculum until the present curriculum changes have been thoroughly rolled out and tested, we suggest:

- reconsidering the optional nature of some courses that are foundational to the practical aspects of the program,
- reconsidering the separate designations for WRIT and PRWR courses,
- taking credentialing requirements at least partly into consideration,
- rewriting some course descriptions to better reflect their content, and
- investigating how at least some courses could be rethought to include more portfolio-ready assignments.

*Recommendation 2:*

Consider rethinking some of the more purely theoretical courses in the program to make their relevance to practice clearer, without sacrificing their intellectual rigour on the altar of making them more palatable to students. (The reviewers are well aware that this is more easily said than done.)

*Recommendation 3:*

Foreground the Digital Authorship and Institutional Writing streams in future hires, course creation and departmental promotional materials.

*Recommendation 4:*

(This recommendation is directed more at LA&PS itself than to the Writing Department.) Explore with the English Department the possibility of making the EN portion of the ENPR degree at least somewhat more structured without making it restrictive.

*Recommendation 5:*

Exercise extreme caution in considering bringing the ESL program into Writing. In particular, do not expect the sorts of students who take ESL to be very interested in pursuing a career in Professional Writing.

*Recommendation 6:*

Work out the structure and relative merits of the various possibilities for joint work with Seneca, and make sure that everyone knows as much as possible about how these academic pathways work.

*Recommendation 7:*

Continue the present practice of having no separate enrollment restriction unless the supply/demand ratio shifts radically in future. 3

*Recommendation 8:*

LA&PS must decide whether or not it wishes to make a serious commitment to this highly valuable program, and if so, to squeeze from its meagre resources at least two new positions in the professoriate as well as replacing retirements. Such appointments should be made with the primary goal of increasing the deep expertise of the professoriate in the theoretical and practical aspects of Writing Studies, even if outside advice needs to be brought in to advise future hiring committees.

*Recommendation 9:*

Monitor closely possible areas where the program's resources may be being unreasonably diffused, and take steps to rectify any such excessive demands.

*Recommendation 10:*

Seek more information on where students end up after graduation, and on the expectations of potential employers. However, treat such information as advisory rather than restrictive.

*Recommendation 11:*

Investigate setting up a Co-op or Internship program for Professional Writing students. Our bias is for the former, as it offers more opportunities for students' workplace experience to influence their understanding of their academic experience as well as the reverse, but we have no strong opinion on this matter.

*Recommendation 12:*

Although it is important to take declining enrollments as a heads-up to make sure that the department's curriculum, and its publicity efforts, are the best they can be, our best advice here is not to panic. The program's numbers remain reasonably healthy.

*Recommendation 13:*

Insure that proper training in responding helpfully to student writing is provided to graduate teaching assistants who may have no prior background in the area.

*Recommendation 14:*

The University and the Faculty must recognize the need for robust program-level advising in addition to centralized advising, and help students understand where to go for what types of advice. To be blunt, the various levels of advising need to stop kicking sand in each others' faces.

*Recommendation 15:*

Investigate ways of using senior students as mentors (as opposed to program advisors) for junior students.

**Psychology, Undergraduate and Graduate, Faculty of Health**

**Cyclical Program Review – 2007 to 2014**

**Final Assessment Report and Implementation Plan**

**Reported to Joint-Committee on Quality Assurance:** April 28, 2017

**Program Description**

Program	Accepts 2015	Enrolment FTES 2014/15	Degrees Awarded 2015
Psychology BA, BSc	894	3795	Hons: 942 90-credit: 440 Minor: 43
Masters	145	239	125
PhD	55	252	32
Graduate Diploma			26

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

Dr. Jane Ledingham, Professor, University of Ottawa  
 Dr. Donald H. Saklofske, Professor, University of Western Ontario  
 Dr. Robert Drummond, Professor, York University

**Documentation Provided to the External Reviewers**

Prior to the site visit, the external reviewers are provided with the following:

- Department/Program Omnibus Statement (where applicable)
- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Dean’s /Principal’s Agenda of Concerns
- Faculty CVs
- University, Faculty and Program planning documents

**Site Visit:** June 14 and 15, 2016

The Review team began the site visit with a meeting with Alice Pitt, Vice-Provost Academic. The Reviewers met with the following individuals: Harvey Skinner, Dean, Faculty of Health; Barbara Crow, Dean and



Associate Vice-President, Faculty of Graduate Studies; Susan Murtha, Associate Dean, Teaching and Learning, Faculty of Health; Joel Goldberg, Chair, Department of Psychology, Faculty of Health; Jennifer Connolly, Undergraduate Psychology Program Director, Faculty of Health; Jennifer Steele, Associate Undergraduate Psychology Program Director, Faculty of Health; Adrienne Perry, Graduate Psychology Program Director, Faculty of Health and the Master of Calumet College, Jennine Rawana.

The Reviewers visited Scott Library and met with Catherine Davidson, Associate University Librarian and the Associate Librarians from the Scott Library and. The Reviewers held meetings within the Faculty of Health on the Keele campus with the undergraduate and graduate staff, undergraduate faculty members, undergraduate students, including the Undergraduate Psychology Students' Association, Peer Assisted Study Session (P.A.S.S.) tutors, Student Health Ambassadors at York (SHAY) and Student Senators. The Reviewers met with Graduate faculty and with graduate student on the Keele campus and also met with Louise Hartley, Director of the York University Psychology Clinic.

The Review Team also met with Donald Ipperciel, Principal, Glendon College and Timothy Moore, Chair, Department of Psychology, Glendon College and visited the Frost Library which is located on the Glendon campus. A separate Implementation Plan has been submitted for the Glendon programs and further details about the site visit may be found there.

**Outcome:**

The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due November 2018. The next Cyclical Program Review will begin in the Fall of 2022.

**Strengths:**

The Dean's implementation Plan provided an excellent summary of the strengths of the program as noted by the Reviewers, and it is reproduced here in its entirety.

There are several unique features that the reviewers emphasized as favorable for faculty members and attracting high quality students both to the graduate and undergraduate program that include:

- four main undergraduate programs offering a broad range of courses, experiential learning opportunities (e.g., high impact practices such as community based research, thesis research in labs, etc.), and some courses in online formats that allow a diverse student body various degree routes to acquire a BA or BSc degree.
- innovative and high quality graduate programs providing opportunities for students to conduct research, learn, and acquire skills in different

areas of psychological specialization (7 disciplinary areas, two established clinical programs, as well as graduate diplomas in Health Psychology, Neuroscience, and Quantitative methods are offered).

- based on criteria such as publications, grants, Canada Research Chairs, international subject rankings, and quality supervision, faculty members can be considered among the 'best' for both research and teaching.
- openness to growth, redesign, and innovation to keep the program "at the forefront of psychological science and practice" which includes:
  - a new undergraduate proposal for a neuroscience program that anticipates a "shift and key future emphasis in both the discipline and practice in psychology";
  - development of new undergraduate writing and critical thinking courses that "go beyond the usual 'content only' focused courses";
  - a new graduate stream in clinical neuropsychology that is CPA accredited.

Strengths of the program pointed out by the reviewers:

- the program compares favorably to other Psychology programs within Ontario and across Canada;
- recent proposed changes to the undergraduate program have strengthened it and the course offerings;
- the program maps onto learning objectives;
- support and guidance from visionary and dedicated program directors and administrators have the support and respect of the larger university;
- faculty members are highly productive;
- continued success results from an ability to implement innovations because of alignment, support and problem solving approach from the Dean's office, the Chair, UPD, GPD, senior staff, to faculty members.

### **Opportunities for Enhancement:**

The Dean's Implementation Plan makes the following comments on the review report and the program's response and plans:

#### Weighing discrepancies between reviewers' comments and Chairs action plan:

The Chair, on behalf of the program, has written a considered response to the five recommendations outlined by the reviewers and aligned his comments with the recommendations from the self-study. The challenges and recommendations described by the reviewers fall into three main categories: staffing/succession planning, faculty complement, space/infrastructure.

Although the reviewers also spoke about attracting high quality students (by

maintaining and/or improving time to completion for grad students, using summer schools in an innovative way to attract students to the non-clinical programs, increasing communication with students to ensure needs are met, addressing community safety/labour disruption issues, greater shift to online/experiential course options and more person centered learning, addressing the demands of a diverse changing student body, engaging alumni, need for a greater number of full-time faculty teaching at the undergraduate level) and managing change (financial stress associated with new SHARP budget model, uncertainty created by the appointment of a new Dean, tensions between faculty members and administration when new directions are required) they did not list them as one of their five main recommendations and thus the program did not write a response to these.

Therefore, I considered these largely out of scope for this decanal implementation plan. Moreover, some of the issues are largely beyond the scope of the Dean (e.g., labour disruptions, broad community safety issues, the uncertainty of the new budget model). Never-the-less, it is worth pointing out that the Faculty at large has already started to address issues such as expanding digital learning, improving time to completion, new learning models and using our diversity as an asset.

### **The Dean's Implementation Plan**

The Plan submitted by the Dean provides an excellent compilation of the recommendations to be acted upon and the actions to be taken, as a well as a chart which lays out responsibilities and timelines for completion. The information below has been taken directly from the Dean's Implementation Plan.

#### Staffing/Succession Planning

Due to the administrative demands to ensure quality and integrity for a high enrollment program the recommendation by the reviewers is to support the hiring of an assistant/associate UPD (A-UPD). The program is eager to formally establish an associate UPD position, which would require an organizational change. The current A-UPD began a three-year term in a 'special advisor to the dean's role in 2015. Originally when this position was granted it was because the program was undergoing the cyclical program review and revising their program. While I am open to such a change, the program would need to carefully describe the job duties and expectations, how the role adds value, and provides a return on the added investment with respect to the priority goals of the Faculty and University's Institutional Resource Plan.

The reviewers also recommended that the program engage in succession planning. The program has begun succession planning to ensure inclusivity, continuity, and change implementation. They want to encourage interested

departmental members to participate in leadership development training, workshops, and retreat activities. I agree there is a need for succession planning and leadership development. It is also a priority with the University administration (e.g., AVP T & L) to create leadership and management skills development for Chairs, GPDs and UPDs. The first iteration of the Chairs and Directors leadership training took place in the Fall of 2016 focusing on people who were early in their tenure as Chair/Director. The Faculty of Health had one of our new Chairs attend this leadership training. Moving forward our aim is to encourage all new Chairs/Directors to participate in a leadership-training event. I understand that the intention is for the leadership training to also be open to those who are contemplating the idea of taking on the Chair/Director role. I will work with the Psychology Chair to ensure that such leadership development is available to faculty members interested in participating. Finally, there is continuity in administrative leadership, I have indicated a willingness to extend the appointments of the incumbents with the caveat that the end of the terms must be staggered across multiple years.

### Faculty Complement

The reviewers commented that as the program grows and faculty members age there is a “need to prioritize areas of research for replacement hires”. In addition, they noted that as new directions in Psychology emerge, it becomes important to support new hires. In particular, the reviewers supported an alternate stream hire to design and implement courses to teach writing and critical thinking. The program has submitted a complement plan proposing 12 strategic hires over the next few years. In 2016 there were 3 successful hires. In 2017 there were 4 requested positions including an alternate stream position for the teaching of critical thinking and communication to support the implementation of the revised curriculum. Both the previous Dean and I have been very supportive of Psychology attaining new hires. In 2015/2016 there were 4 proposed hires and three were successful. In 2016/2017, there were 5 hires granted (4 new plus 1 that was rerun due to a failed search from 2015/16) including the alternate stream hire. Two searches and negotiations are complete, three searches are complete and I am currently in negotiation with two candidates, and I await the hiring committee recommendations for the last candidate. The new hires directly address the department’s priorities in areas such as developmental, pediatric clinical neuropsychology, and writing//communication. Two other hires address emergent areas in psychology such as neuro-imaging and computational neuroscience/deep learning. The Provost has recently approved expedited searches to replace two faculty members (neurophysiology, quantitative methods) who have submitted resignations. In summary, despite stable enrolments, the Psychology Department has expanded at a faster rate than almost all other academic units on campus.

### Space/Infrastructure

The reviewers described the physical facilities for Psychology at Keele as

'tired, crowded, and scattered', unsuited to its functions, with classrooms that are not entirely functional and outdated equipment. However, the reviewers did not specifically include a recommendation. This may have been because their visit was concentrated in only a small number of buildings which host faculty, staff and students from the Department. That said, my long term objective is to develop a funding and space plan which will enable the Faculty of Health, including the Department of Psychology, to occupy new state-of-the-art building for teaching, research, clinical practice, and administration. Such a plan will need to be prioritized against other university needs. It will also require us to develop a plan to generate as much as \$120 million dollars.

In the near term, the University and Faculty of Health have taken some steps to improve our space and infrastructure. For example, shortly after the review, the University received significant funding to renovate one of our wet lab spaces, and to build a new Vivarium facility. We have also submitted a request for a small office addition to the Sherman building. We are also scheduled to renovate offices and research space in Stong/Calumet College, which may also provide highly functional new space for a small number of psychology faculty. We are actively exploring partnerships which might find off campus space which also helps us connect with the broader community and organizational partners. Finally, I should also point out that some facilities, such as the Sherman Health Science building, and the Life Science Building, which both host faculty and students from psychology are both relatively new and state of the art.

The reviewers indicated that there is no "space where informal communication between faculty and students can take place outside of the classroom." Their recommendation is to "initiate long term planning to refurbish and unify different facilities and allowance for common interaction sites." I agree. We have already created one new student lounge. The University's Academic and Operational plans have also made this an institutional wide objective. Plans are underway to create more informal student meeting and study spaces.

The Chair noted an eagerness to refurbish and renew the Behavioral Sciences Building (BSB), and consolidate space in Calumet College (affiliated with Psychology students as well as other programs students). As well as establish a lounge in BSB for informal communication opportunities between students and faculty members. I'm delighted that a new lounge is in the works for the BSB building. However, a major refurbishment of the BSB building has not been explored in depth. Given the building is largely made of concrete and cinder block and its inefficient design and inaccessibility to community groups, it is difficult to imagine a scenario which would justify a major upgrade. Rather, I favour minor modifications as a short and medium term solution while our long term focus is on developing and funding new state of the art facilities which not only meet teaching, research, and administrative needs, but help connect us with community groups and other external partners.

Finally, the reviewers commented on a need for continued support to maintain and supplement existing infrastructure. In particular, they recommended to “support administration of the program and thus funds for physical changes in undergraduate office for confidential discussions”. The Chairs response was that the program is eager to move forward with renovation plans in BSB 291-292. While I appreciate the need, such measures would be short term, and therefore, not the best use of scarce resources. Rather, we must keep our focus on long term opportunities.

### Plans and Actions Underway

Actions	Responsible Party	Timeline
Staffing and succession planning (appointment of an A-UPD)	Deans office	Current position until 2018,
Succession planning and Leadership development	AVP T&L	2017 and beyond
Faculty renewal (replace retirees, new alternate stream hire to support new program requirements)	Program	2015/16 – 3 new hires 2016/2017 – 5 hires (4 new plus 1 failed search from 2015/16) including the alternate stream. 2 searches and negotiations are complete, 3 searches are complete and the dean is currently in negotiation with 2 candidates, and is waiting for recommendations for the last candidate. 2 replacement hires already approved for 2018-19 complement plan.
Space – expand, refurbish, and to allow for common interaction site between faculty members and students	Program and Deans office	Short term solutions are being implemented in 2018-2019 and will add to the major new facilities already previously developed. A long term space, funding and facility plan is in development.

The Follow-up Report, due in November 2018, will provide an update on how these activities are progressing.

Alice J. Pitt  
Vice-Provost Academic  
York University

**Digital Media, Undergraduate, School of Arts, Media, Performance and Design, with the Lassonde School of Engineering**

**Cyclical Program Review – 2008-2015**

**Final Assessment Report and Implementation Plan**

**Reported to Joint-Committee on Quality Assurance:** April 28, 2017

**Program Description**

The Digital Media undergraduate program first accepted students in the 2008-2009 academic year. It was collaboratively developed over a number of years by faculty members in what was then the Department of Computer Science and Engineering (Faculty of Science and Engineering), Fine Arts Cultural Studies (Faculty of Fine Arts), and Communication Studies (Faculty of Arts). The program is a Specialized Honours Bachelor of Arts (120 credits taken over four years).

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
Digital Media BA	41	86	12; 2 Certificates

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

Dr. Jeremy Cooperstock, Associate Professor, Electrical and Computer Engineering, Faculty of Engineering, McGill University

Dr. Paula Wilson, Senior Lecturer, Department of Biology, Faculty of Science, York University

**Documentation Provided to the External Reviewers**

Prior to the site visit, the external reviewers are provided with the following:

- Program Self-Study Brief, which includes program structure, curriculum and learning outcomes, program reflection, enrolment and retention data, resources, student input and quality enhancement opportunities
- Faculty CVs
- Dean's /Principal's Agenda of Concerns
- University, Faculty and Program planning documents

**Site Visit:** March 9, 2016

The Reviewers met with Spiros Pagiatakis, Associate Dean of Research & Graduate Studies; AMPD Digital Media Coordinator, Don Sinclair; the Lassonde Digital Media Coordinator, George Turlakis and the Director of



Computing from Lassonde. In addition the reviewers met with faculty from program, the University Librarians and also had a meeting with both the Dean of AMPD, Shawn Brixey and with the Dean of Lassonde, Janusz Kozinski. There was an opportunity to meet with 20 students from a fourth year class. Facilities visited included the Transmedia Lab in AMPD, the Art and Technology Learning Laboratory in AMPD, the Bergeron Centre for Engineering Excellence and the Scott Library.

A meeting with the Vice-Provost Academic was cancelled due to illness; however, the review team was advised that a phone meeting could be scheduled

### **Outcome:**

The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due November 2018. The next CPR will begin in the Fall of 2022.

### **Strengths:**

- The Digital Media program demonstrates a reasonable balance between the foundations of math, computer science, signal processing and “physical computing,” along with a wide range of electives that provide a level of nimbleness necessary given the rapid pace of change in the area. A fourth-year capstone course, offered by Electrical Engineering and Computer Science, Digital Media Project, was designed for the program. Learning outcomes are clearly articulated; however, as noted below, stronger mapping of outcomes to courses should be undertaken.
- In AMPD the Digital Media program has been well supported by a strong program coordinator.
- Two new Canada Research Chairs, who will hold cross-appointments in the new department of Computational Arts, signal commitment to the program, and the Deans of both Faculties are enthusiastic about the interdisciplinary and collaborative nature of this program.
- The program is supported by labs in AMPD, housing equipment and software and reflecting appropriate investments.
- Students may take advantage of the Professional Experience Program, which has recently been transferred to Lassonde from the central Career Services Centre, a change expected to result in an increased number of students taking advantage of this important opportunity.

### **Opportunities for Enhancement**

The External Review Report provided commentary around a number of areas for improvement. The Reviewers did note, “There is strong evidence that the program has been responsive to issues as they arise and engaged in ongoing improvements and enhancements.” The recommendations made by the

External Reviewers resulted from their consideration of the self-study document, the Deans' Agendas of Concern, and comments made during meetings with faculty and students.

- The weak math skills of some incoming students create challenges in the program. An exploration of ways to close the gap in math and programming skills should be undertaken and consideration given to an additional math fundamentals courses, perhaps combined with a placement test to identify the need of students. Clarification of the importance of math for prospective students is essential.
- It is important, although not simple, to ensure that the Lassonde home of the Digital Media program, the Department of Electrical Engineering and Computer Science, be well supported in terms of student support as well as from the perspective of faculty members with a focus on improving the program.
- Advising for this program is Faculty based, and students have found it challenging at times as advisors from one or the other Faculty are not comfortable with advising about courses taught in the other area. The Faculties should improve advisor training and consider publishing an "advising fact sheet" and annual "group advising" sessions for students each spring. The program is encouraged to Monitor the students' understanding of requirements.
- Faculty members should increase interactions with the librarians to better exploit the library resources in support of student learning. The Reviewers noted, "The student experience, teaching approach and "retention culture" appear to be quite different in the two Faculties and would benefit from a higher level of integration/harmonization." The reviewers recommended that the program focus on ensuring there is coherence to the program, including, for example, the possibility of introducing digital-media-focused problems and applications within the introductory courses in the courses taught in the Department of Electrical Engineering and Computer Science (EECS). A clear curriculum map to program expectation and learning outcomes with courses would enhance coherence.
- Enrolment management practices for the courses taught through EECS create frustration and uncertainty in the minds of students. The program should take steps to mitigate this situation.
- Some senior level courses in EECS are not available to students as a result of prerequisites not being part of the program requirements, in spite of the fact that these courses are listed on the "suggested progress chart." The program needs to ensure students can benefit from these course options.
- The Program should seek input from experts on campus on how to achieve their goals regarding gender balance and how to enhance a learning environment where both genders are equally motivated to participate, collaborate and provide leadership.

## **Implementation Plan**

The attached chart, collaboratively developed by the Deans of AMPD and Lassonde, addresses the recommendations, with suggested approaches and an identified lead for follow-up, specifies roles, responsibilities and a timeline for each action. The plan is commended for its clarity and commitment to ensuring collaborative stewardship of the program.

A follow-up report, due November 2018, will provide details of the outcomes.

Alice J. Pitt  
Vice-Provost Academic  
York University

<b>Recommendation</b>	<b>Proposed Follow-Up</b>	<b>Responsibility for Leading Follow-up</b>	<b>Resources</b>	<b>Timeline for Addressing Recommendation</b>
#1 - Provide more extensive program and advising information to new students. And #2 - Improve and coordinate program advising.	Visit two key courses annual (e.g., courses where students are unsettled with respect to knowing how the course(s) support future courses).	AMPD Digital Media Coordinator, LE Digital Media Coordinator, Digital Media Program Council	UPD Time	Fall 2017
	Establish bi-annual joint advising meeting and brainstorming session to enhance collaboration between LCS and AMPD advising teams. These sessions will include academics and non-academic administrators.	AMPD Digital Media Coordinator, LE Digital Media Coordinator, Digital Media Program Council, LSE Advising Team, AMPD Advising Team	UPDs and Advising Team Time	Fall/Winter 2017-2018
	Design and create student advising factsheets.	AMPD and LSE Advising Team	Advising Team Time	Summer 2017
	Design and create student FAQs.	AMPD and LSE Advising Team	Advising Team Time	Summer 2017
	Establish an advising process and procedures document (service agreement) between AMPD and LSE. (e.g., how/when/where to update advising information, articulate where students can go and for what purpose, outline and describe purpose of meetings and desired outcomes, etc)	Associate Dean AMPD, Associate Dean Lassonde, Chairs of both departments	Leadership Time	Summer 2017
	Review and make consistent, all online-advising materials relative to degree requirements.	AMPD and LSE Advising Team	Advising Team Time	Fall/Winter 2017-2018
	Institute mandatory advising for all digital media students in all years	AMPD and LSE Advising Team	Advising Team Time	Spring 2017
	Create a communications plan relative to increase unit cohesion.	AMPD	Assistant Dean in AMPD	Fall/Winter 2017-2018
#3 - Explore ways to close the gap in math and programming skills.	Review and evaluate student preparations in mathematics prior to program entry and identify possible ways to improve math experience, either with support prior to entry, or the introduction of a bridging course prior to MATH 1019.	AMPD Digital Media Coordinator, LE Digital Media Coordinator, Digital Media Program Council	UPD Time, Council Time	2017-2018 to change the curriculum; 2018-2019 for implementation
	Ensure student advising factsheets and FAQ resources include information on math support at York (E.g., Bethune services, liberal engineering, open math labs in science, etc)	AMPD Digital Media Coordinator, LE Digital Media Coordinator, to review	UPD Time	

	Secure agreement between LSE, AMPD, and FS to offer joint math support for MATH 1019.	Associate Dean AMPD, Associate Dean Lassonde	Leadership Time	
	Review course design in MATH 1019 and add tutorials.	AMPD Digital Media Coordinator, LE Digital Media Coordinator, Digital Media Program Council	UPD Time, Council Time MATH AND EECS dept curric. committees	
	Investigate whether computing requirements (e.g., EECS 1012) are appropriate or could be replaced by a second year program specific computing course.	AMPD Digital Media Coordinator, LE Digital Media Coordinator, Digital Media Program Council	UPD Time, Council Time	
	Review degree entrance requirements from one 4U math course to two 4U math courses in order to prepare students for 3rd and 4th year EECS courses	Digital Media Program Council, Math Dept	Council Time	
	Build required math (calculus, applied linear algebra) and programming (2nd year EECS) pre-requisites into Year 1/2 of the program, at least for Developer stream.	Digital Media Program Council	Council Time	
	Curriculum committee chair will encourage EECS 2030 and EECS 2011 course directors to offer digital media related assignments.	Digital Media Program Council	Council Time	
#4 - Improve communication and collaboration with program librarians.	Establish a bi-annual meeting with the subject matter librarian to review and discuss library needs relative to attempts at addressing curricular improvement.	AMPD Digital Media Coordinator, LE Digital Media Coordinator, Digital Media Program Council, John Dupuis, Librarian		Fall/Winter 2017-2018
	Finalize online resource guide for digital media students and faculty.	Rob van der Bliet, AMPD Digital Media Coordinator, LE Digital Media Coordinator,		
	Formally introduce initiatives, such as Steacie Hackfest participation, into DAT 2100.	AMPD Digital Media Coordinator, LE Digital Media Coordinator, Digital Media Program Council, John Dupuis, Librarian		

#5 - Invest resources to better understand the factors currently affecting retention, and develop strategies to improve retention.	Institute bi-annual meetings of academic leadership (e.g., Associate Deans, Chairs, UPDs) to discuss factors affecting retention and strategy development aimed at improving retention, with the information gathered from the following new activities aimed at underpinning how best to improve:	AMPD Digital Media Coordinator, LE Digital Media Coordinator, Digital Media Program Council	UPD Time, Council Time	Fall/Winter 2017-2018
	Determine the relationship between high school math and success in the program.	AMPD Digital Media Coordinator, LE Digital Media Coordinator, Digital Media Program Council, Teaching Commons	UPD Time, Council Time	Summer 2017
	Design and create a student survey, targeted at those transferring out of the program, to understand their reasons for leaving. Possible factors may include: workload, non-adequate preparations, student expectations changing, support, etc	ISR, Teaching Commons, AMPD Digital Media Coordinator, LE Digital Media Coordinator,	ISR, Teaching Commons	Fall 2017
	Implement and launch survey annually.	ISR, AMPD Digital Media Coordinator, LE Digital Media Coordinator,	ISR	Winter 2018
	Review survey results and evaluate how best to processed on implementing actions for continuous program improvement.	ISR, AMPD Digital Media Coordinator, LE Digital Media Coordinator,	ISR	Summer 2018
	Design, create, launch and review results of a student survey, targeted to students in each year level aimed at gathering information relative to their experiences.	ISR, AMPD Digital Media Coordinator, LE Digital Media Coordinator,	ISR	Fall 2017
	Establish formalized data requests of OIPA aimed at annual retention data analysis. Identify the levers OIPA uses to evaluate and model retention and evaluate how these data and levers can be used to inform retention strategies.	OIPA, AMPD Digital Media Coordinator, LE Digital Media Coordinator,	UPD Time	Fall/Winter 2017-2018
	#6 – Explore ways to increase recruitment and retention of women to the program.	<i>Increase the number of female Faculty members:</i>		
Finalize approval of Affirmative Action Plan for Computational Arts to prioritize gender balance.		Associate Dean AMPD	Associate Dean AMPD Time	Fall/Winter 2017-2018
Ensure both IRPs for LSE and AMPD include a priority to recruit females within the curriculum.		Associate Dean AMPD, Associate Dean LSE	Leadership Time	Fall/Winter 2017-2018

Ensure Department Plans for EECS and Computational Arts include a priority on hiring female faculty members	Associate Dean AMPD, Associate Dean LSE, Department Chairs	Leadership Time	Fall/Winter 2017-2018
<i>Increase the number of female students:</i>			
Continue to explore ways to encourage, reward and publicise participation in outreach, recruitment, student leadership, mentorship and creative activities related to inclusivity.	Lassonde lead, coordinate with AMPD	Assistant Dean of Inclusivity and Diversity in LSE, Director of Design and Recruitment in LSE	Summer/Fall 2017
Ensure all Digital Media students are invited to 50:50 initiatives implemented in Lassonde.	Lassonde lead, coordinate with AMPD	Assistant Dean of Inclusivity and Diversity in LSE,	Summer/Fall 2017



**OFFICE OF THE  
VICE PROVOST  
ACADEMIC**

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**International Studies, Undergraduate, Glendon College**

**Cyclical Program Review – 2002 - 2012**

**Final Assessment Report and Implementation Plan**

**Reported to Joint-Committee on Quality Assurance: April 15, 2015**

**Program description**

This academic program, approved by Senate in 1968, consisted primarily of a mix of selected courses that had an international component from three major departments, Economics, History, and Political Science, but also included courses from other social sciences departments that also had an international component. The program was revised in 1999, introducing a more structured and interdisciplinary approach based on required courses defined and controlled by the International Studies Program. In 2006, the Senate of York University approved the transformation of the International Studies Program into a Department of International Studies (DIS). In September 2011, the Department reexamined its academic program and introduced the concept of three thematic pillars that touch on fundamental issues in international society, but also strengthen the program's interdisciplinary approach and identity.

Program	Accepts 2013	Enrolments FTEs 2013	Degrees Awarded 2013
International Studies	114	260	61

**Reviewers:**

Dr. Claire Turenne Sjolander, Professor, School of Political Studies and Vice-Dean, Graduate Studies, Faculty of Social Sciences, University of Ottawa

Dr. Ann M. Hutchison, Associate Professor, Department of English, Glendon College, York University

**Site Visit:** November 20, 2012

The site visit consisted of meetings with senior academic leadership at York University, including Rhonda Lenton, Vice Provost Academic, Kenneth McRoberts, Principal of Glendon College, Christina Clark-Kazak, Acting Chairperson, International Studies, Glendon College, and Stanislav Kirschbaum, Chairperson (on leave), Department of International Studies, Glendon College. The reviewers also met with faculty, students and staff from the Department.

**Outcome:**

The Joint-Committee on Quality Assurance asked that the Decanal Implementation plan be updated and expanded. Follow-up report was finalized in Autumn 2014. Final Assessment Report accepted in April 2015. The 18-month follow-up report due in October 2016.

## **Program Strengths**

- Option of an international Bachelor of Arts, annual student symposium, student-run Glendon Journal of International Studies and internship and/or thesis option provide attractive opportunities to students.
- Responsive to student input with result that tutorials have been added to large introductory courses and several courses have been revised in terms of content and format, including the Capstone ILST 4501.
- Students appreciate bilingual nature of program, its interdisciplinarity, small class size, and student diversity (including international students). The International Studies Student Organization is strong.
- High rate of retention to graduation

## **The Decanal Agenda of concerns identified several issues for the reviewers to consider**

- How to understand decline in number of majors, particularly given departmental organization, and account for the length of time to completion
- How to understand the relationship between International Studies and other Departments, particularly in terms of elective course offerings
- How to determine whether or not students are prepared effectively for pursuit of graduate study
- How to understand low registration for internships

## **The Reviewers made several recommendations intended to strengthen the program's identity and curriculum**

1. Rename the "Resources and Wellbeing" cluster so that it more closely reflects the material found in that cluster of courses.
2. Explore partnerships for cross-listing courses with other academic units on campus.
3. Rationalize its optional courses so that those that are retained clearly contribute to the pillars identified by the program.
4. Ensure that disciplines other than Political Science figure more prominently in the program.
5. Review the material covered in each International Studies course to reduce redundancies as much as possible.
6. Work to revitalize the professional internship component of the program so that a greater number of students are able to complete an internship.
7. Explore the development of a co-op option within International Studies.
8. Examine ways in which students can benefit from second-language support when taking International Studies courses in their second language, including developing a mechanism to direct students towards the language courses that are most appropriate given their abilities and language acquisition ambitions.
9. In order to preserve the stability and continuity of the program, the fourth tenure-track position should be replaced with a tenure-track appointment if the person currently holding the position does not return to International Studies at Glendon College at the end of her leave.
10. Regional clusters ("area studies") within the program should be developed through collaboration with other academic units already offering courses in these areas.
11. The Department of International Studies should offer a minor in IS.
12. The Department of International Studies should review its governance structure in order to develop structures that facilitate exchanges between IS and related disciplines (representatives from other departments), especially as concerns curriculum innovations and revisions.

## Decanal Implementation Plan

A Decanal Implementation Plan submitted by Principal McRoberts responds to each recommendation extracted from the consultants' report. The Plan supports several changes that would be initiated at the program level and advanced through internal processes and identifies recommendations that have already been implemented. An updated plan was provided by Principal Ipperciel to provide timelines and assurance that the Office of the Principal is involved in implementing changes. The program also provided an update, which is reflected in the summary below.

The following recommendations are in the process of being implemented:

- Courses cross-listed with other programs are being made available to students to satisfy the 'outside the major' requirements, and changes to the governance structure of the department facilitate such collaboration. One result has been the increase in course offerings with an international focus in both French and English.
- Enrolment patterns are being used to rationalize optional course offerings, and a process for reviewing courses to address redundancies has been established.
- The professional internship is being revitalized to increase student participation. This initiative has been deemed preferable to the introduction of a co-op option.
- One tenure track replacement position has been authorized.
- A minor in International Studies is scheduled for September 2016 launch.

The department is also working with the Office of the Principal to address two decanal issues that were not addressed by the review report: the ability for students to complete the program in four years and student success in entering graduate programs. The program identifies initiatives designed to increase major enrolment, and there is some indication that, while applications continue to decline, acceptances are showing signs of increasing.

The review report made three recommendations for which the department provided reasons for not implementing. The report raised a concern about the strength of the program's interdisciplinarity given the fact that it is housed in a department consists of faculty members identified with the discipline of political science. The Principal agrees with the department that it is not necessary to reflect the interdisciplinary nature of the program in department members because the program's governance structure ensures appropriate collaboration with other contributing units. The Principal also agrees that the Centre for Second language Study will take primary responsibility for providing students with second language support. Finally, in response to a recommendation to develop regional clusters in addition to its thematic clusters. The Principal agrees that the development of regional clusters in collaboration with other programs is too ambitious an undertaking to develop formally, and the fact that student interest is matched with faculty research expertise where possible achieves the aim of the recommendation to the best extent possible at this time.

## Summary

The International Studies program, the annual student symposium, the student-run Glendon Journal of International Studies and internship and/or thesis option provide attractive opportunities to students. The program demonstrates its commitment to ongoing improvement. It has identified further enhancements that have been endorsed by the consultants and encouraged by the Principal. Among the plans already begun is a review of course offerings that may satisfy the "courses outside of the major" requirement. This has resulted in an increase of major courses available in French and in English. A tenure track appointment has been authorized. The program is also focused on student success in the areas of experiential education, student completion times and student success in entering graduate programs.

Alice J Pitt, Vice-Provost Academic  
April 2015



**Dean's Follow-Up Report for Cyclical Program Review  
 For submission to the Joint Sub-Committee on Quality Assurance**

**Please submit report to [YUQAP@yorku.ca](mailto:YUQAP@yorku.ca) by October 31, 2016.**

Program	International Studies
Faculty and Home Academic Unit	Glendon College
Program options (example, BA, MA, Phd)	BA, iBA
Year of Previous Cyclical Review and Date of Final Assessment Report (FAR)	Site Visit: November 20, 2012 FAR date: April 15, 2015 Follow-up Report Date: October 2016
Launch of next Cyclical Program Review Cycle	Fall 2019 Site visit (anticipated): Fall 2020 or Winter 2021

**Enrolment data from the Final Assessment Report April 15, 2015**

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
International Studies	114	260	61

**Enrolment data from 2015-2016**

Program	Registrations (in-take)	Enrolment FTES 2015	Degrees Awarded 2015
International Studies	95	260	57

## Dean's/Principal's Implementation Plan Update

1. Please provide an update on the major initiatives that were undertaken as a result of the Cyclical Program Review. This should not be an exhaustive update on each recommendation of the external reviewers, rather a summary of the progress on significant activities that are improving program quality.

**Note: All programs are required to have Program Level Expectations established and an up to date curriculum mapping completed. These items should be forwarded to the Office of the Vice-Provost Academic along with this report.**

Opportunity	Timeline for Completion	Responsibility (example, Dean's Office, Program)	Observations (comment on challenges or success)
Diversification of disciplinary training (outside of Political Science) of faculty members	Ongoing	Program, Principal's Office	A faculty member with training in Sociology was hired July 1 <sup>st</sup> , 2016; a CLA in international law is currently in the hiring process; 3 faculty members have been hired in the new business program (see below)
Increasing student enrolment	Ongoing	Program, Student recruitment	In addition to ongoing efforts to recruit students to our regular program through participation in recruitment fairs and campus days, we have launched a new double degree program in International Studies and Business with EM-Lyon, which is likely to attract different students (francophones and francophiles interested in international business) and thereby increase our pool of potential majors.
Increase cross-listed courses	Ongoing	Program; other relevant programs; Curriculum committee	The department has proactively sought to cross-list new courses with other relevant departments and has also accepted most requests to cross-list courses.

Increase internships	Ongoing	Program; Principal's office; College- level experiential education coordinator	The department holds termly information session on our current internship opportunities and sends out information on relevant internships to all International Studies students; the department is working with the College-level experiential education coordinator to make administrative changes to our program to make it more effective and responsive to students.
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**2. Please report on recent additional Initiatives to Enhance Program Quality that have surfaced since the Cyclical Program Review was completed.**

<b>Opportunity</b>	<b>Timeline for Completion</b>	<b>Responsibility (example, Dean's Office, Program)</b>	<b>Observations (comment on challenges or success)</b>
Dual degree program in International Studies and Business with EM-Lyon	Started September 2016	Program, Principal's Office	Too early to determine success, but much interest, as demonstrated by current students and prospective students at recruitment fairs.

**Please comment on the alignment between the initiatives above and the University Academic Plan.**

The major initiatives undertaken by the Department of International Studies align particularly well with the University Academic Plan 2015-2020 (UAP). In terms of the priorities defined in the UAP, the initiatives, especially the launching of a double degree programme in International Studies and Business with EM Lyon show innovation and the creation of a quality programme (Priority 1) and, through new positions, enhanced quality in teaching and student learning (Priority 3).

**Signature of the Dean/Principal :**

**Date: October 27, 2016**



**French Studies/Études françaises, Undergraduate and Graduate, Glendon**

**Cyclical Program Review 2004-2012**

**Final Assessment Report and Implementation Plan**

**Reported to Joint-Committee on Quality Assurance: April 15, 2015**

**Program description:**

French Studies has been offered Glendon since its creation as a Faculty of York in 1966. At the undergraduate level degree options for French Studies include a BA program or a bilingual or trilingual International BA (IBA) program. Both the IBA and BA offer the following options: Specialized Honours BA/IBA, Honours BA/IBA and BA/IBA with options in the honours programs for a double major or a minor in French Studies. The Department also offers a large number of French as A Second Language courses to support the bilingual requirement of the College. As of 2012(?) these courses are offered by the Centre of Excellence for French as a Second Language.

The MA program in Études françaises was established in 1995 and is housed primarily at the Glendon campus of York University. Initially developed to serve primarily part-time students, the program offers courses in the evening and on weekends as well as during the week days. Today most students study full-time. Two fields, literature and linguistics, are offered. A course only option for the MA was begun in 1999. In 2010 a PhD program in Études francophone was established but was not under review at this time.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
BA (UG) – Major 1, 2 and minor - <b>600</b>	150	374	21 Hon BA; 14 BA; 168 Certificates
MA – <b>19</b>	6	14	8
PHD - <b>15</b>	6	11	

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

François Paré, Professor, Department of French Studies, University of Waterloo  
 Douglas Walker, Professor Emeritus, Department of French, Spanish, and Italian, University of Calgary  
 Douglas Freake, Associate Professor, Department of English/Humanities, York University

**Site Visit:** January 30-February 1, 2013

The site visit at Glendon included meetings with senior academic leadership from the University, including the Vice-Provost Academic, Alice Pitt, and the Interim Dean of Graduate Studies, Barbara Crow. The reviewers met with the Glendon Principal, the Chair of the department of French Studies, the Graduate Program Director, faculty members and groups of undergraduate and graduate students.



**Outcome:** The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Follow-up report due **October 2016**.

**Program Strengths:**

Undergraduate:

- The programs align well with Glendon's mandate "to emphasize the importance of bilingualism in a multicultural context."
- Until recently, the program has served majors as well as provided courses to satisfy Glendon's bilingual requirements. With the establishment of the *Centre de formation linguistique pour les Études en français*, the Department's undergraduate program can focus its attention on FSL and French as a first language language courses in 3 areas (language, literature and linguistics) mainly to students doing a major or a minor in French Studies. The review report takes note of the self-study's description of courses designed for French native speakers as "un fleuron de notre programme."
- The program provides an original array of literature courses, and its offerings in language and linguistics are diverse and original.
- A Certificate in Professional Writing is available to Francophone students, and students are well prepared to enter graduate level study in French Studies and Translation.
- Students appreciate the small classes, the bilingual environment and related activities, the sense of community, the program offerings, and 'demanding but fair' professors.
- A host of international programs are provided, including study abroad opportunities in France, Belgium and Switzerland.
- The research profile of department members is strong.

Graduate:

- The MA program is well-aligned with faculty research and with undergraduate programs at Keele and Glendon with a view to preparing students for further graduate study in French linguistics or French and Francophone literatures or to enhancing graduates' career opportunities in areas such as bilingual administration, education, traditional and digital media, publicity and business.
- The well-laid out program, with fields in linguistics (sociolinguistics and French in a Canadian context) and literatures (theories and genres, women's writings, literature and society) is served by a large number of faculty members and is distinct in its offerings.
- The quality of applicants has improved, and students appreciate the high quality of the courses and excellence of teaching.
- The review report "recognizes the exceptional potential of the MA program at York University."

## **Opportunities for Program improvement (selected from self-study and reviewers' report):**

### Undergraduate:

- While the establishment of the *Centre de formation linguistique pour les Études en français* provides the opportunity for the Department to refine its focus, there is a need to establish clear communication between the Department and the Centre.
- Increased efforts are required in order for non-Francophone students to navigate the program and the course descriptions.
- The large number of preparatory language courses required for admission to the major needs to be reviewed.
- In spite of an impressive list of courses, the demands of three areas on the curriculum can result in restrictions on the availability of a sufficient number of courses at the advanced levels.
- Increased summer offerings would serve students' needs.
- There are opportunities for stronger collaboration between Keele and Glendon in the areas of curriculum and scheduling coordination, adoption of a single placement test that includes an oral component, more active promotion of each other's activities and offerings, and enriching faculty complement through joint appointments. The joint appointment between French Studies and the Faculty of Education is viewed as providing strength to both programs and could be emulated.
- Students would benefit from more involvement in faculty research activities and in departmental discussions.
- The visibility of French Studies could be heightened; the web site needs improvement.
- There is a need to improve the space allocation in order to provide a departmental spatial community.

### Graduate:

- The focus on research-based objectives as well as the language of promotional materials need to be reviewed to ensure the needs and aspirations of career-oriented MA students are appropriately reflected.
- The program requirements are onerous for a 3-term program, and, while completion times have improved, they are unsatisfactory. Reliance on Independent Reading courses suggest that the program's ability to offer courses does not match expectations that students will be able to complete requirements in a reasonable time.
- The program needs heightened visibility in order to recruit more and more highly qualified Francophone and non-Francophone students. Recruitment efforts on both campuses need to be a priority and research and external funding opportunities need to be emphasized and supported.
- Student experience would be enhanced by more opportunities to become aware of faculty research activities, possibilities for collaboration and for seeking funding. The report notes that Éditions DU GREF, housed at Glendon, provides training in scholarly publication but hints that more opportunities for students to publish would be welcome.
- There is a strong need for consultation with the *Centre de formation linguistique pour les Études en français* given that it intends to provide TAs and CLAs and to establish an independent research agenda.
- Faculty renewal is important for all aspects of the MA program and key in the area of linguistics.

### **Decanal Implementation Plan (selected);**

The decanal implementation addresses recommendations that surface throughout the report as well as those summarized at the end and reflects the unit's response. Priorities and timelines are summarized as follows:

- The plan notes that the Department has already reduced the number of required introductory courses, has increased the number of summer offerings, and will enhance student participation in governance by September 2014. The plan also commits the Glendon Research Office to creating a faculty-wide "Research Apprentice Program" to facilitate student involvement in faculty research by September 2015.
- The plan supports efforts to deepen collaboration with LA&PS to enhance student mobility and increase course offerings in both programs (particularly in the Summer term), to harmonize courses, particularly at 1000 and 2000 year levels, and to harmonize faculty complement renewal. The plan notes improved IT resources will facilitate cross-campus communication and points out discussions regarding curriculum are already underway. These efforts are scheduled to be underway by November 2014 with significant progress by October 2016.
- The review report notes that "when bridges are established, the combined French course offerings on the Keele and Glendon campuses...would clearly outperform any other French program in Canada in terms of the sheer number and variety of courses offered."
- The plan is supportive of a common placement testing but suggests that Glendon must work towards use of a single test at Glendon for non-francophone students before entering into discussion with Keele. The status of this recommendation will be reviewed in October 2016 and needs to be communicated immediately to the Dean of LA&PS.
- The plan notes that Glendon is in the process of modernizing its web infrastructure which will make it possible to improve departmental websites more easily and effectively. This project is due to be completed by June 2015.
- The plan encourages the Department to establish formal mechanisms for ensuring good communication with the *Centre de formation linguistique pour les Études en français* and with the Principal's Office concerning areas of mutual concern.
- The plan notes that Glendon's space needs are acute but should be resolved in the mid- to long-term by major capital investment; the Office of the Principal hopes to alleviate the problem in the immediate term with a space management plan. The October 2016 follow-up report will address the status of space management.
- The plan commits to promoting research services to graduate students.
- The plan invites discussion with the graduate program on how reliance on Independent Reading Courses, given resource constraints, can be addressed.

### **Summary:**

The French Department is the largest department at Glendon with nearly 17% of undergraduate majors, the largest graduate program at Glendon (with Keele) and faculty members actively engaged in research. It offers a diverse curriculum in the areas of language, literature and linguistic at the graduate and undergraduate levels with an impressive array of original courses and, at the undergraduate level, study abroad

opportunities. Many of the recommendations in the review report have already made good progress towards implementation. The establishment of the *Centre de formation linguistique pour les Études en français*, along with the recent establishment of a PhD program (with Keele) will allow the Department to focus more assertively on Francophone and non-Francophone students specializing in French Studies at graduate and undergraduate levels. Enhanced communication between the Centre and the Department and with the Office of the Principal will support the development of the mandates of each and establish conditions for future collaboration, particularly in terms of the involvement of graduate students in research and teaching opportunities at the Centre. An emphasis on opportunities to enhance the program's visibility and sustainability by way of deepened coordination and collaboration with Keele has been embraced as key to the realization of the potential of French Studies at York in general and at Glendon to increase the number of its majors and enhance the reputation of its offerings at the undergraduate as well as graduate levels. There are opportunities to increase the number of majors at Glendon, to raise the visibility of French Studies at York University, and to realize more fully the potential of the distinctiveness of a graduate program that now includes a Phd.

Alice J Pitt, Vice-Provost Academic  
April 2015





**Dean's/Principal's Follow-Up Report for Cyclical Program Review  
For submission to the Joint Sub-Committee on Quality Assurance**

**Submit report to [Yugap@yorku.ca](mailto:Yugap@yorku.ca) by: October 31, 2016**

Program	French
Program options (example, BA, MA, Phd)	Undergraduate and graduate programs French Studies, Études françaises, Études francophones
Faculty and Home Academic Unit	French Department, Glendon College
Year of Previous Cyclical Review and Date of Final Assessment Report (FAR)	Site Visit: Jan 31/Feb 1, 2015 FAR date: April 15, 2015 Follow-up Report Date: October 31, 2016
Launch of next Cyclical Program Review	Fall 2019 – to include the PhD program Site visit (anticipated): Fall 2020/Winter 2021

**Enrolment data from the Final Assessment Report**

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Undergraduate	150	374	21 Hon BA; 14 BA; 168 Certificates
Master's	6	14	8
PhD	5	11	

**Enrolment data from 2015-2016 (from the Academic Program Report, <http://oipa.info.yorku.ca/i-need-data/>)**

Program	Registrations (in-take) 2015	Enrolment FTES 2015	Degrees Awarded 2015
Undergraduate	121	398	56, 13 minors, 222 certificates
Master's	4	7	4
PhD	0	15	0

**Dean's/Principal's Implementation Plan Update**

- Please provide an update on the major initiatives that were undertaken as a result of the Cyclical Program Review. This should not be an exhaustive update on each recommendation of the external reviewers, rather a summary of the progress on significant activities that are improving program quality.**

***Note: All programs are required to have Program Level Expectations established and an up to date curriculum mapping completed. These items should be forwarded to the Office of the Vice-Provost Academic along with this report.***

<b>Opportunity</b>	<b>Timeline for Completion</b>	<b>Responsibility (example, Dean's Office, Program)</b>	<b>Observations (comment on challenges or success)</b>
Convert all the French Dept courses to FRAN courses	Winter 2016	French Department (Glendon)	After a department-wide consultation, we realized that non-Francophone students were feeling discriminated against by having to take FRLS rather than FRAN courses. The change to only one rubric for all French courses of the department has been initiated from that consultation
Harmonizing the Glendon program with the French Studies program at LA&PS	ongoing	French Department (Glendon), French Department	We are working on standardizing the specialized programs of the two York French departments (Glendon and LA&PS)

		(LA&PS)	
Include one or two students in our General Assembly, so as to promote student engagement	Fall 2016	French Department (Glendon)	Discussions within the Department have been initiated since September in order to include in our "Statuts du département" a clause giving students the right to sit in our General Assembly. A student has already been invited to attend our next GA, November 4 <sup>th</sup> , 2016.

**2. Describe any additional initiatives to enhance program quality undertaken since the Cyclical Program Review was completed.**

<b>Opportunity</b>	<b>Timeline for Completion</b>	<b>Responsibility (example, Dean's Office, Program)</b>	<b>Observations (comment on challenges or success)</b>
Club des études françaises	Fall 2016	French Department (Glendon)	Creating a "Club des études françaises" in collaboration with students and animated by students is an excellent means of increasing student engagement and promoting interactions and use of French outside the classroom

**3. Please comment on the alignment between the initiatives above and the University Academic Plan.**

**Signature of the Dean/Principal :**

**Date: October 31, 2016**



**Juris Doctor (JD) and Professional LLM, Graduate, Osgoode Hall Law School**

**Cyclical Program Review – 2007 - 2012**

**Final Assessment Report and Implementation Plan\_Executive Summary**

**Reported to Joint-Committee on Quality Assurance: April 15, 2015**

**Program description:**

Established by The Law Society of Upper Canada in 1889, and the only accredited law school in Ontario until 1957, Osgoode Hall Law School is the oldest law school in the province, and one of the largest common-law law schools in Canada. Affiliated with York University since 1968, Osgoode remains at the forefront of legal education and innovation, offering the most diverse curriculum and experiential programming in the country. Students graduate with a Juris Doctor (JD), formerly known as the LLB.

In 1996, Osgoode Professional Development (OPD), a division of Osgoode Hall Law School, was created to satisfy the demand lifelong learning and specialized legal education. The Osgoode Professional LLM encompasses more than 15 different specializations. Osgoode Hall Law School also offers a research stream LLM which will undergo a review in 2013-2014.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Professional LLM	257	148	158
Juris Doctor	306	967	320

**Reviewers appointed by Vice Provost Academic:**

Ian Holloway, QC, Professor and Dean of Law, University of Calgary  
 Geneviève Saumier, Professeur agrégé / Associate Professor, Faculté de droit / Faculty of Law, McGill University  
 Markus Biehl, Associate Dean (Academic), and Associate Professor, Management and Information Science, Schulich School of Business, York University

**Site Visit:** February 23-25, 2014

The reviewers met with key administrative personnel, including senior academic leadership in the University and in Osgoode Hall Law School. In addition the reviewers met with faculty members and groups of students in both the JD program at the Keele campus of York University and the at the Osgoode Professional Development site in downtown Toronto.

**Outcome:** The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. The Dean of Osgoode Law School is responsible for implementing recommendations as per the Decanal Implementation Plan. Follow-up report due October 2016.

**Summary**

Osgoode Law School is highly regarded for its excellence in the JD and LLM (Professional) programs. Recent renovations have enhanced the quality of space for



staff, faculty and students, and the School has undertaken innovative approaches to revising its curriculum in light of its own and York University's values and a changing landscape for legal education. In particular, new JD requirements emphasize experiential learning with the clear objective to provide relevant professional preparation for a range of areas of practice, and emerging professional development needs of practicing lawyers are identified and acted upon with ongoing programmatic changes and delivery flexibility provided by the use of technology. Student concerns about assessment and the Career Development Office as well as questions about the effectiveness of counseling and advising services are addressed in the dean's implementation plan that identifies approaches, responsible participants and timelines. A recommendation to develop a distinct degree designation for the LLM (Professional) to differentiate its more clearly from the LLM (Research) will be taken up in the cyclical program review of the LLM (Research) and PhD programs that is underway.

Alice J Pitt, Vice-Provost Academic  
April 2015



**Dean's/Principal's Follow-Up Report for Cyclical Program Review  
 For submission to the Joint Sub-Committee on Quality Assurance**

**Submit report to [Yuqap@yorku.ca](mailto:Yuqap@yorku.ca) by: October 31, 2016**

<b>Program</b>	Osgoode JD, LLM (Professional)
<b>Faculty and Home Academic Unit</b>	Osgoode Hall Law School
<b>Year of Previous Cyclical Review and Date of Final Assessment Report (FAR)</b>	Site Visit: February 2014 FAR date: April 2015 Follow-up Report Date: October 31, 2016
<b>Launch of next Cyclical Program Review</b>	Fall 2021 Site visit (anticipated): Fall 2022

**Enrolment data from the Final Assessment Report (VPA to populate)**

<b>Program</b>	<b>Accepts 2013</b>	<b>Enrolment FTES 2013</b>	<b>Degrees Awarded 2013</b>
Professional LLM	257	148	158
Juris Doctor	306	967	320

**Enrolment data from 2015-2016 (from the Academic Program Report, <http://oipa.info.yorku.ca/i-need-data/>)**

<b>Program</b>	<b>Accepts 2015</b>	<b>Enrolment FTES 2014</b>	<b>Degrees Awarded 2015</b>
Professional LLM	321	196	175
Juris Doctor	405	962	297

## Dean's/Principal's Implementation Plan Update

1. Please provide an update on the major initiatives that were undertaken as a result of the Cyclical Program Review. This should not be an exhaustive update on each recommendation of the external reviewers, rather a summary of the progress on significant activities that are improving program quality.

**Note: All programs are required to have Program Level Expectations established and an up to date curriculum mapping completed. These items should be forwarded to the Office of the Vice-Provost Academic along with this report.**

Opportunity	Timeline for Completion	Responsibility (example, Dean's Office, Program)	Observations (comment on challenges or success)
Integration of Cyclical Program Review findings into Osgoode's 2017-2020 Strategic Plan	December 2016	Dean's Office, standing committees of Faculty Council, and various other divisions	The Cyclical Review has provided a significant point of departure for the Osgoode Strategic Planning process.
Related reviews of Career Development Office (CDO) and Wellness Program	May-November 2016	Associate Dean (Students), Assistant Dean, Students	As part of the Strategic Planning process and in response to the Cyclical Review, a number of reviews of various aspects of Osgoode's Student Services division have been undertaken. These include specific reviews of the Career Development Office (CDO) and the Wellness Program, as well as other broader measures such as participation in the LSSSE survey, roundtables, data collection, etc.
Amendment of Academic Rules in relation to the Grading Profile in Small Classes	April 2015	Faculty Council, Academic Policy and Planning Committee	Changes were made to the grading profile in relation to classes with 30 or fewer students in response to the recommendation of review of assessment practices and grade distribution. Feedback in general has been very positive.

2. Describe any additional initiatives to enhance program quality undertaken since the Cyclical Program Review was completed.

Opportunity	Timeline for Completion	Responsibility (example, Dean's Office, Program)	Observations (comment on challenges or success)
Providing opportunities to bring JD and LL.M.	May-September, 2016	Dean's Office, Assistant Dean & Executive Director,	Building on the Cyclical Review Recommendations, as part of the growth plan for the full-time LL.M. programs at

students together		Osgoode Professional Development (OPD), Assistant Dean, Students	OPD, Osgoode renovated a classroom in the Ignat Kaneff Building on Keele campus for these classes so LL.M. students are now better integrated on Keele Campus. New programs such as the Learning & Leading Series have launched (May 2016) designed to bring together JD and LL.M. students.
Faculty Recruitment Priorities for Future Programming	2016-2017	Dean's Office, Faculty Recruitment Committee	We have built on the Cyclical Review recommendation to be "nimble" and adjust faculty recruitment to future needs, particularly in private law, and for 2016-2017 we are pursuing searches in "Digital Governance" and "Contracts/Commercial Law" (private law) among other areas.
Proposed review of the first-year curriculum	2016-2016	Academic Policy and Planning Committee	The Academic Policy and Planning Committee of Faculty Council (APPC) is preparing to undertake a moderate review of the first-year curriculum this academic year.

**3. Please comment on the alignment between the initiatives above and the University Academic Plan.**

A number of key themes set out in the University Academic Plan 2015-2020 (UAP) are reflected in the implementation plan update. As a whole, the UAP both informs and reinforces the goals set out in Osgoode's draft strategic plan 2017-2020.

In specific terms, while traces of each of the UAP's priorities are reflected in the implementation plan update, it appears as though the opportunities identified through the cyclical program review are mainly in three of the priority areas:

- Priority 1 – Innovative, Quality Program for Academic Excellence (Osgoode's strategic planning process, first-year curriculum review)
- Priority 3 – Enhanced Quality in Teaching and Student Learning (faculty recruitment priorities, amendment of academic rules in relation to grading profile)
- Priority 4 – A Student Centred-Approach (reviews of Career Development Office (CDO) and Wellness Program, bringing JD and LL.M. students together)

This is not to say that the other priority areas set out in the UAP are not of central importance to the Law School, but rather that these other areas were less in need of immediate attention than the ones outlined above.

**Signature of the Dean/Principal:**

**Date:** October 31, 2016



**SOCIOLOGY – Undergraduate, Glendon College**

**Cyclical Program Review – 2005 - 2012**

**Final Assessment Report and Implementation Plan**

**Reported to Joint-Committee on Quality Assurance: April 15, 2015**

**Program description:**

Sociology is one of the eight departments created in 1968 when Glendon College was founded and as such has a long and established history. Sociology courses are popular as electives at Glendon and faculty actively participate in the Graduate Studies programs offered by York University, as well as Master’s in Public and International Affairs offered at Glendon.

Degree options include Specialized Honours BA and International BA (IBA) (bilingual or trilingual), the Honours BA or IBA, the Honours double major or major/minor in the BA or IBA and the Honours minor. There is also a BA option for students.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
M1, M2, Minor - 164	22	112	BA Hons – 24; BA - 14

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

Arnaud Sales, Emeritus Professor, Université de Montréal, Département de sociologie  
 Douglas Baer, Professor, Victoria University, Sociology Department  
 Bettina Bradbury, Professor, York University, Department of History and School of Gender, Sexuality and Women’s Studies, Faculty of Liberal Arts and Professional Studies and Glendon College, York University

**Site Visit:** March 20-22, 2013

During the site visit the reviewers met with Senior Academic Leadership from the University and from Glendon College, including Kenneth McRoberts, Principal, Glendon College, Stuart Schoenfeld, Actual Chair of the Department of Sociology, Brian Singer, Future Chair of the Department of Sociology, Sarah Coysh, Head Leslie Frost Library. In addition the reviewers met with faculty members, administrative staff and undergraduate students.

**Outcome:** The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Follow-up report due October 2016.

**Program Strengths:**

- The program’s objectives are clear and well-aligned with the mission of Glendon College; its distinctive curriculum recognizes that differences in the social experiences and cultural influences between French and English languages translate into differences in the theoretical perspectives and disciplinary concerns of the two sociological communities. Further distinctiveness to each comes from a Canadian lens; the bilingual sociology



program provides access to this pluralism in sociology.

- The program serves students majoring in sociology in preparation for graduate study, students who study sociology as career preparation, and those for whom sociology is part of a liberal arts degree. It offers courses on classical and contemporary theory, qualitative and quantitative research methodologies, and courses on various specialty branches to provide a grounded and diverse curriculum.
- Sociology makes a significant contribution to interdisciplinary programs at Glendon and faculty support graduate programs in Social and Political Thought, Sociology, and Public and International Affairs.
- Full-time faculty members are active researchers.
- Students report higher than the Glendon average satisfaction rates, and program learning outcomes emphasize transferable skills (critical reading and thinking, ability to gather, assess and communicate information of various kinds, ability to learn on one's own, and the ability to communicate effectively in both oral and written presentations).

Opportunities for Program improvement (selected from self-study and reviewers' report)

- Faculty complement renewal to ensure the integrity of the program, increase the number of courses taught by full-time faculty members, and strengthen research activities are top priorities.
- The number of courses taught in French needs to be increased to maintain Glendon's unique bilingual character, and English and French versions of basic software should be made available.
- A bibliographical research module should be integrated into one of the core courses to ensure that students develop an awareness of available resources.
- A co-ordinating committee should be established with Glendon and LA&PS to "create synergy for both graduate and undergraduate programs."
- The department should develop a *Certificat d'études enquête de terrain en sciences sociales* to support student professional development and provide experiential learning opportunities.
- The department sees a benefit in providing increased summer offerings.
- A general recommendation for Glendon calls for improved support for students enrolled in the Faculty of Education's Bachelor of Education program (concurrent) housed at Glendon. More germane to sociology is the suggestion that the level of support provided to students who combine a sociology course with a course providing French credit, such as FSL 2010.

### **Decanal Implementation Plan (selected)**

The Principal provided a thorough response to each of the review report's recommendations. A summary of actions to be implemented in key areas follows:

- The Principal agrees that faculty complement renewal is required and urges the department to establish strategic priorities; at the same time, the department's expression of willingness to be open to opportunities that may arise is welcome.

- While it is not realistic to increase the proportion of courses delivered by full-time faculty, the Principal notes that an effort is being made to have compulsory courses taught by full-time faculty.
- The Principal points out that the provision of courses taught in French is tied to the number of Francophone students; software is available in both languages, and the plan commits to improving awareness.
- The department will integrate a bibliographical research module in a 2000-level introductory course for January 2015.
- The Principal agrees with the department that informal communication between Glendon and LA&PS is working well.
- The department has developed a proposal for a *Certificat d'études enquête de terrain en sciences sociales*, but approval and implementation will have to be reassessed as the faculty composition evolves.
- The Principal agrees that support for sociology students enrolled in the B.Ed is important and depends on the availability of resources. The form French support for disciplinary courses takes will be determined by way of a Faculty policy, and when it has been developed, the sociology program will benefit from its implementation. No timeline provided

Progress on actions will be provided in the October 2016 follow-up report.

### **Summary**

The program's objectives are clear and well-aligned with the mission of Glendon College; its distinctive curriculum recognizes that differences in the social experiences and cultural influences between French and English languages translate into differences in the theoretical perspectives and disciplinary concerns of the two sociological communities. The program and the reviewers of the program brought forward a number of recommendations to which the Principal has provided a thorough response.

Alice J Pitt, Vice-Provost Academic  
April 2015



**Dean's/Principal's Follow-Up Report for Cyclical Program Review  
For submission to the Joint Sub-Committee on Quality Assurance**

**Submit report to [Yugap@yorku.ca](mailto:Yugap@yorku.ca) by: October 31, 2016**

Program	Sociology
Program options (example, BA, MA, Phd)	BA, iBA
Faculty and Home Academic Unit	Sociology Department, Glendon College
Year of Previous Cyclical Review and Date of Final Assessment Report (FAR)	Site Visit: March 20-22, 2013 FAR date: April 2015 Follow-up Report Date: October 31, 2016
Launch of next Cyclical Program Review	Fall 2020 Site visit (anticipated): Fall 2021/Winter 2022

**Enrolment data from the Final Assessment Report (VPA to populate)**

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
BA, IBA	22	112	BA Hons – 24; BA - 14

**Enrolment data from 2015-2016 (from the Academic Program Report, <http://oipa.info.yorku.ca/i-need-data/>)**

Program	Registered (intake) 2015	Enrolment FTES 2014	Degrees Awarded 2015
BA, IBA	31	36	36 majors, 5 minors

## Dean's/Principal's Implementation Plan Update

1. Please provide an update on the major initiatives that were undertaken as a result of the Cyclical Program Review. This should not be an exhaustive update on each recommendation of the external reviewers, rather a summary of the progress on significant activities that are improving program quality.

*Note: All programs are required to have Program Level Expectations established and an up to date curriculum mapping completed. These items should be forwarded to the Office of the Vice-Provost Academic along with this report.*

Opportunity	Timeline for Completion	Responsibility (example, Dean's Office, Program)	Observations (comment on challenges or success)
Faculty complement renewal	No specific timeline	Provost	We hired one new tenure stream Professor in 2016 and have received a tenure stream position commencing July 2017 for an Indigenous scholar. Challenges remain for assuring the integrity of the Department as we have had 6 retirements in the last decade and only 3 replacement hires.
Increase the proportion of courses delivered by full-time faculty	No specific timeline	Provost, Principal and Department	Hiring 2 new tenure stream faculty members in 2016 and 2017 will allow us to increase the proportion of courses delivered by full-time faculty members. We also secured an LSTA appointment in 2016 which allows more continuity.
Increase the number of courses taught in French and ensure the availability of bilingual software	No specific timeline	Department and Principal	We have added the introduction course Perspectives Sociologiques in French, taught by a full-time faculty member as well as the upcoming course Corps et Sociétés. Software related to courses is available in both languages.

**2. Describe any additional initiatives to enhance program quality undertaken since the Cyclical Program Review was completed.**

Opportunity	Timeline for Completion	Responsibility (example, Dean's Office, Program)	Observations (comment on challenges or success)
Enhance and expand the type of courses available	No specific timeline	Department, Faculty Council	We added courses on Race and Ethnicity (EN), Corps et Sociétés Sociologiques (FR) expanding the options for Sociology majors.
Enhance student experiences and community life by re-establishing the Sociology Club.	2015-2016	Department	We relaunched the Sociology Club in 2015. With the support of Faculty, Sociology students formed the Sociology club, providing an opportunity for Sociology Majors to meet regularly and enhance the student community.

**3. Please comment on the alignment between the initiatives above and the University Academic Plan.**

Faculty expertise, research output and teaching reflect and support the UAP's goals of promoting research and teaching excellence, innovation, social justice, diversity and inclusivity and sustainability. The Sociology department at Glendon also reflects and enhances the University's commitment to bilingualism as well as its "commitment to general education and the critical presence of liberal arts education throughout the curriculum" to "ensure that our graduates acquire the transferable skills so critical to adapting to the new demands of citizenship and changing work settings" as outlined in the 2015-2020 UAP. Our commitment to Indigenous scholarship and engagement with Indigenous communities is also reflected in our securing a tenure stream position for an Indigenous scholar for 2017 and our course offerings (First Nations in Canada has been offered regularly over the last 3 years in the Department, taught by an Indigenous scholar), both of which support the pan-University Indigenous Strategy.

**Signature of the Dean/Principal :**

**Date: October 27, 2016**



**Economics/ Science économique – Undergraduate, Glendon College**

**Cyclical Program Review**

**Cyclical Program Review – 2006 - 2013**

**Final Assessment Report and Implementation Plan**

**Reported to Joint-Committee on Quality Assurance: October 2015**

**Program description:**

Glendon College is the bilingual faculty of York University, and the only institution in Southern Ontario offering bilingual university programs. The Economics Department was one of the first departments established at Glendon. In 1999, the department expanded its BA offerings to include an Honours bilingual program in Business Economics. Since 2007 students may also pursue bilingual or tri-lingual international Bachelor of Arts (iBA) in Economics or Business Economics. Students may obtain an honours degree (120 credits) or a 90 credit BA as well as having the option to add another major or a minor subject.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Business Economics	103	151	BA Hon: 15
Economics	26	122	BA Hon: 7; BA 14

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

Professor Pierre Lasserre, Département des sciences économiques, Université du Québec à Montréal  
 Professor Dwayne Benjamin, Department of Economics, University of Toronto  
 Georges Monette, Associate Professor, Department of Mathematics and Statistics, York University

**Site Visit:** October 27 and 28, 2014

The reviewers met with Alice Pitt, Vice-Provost, Academic, Donald Ippercil, Principal of Glendon College, the Chair of the Glendon Economics Department and the Coordinator of the Business Economics program. In addition the reviewers met with librarians from the University libraries, and faculty and student members from both the Glendon and Keele campuses.

**Outcome:** The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due February 2017.

**Program Strengths**

- Faculty members are active researchers who contribute to Glendon’s bilingual mandate and to the high quality student experience in the liberal arts.
- The program has been responsive to prior program review recommendations to provide more flexibility in their program offerings to align with the LA&PS program as well as other Economics programs. Their comprehensive self-study demonstrates a strong commitment to sustain and heighten the quality of their programs and to meet the



demands of a heterogeneous student population. The review report states, “The most lasting impressions we have were the intensity of the passion felt by the faculty for the program and the engagement of the students....”

- “The curriculum is appropriate and conventional for an economics program with a business emphasis.” The program includes an “impressive offering of relatively new business-related economics courses,” and instructors use business-oriented examples in more conventional courses. (Review Committee Report) The RCR was impressed that “[t]he department goes to great lengths to see that the curriculum has a practical focus, while developing rigorous, quantitative thinking skills.
- Some courses are recognized as equivalents for Financial Accounting and Managerial Accounting accreditation, and the program is working with the new Chartered Professional Accountants to ensure that this recognition continue.
- Many students go on to prestigious graduate programs and, ultimately, academic careers, and students are well-prepared for public service careers.
- In addition to a small internship program, students have opportunities to work as research assistants with faculty members.
- Students are generally satisfied with academic advising and appreciate the availability and expertise of faculty members.
- Library support is strong.

#### **Opportunities for Program improvement (selected from self-study and reviewers’ report)**

The program provided a fulsome assessment of areas for enhancement, which the Review Committee Report fully engaged in its recommendations, the latter paying particular attention to Glendon’s unique context of small classes and bilingual campus and its strengths in Business Economics. Faculty resources are a source of concern, and the RCR’s recommendations highlight priorities for development as well as streamlining current demands.

- More predictable and the ‘right mix’ of course offerings in English and French would enhance student planning, and better use of specialized English-language courses in LA&PS would reduce duplication of Glendon courses. While enhancing the emphasis on French-language courses would indeed capitalize on Glendon’s unique mandate, the program notes, in response, that student French-language competence poses challenges as well. Better use of “Topics in X” courses would reduce program complexity, and more attention to standardization of courses to better align with LA&PS courses would streamline offerings. The program has not yet fully articulated its program level expectations, a process that would clarify objectives and align curriculum.
- Expectations for mathematics in general and for upper-year level applied courses need to be clarified and communicated with appropriate pre-requisite requirements enforced. Students need more opportunities to take Math, and financial economics should be part of the “branding” of the program rather than a new stream.
- A capstone research methods course would support students oriented to graduate study as well as those seeking employment with student-directed and faculty-supported research. The curriculum would be enhanced by adding “more bench-strength in academic business skills (especially accounting).” The RCR advises against subsuming Economics into a new Commerce program. Building on Business Economics holds the potential to differentiate Glendon, attract students with interests in business and remain true to Glendon’s mission.
- Where the program favours a dedicated writing and research course, the RCR points to the benefits of a ‘writing across the curriculum’ approach to cultivate communication skills in French and English and notes that upper-year undergraduates student TAs could enhance the student experience, especially in French-language courses.
- Stronger branding of the program and more emphasis on recruitment (by Glendon as well as York) of qualified Ontario as well as Quebec and international students is needed to address the issues of declining enrolment and declining quality of Ontario applicants. The program notes increased ‘105’ applicants, including international students, but is uncertain about the

quality of many of these applicants. The “bilingual niche occupied by Glendon” should be better exploited; communication and coordination between the administration and the Economics Department could be improved in consultation with the program.

- The RCR recommends enhanced professional academic advising, provision of a professional administrator to support and build internship opportunities within York and in the broader community, and improvements to physical and IT resources, including licensing for software for use outside of a dedicated computer lab. Strengthened administrative support and communication.
- Complement priorities: sub-disciplines of economics (Industrial Organization, Macroeconomics, Applied Microeconomics) and Accounting to fill needs in program, French and English.

### **Decanal (Principal’s) Implementation Plan (selected)**

The Principal’s Implementation Plan supports reorganizing and presenting current offerings in ways that are more meaningful to students. However, the Plan envisages development of new dual degree program in International Studies (Glendon) and Business Administration (EM Lyon) supported by new funding from the MTCU for French-language studies. This additional funding will allow the Faculty to add professors to the BUEC program who will at the same time offer courses in the new joint business program.

The Principal’s Plan supports the development of bilingual courses to enhance students’ discipline-specific skills. The Office of the Principal supports this initiative beginning April, 2015 for June 2016 implementation. The above-mentioned MTCU funding is essential to moving this forward. In addition, the department will review prerequisites and will continue discussions with the Mathematics department about enhancing courses to suit the needs of Economics students.

The Plan commits to assisting the program to increase the number of project-based courses. An experiential education coordinator is now in place to explore the opportunity to create an internship course in this discipline at Glendon.

The Principal’s Plan commits to having program level expectations and student learning outcomes Program finalized and submitted to the Office of the Vice-Provost Academic before the follow-up report is submitted.

Progress on these actions will be addressed in the 2017 follow-up report.

### **Summary**

The Reviewers noted that “The curriculum is appropriate and conventional for an economics program with a business emphasis,” and that the program includes an “impressive offering of relatively new business-related economics courses.” They also noted that the department goes to great lengths to see that the curriculum has a practical focus, while developing rigorous, quantitative thinking skills.

The areas for enhancement identified in the self study document which were incorporated fully into the reviewer’s recommendations, took into consideration Glendon’s unique context of small classes and bilingual campus and its strengths in Business Economics.

The Principal’s Implementation Plan supports reorganizing and presenting current offerings in ways that are more meaningful to students and the development of bilingual courses to enhance students’

discipline-specific skills. The Plan commits to assisting the program to increase the number of project-based courses. In addition to providing support to develop more project based courses, it notes that an experiential education coordinator is now in place to explore the opportunity to create an internship course in this discipline at Glendon.

The Principal's Plan commits to having program level expectations and student learning outcomes Program finalized and submitted to the Office of the Vice-Provost Academic before the follow-up report is submitted.

Progress on these actions will be addressed in the 2017 follow-up report.

Alice J Pitt, Vice-Provost Academic  
November 2015



**Dean's/Principal's Follow-Up Report for Cyclical Program Review  
 For submission to the Joint Sub-Committee on Quality Assurance**

**Submit report to [Yugap@yorku.ca](mailto:Yugap@yorku.ca) by: June 10, 2017**

Program	Economics, Undergraduate, Glendon College
Program options (example, BA, MA, Phd)	BA (Hon), IBA
Faculty and Home Academic Unit	Economics Department, Glendon
Year of Previous Cyclical Review and Date of Final Assessment Report (FAR)	Site Visit: October 27 and 28, 2014 FAR Date: October 2015 Follow-up Report Due Date: June 10, 2017
Launch of next Cyclical Program Review	Fall 2021 Site visit (anticipated): Fall 2022/Winter 2023

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Economics	16	104	BA Hon: 9; BA 24

## Dean's/Principal's Implementation Plan Update

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Opportunity	Timeline for Completion	Responsibility (example, Dean's Office, Program)	Observations (comment on challenges or success)
<b>R1: Improve the program branding</b>	We need better departmental website to advertise more accurately our programs. We are currently working on it.		
<b>R2. Require MHF4U Advanced Functions and MCV4U Calculus and Vectors for admission into the program</b>	<b>As for Glendon Mathematics</b> MHF4U and MCV4U are only recommended to enter our program. Students without this requirement have an opportunity to take a pre-calculus course.		MHF4U is a required course for the program at the Faculty of Liberal Arts and Professional Studies.
<b>R3. Improve curriculum by developing formal streams of specializations in BUEC while steering clear of developing a separate program in commerce</b>	<p>We introduced two new intermediate level courses in accounting: GL/ECON 3710 3.0 and 3720 3.0</p> <p>We have applied to receive accreditation for courses by the Chartered Professional Accountants of Canada (CPA Canada). GL/ECON 1000 3.0, GL/ECON 1010 3.0, GL/ECON, GL/MATH 1610 3.0, GL/MATH 1620 3.0,</p>		We still do not have stable teaching resources in accounting.

	<p>2710 3.0, GL/ECON 2720 3.0, GL/ECON 4310 3.0, GL/ECON 4315 3.0, GL/ECON 4275 received accreditation.</p> <p>New courses created for the joint EM Lyon/Glendon degree introduced by the department of international studies were cross-listed with our program, which should improve our course offering for BUEC students. We have agreed that we could integrate some of the course offering to offer/develop a new BUEC stream in International Business: <b>This is an ongoing development.</b></p> <p>Benefiting from the EM Lyon project, our corporate finance credits GL/ECON 4310 and 4315 are now taught by a full time faculty member part-time with our department: <b>this is completed and ongoing.</b></p> <p>We introduced Mergers and Acquisition, a new course with special emphasis on experiential education to be offered in the summer of 2017 for the first time reinforcing our finance stream in BUEC.</p>		
<p><b>R4: Ensure a logical progression through the program by setting clear</b></p>	<p><b>Completed:</b> GL/MATH 1930 3.00</p>	<p>Glendon Economics</p>	

**pre-requisites**

and GL/MATH 1940 3.00 are now prerequisites to enroll in GL/ECON 2100 and 2200 which aligns our requirements with FLAPS and ensure/force a logical progression through the programs with clear math pre-requisites to enroll in intermediate level courses.

GL/ECON 2525 is now GL/ECON 3525 with GL/ECON 2100 as pre-requisite. Microeconomic theory is now required for most applied microeconomic courses: completed.

GL/ECON 3570 is now GL/ECON 4570 with GL/ECON 2100 which ensure a more logical progression through the program.

**The following clear recommendation is now given to students wishing to pursue graduate school:**

**Honours BA degree:**  
It is strongly recommended that students who wish to pursue graduate studies in Economics take both [GL/ECON 3670 3.00](#) and [GL/ECON 4270 3.00](#), as well as [GL/MATH 1660 3.00](#), [GL/MATH 2660 3.00](#) and [GL/MATH 2670 6.00](#).

**Specialized Honours BA:** It is strongly recommended that students who wish to

	<p>pursue graduate studies in Economics take <a href="#">GL/ECON 3670 3.00</a> as well as <a href="#">GL/MATH 1660 3.00</a> and <a href="#">GL/MATH 2660 3.00</a>.</p> <p><b>Not completed:</b></p> <p>Plan to replace GL/ECON 3540 by 4th level paper course in labour/population economics with GL/ECON 2100 as pre-requisite.</p> <p>Make GL/MATH 1660 a required course to receive an Honours and/or specialized Honours BA in Economics.</p>		
<p><i>R5: Offer some intermediate-level courses only in French</i></p>	<p>Most of our students do not have the sufficient language skill to implement R5. As of September 2016, GL/ECON-3620 will be only offered in French from now on.</p> <p>Financial accounting is now being offered in French only in the Winter term for students entering the program in January.</p> <p>We will continue to alternate our offering of GL/ECON 2100 and 2200 in French every other year.</p> <p>We are still contemplating the possibility of offering GL/ECON 3300 6.0 a core course of our BUEC program as a bilingual course. This course has no equivalent at York.</p>		<p>Enrollment in principles of micro and macro in French were significantly higher in 2016 compared to previous year.</p>

	This would partly address further exposing our students to the use of French in their major without compromising enrollment/retention: <b>no final decision made.</b>		
<b>Recommendation 6.</b> <i>Put in place an internship program</i>	Our internship credit is now limited to 3 credits. We dropped the 6 credits option. Unless real resources be dedicated to run a serious placement program, we cannot make more progress on this question at the departmental level.		Students increasingly want a placement option. Direct competition (U of T, Ryerson even FLAPS) are offering this option. Failure to address this question seriously will hamper enrollment in the future.
<b>Recommendation 7.</b>	There is a need to improve the content of our website. We are currently working on this: <b>on going project.</b>		
<b>Recommendation 9.</b> <i>Appoint new faculty to the program</i>	Retirements are expected in a foreseeable future. A faculty complement in macroeconomics (monetary economics / International Economics) is needed as well as stable fully bilingual teaching to ensure the quality and the perenity of the distinctive structure of Glendon BUEC program.		

**2. Describe any additional initiatives to enhance program quality undertaken since the Cyclical Program Review was completed.**

<b>Opportunity</b>	<b>Timeline for Completion</b>	<b>Responsibility (example, Dean's Office,</b>	<b>Observations (comment on challenges or success)</b>

		<b>Program)</b>	
UUDLE	We submitted our degree level expectations document (UUDLE) on April 13, 2016 as requested: <b>completed</b>		
Merging GL/ECON & GL/Math	Math expressed recently its reservations about this project which is therefore currently on hold.		This is not affecting the current structure of our programs and the ongoing collaboration between both departments.
Clinic for GL/ECON 1000 and 1010	We would like to put in place a "econ-clinic" to provide additional support to first year students in principles of micro and macro. We are thinking of senior student run tutorials. This is truly missing at Glendon College.		This could be implemented as a volunteer program but the Chair feels uncomfortable with unpaid work. Pooling resources between the class in English and French and receive TA support for this course at the beginning of the term would be a better approach. Unfortunately, we receive marker/ graders based on enrollments too late in the term. A small amount of money dedicated to this project could be self-financing by retaining and/or attracting more students.

**3. Please comment on the alignment between the initiatives above and the University Academic Plan.**

**Signature of the Dean/Principal :**

**Date: March 18, 2017**

**Donald Ipperciel**

**Received via email**

**Linguistics and Language Studies (GLENDON)**

**Cyclical Program Review – 2003-2011**

**Final Assessment Report and Implementation Plan**

**Reported to Joint-Committee on Quality Assurance: March 17, 2015**

**Program description:**

The Linguistics and Language Studies program at Glendon College was established in 2003 within the Department of Multidisciplinary Studies. This is the first self-study of the Glendon Linguistics and Language Studies Program as an entity distinct from the historic resource-departments, English, Études françaises and Estudios Hispánicos.

Degree options include Specialized Honours BA and International BA (IBA) (bilingual or trilingual), which offers a specialized stream in Language Endangerment, Documentation and Revitalization Stream, the Honours BA or IBA, the Honours double major or major/minor in the BA or IBA and the Honours minor. There is also a BA option for students.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Linguistics and Language Studies	30	76	8 BA Hon 6 BA

**Reviewers:**

External Reviewer: Dr. John Archibald, Dean and Professor of Linguistics, Faculty of Humanities, University of Victoria

External Reviewer: Dr. Carrie Dyck, Associate Dean Arts (Research and Graduate and Associate Professor, Linguistics, Faculty of Arts, Memorial University

Internal Reviewer: Dr. Patrick Taylor, Associate Professor, Humanities, Faculty of Liberal Arts and Professional Studies, York University

**Site Visit:** November 25-27, 2012

**Outcome:** The Joint-Committee on Quality Assurance concluded that a meeting with program and decanal representatives from the Glendon Linguistics and Language Studies and the LA&PS DLLL Linguistics undergraduate programs to explore opportunities for deepening collaboration was warranted. The meeting was held on June 3, 2015. While there is acknowledgement that the interdisciplinary and tri-lingual nature of the Glendon program provides opportunities for Glendon students to avail themselves of the courses offered by the Department of Languages, Literatures and Linguistics DLLL, the more highly laddered nature of the DLLL program poses challenges for DLLL students seeking major credit with Glendon offerings. There is agreement that 4<sup>th</sup> year restructuring should be explored in order that the two programs may take better advantage of each other’s strengths (Glendon’s offerings in Endangered Languages are attractive to DLLL students). In addition, the programs agree that linking their websites will sharpen students’ understanding of the choices available to them as well as heighten the visibility of the programs’ combined strength in Linguistics. The 18-month follow-up report will address specific recommendations for each program as report on progress on a more co-ordinated approach to curriculum planning and program requirements designed to benefit both programs.

18-month follow-up report due: December 2016



### **Program Strengths:**

The Linguistics program, one of Glendon's largest programs, has a well-defined mission that aligns well with Glendon's focus on bilingual liberal arts education; it "requires students to develop a high level of linguistics awareness and support for their own language practices." The review report notes that an emphasis on language proficiency distinguishes the program from the Keele Linguistics program. Indeed, the program is unique at Glendon in that it alone requires students to fulfill its disciplinary requirements with courses in two languages. The program curriculum covers core areas of linguistics (syntax, semantics, phonology, morphology and phonetics) and offers instruction on an array of community languages (eg Rumanian, Persian). In addition to bilingual undergraduates degrees, the program offers trilingual degrees in English, French and Spanish, and this adds an attractive dimension to the employability of graduates. The program requirements are clear, appropriate and in alignment with relevant degree level expectations, and methods of assessment are appropriate and effective.

A Certificate in the Discipline of Teaching English as an International Language (Cert D-TEIL) provides an opportunity for professional training, and the design of this program includes an international practicum in Havana, Cuba. A majority of participants over 8 years have been LIN majors. The Centre for Research on Language contact provides some opportunity for experiential learning.

### **Opportunities for Program improvement (selected from self-study and reviewers' report):**

The program could be enhanced by clearer articulation of the transferable skills graduates can be expected to develop. This would augment and not replace the information currently provided about the kinds of careers graduates move into.

A strong diversity of program offerings is possible because of the availability of courses in other areas; however, the review report identifies the sustainability of the program as a primary concern and describes several aspects of the issue that need to be addressed:

- The program currently has no dedicated faculty and is reliant on other units (English, French, Hispanic Studies) to mount courses and participate in the administration of the program; several faculty members are close to or post-retirement, and the 3 Departments (English, French and Hispanic Studies) have their own programs to mount;
- The program could be enhanced by better harmonization with the Keele program. The review report identifies a lack of information about how to access and receive credit for courses taken at either campus given differences in pre-requisites and grade-minimum requirements;
- The organizational location of the program within Multi-Disciplinary Studies and an administrative structure based upon a Co-ordinator and Executive Board may not provide the program with an effective decision-making capability; in light of this, the review report suggests a need for a strong and convincing articulation of the LIN program's immediate and longer-term needs in relation to curriculum reform and hiring priorities.

### **Decanal Implementation Plan (selected)**

Principal Ken McRoberts' implementation plan emphasizes the need for the program to develop a plan outlining its future directions and generating hiring priorities. He notes that the eclectic nature of the program earns it a strong measure of popularity with students, but he argues that such eclecticism makes more urgent the necessity of a plan. The plan encourages the efforts undertaken by the program to better harmonize with the LAPS Linguistics program and to communicate clearly what Keele students might expect if they wish to take Glendon courses. The plan notes that the program members do not see the need for changes to the governance structure; indeed, the

program's response to review report clearly articulated that a co-ordinator from one of the three participating departments is selected for a three-year terms with other members serving one-year terms; ex officio members include the Director of the Centre for Research in Language Contact, the President of the Glendon Linguistics Club and the Director of the Language Training Centre for Studies in French.

**Summary:**

The Glendon Linguistics Program, housed within Multi-Disciplinary Studies, was approved in 2003 and draws its teaching and governance resources from the English, French and Hispanic Studies Departments. In addition to providing courses in the core areas of Linguistics, it also offers courses in community languages and it distinct in its provision for tri-lingual (French, English and Spanish) degrees and the requirement that students take courses offered in two of the three languages. It is increasingly attractive to students, and the primary focus over the next few years is the development of a 'future directions' document that will solidify the goals of the program and provide hiring priorities. Ongoing efforts to work with the LAPS Linguistics Program to harmonize requirements and communicate effectively to students are underway.

Alice J. Pitt  
Vice-Provost Academic  
York University



**Dean's/Principal's Follow-Up Report for Cyclical Program Review  
For submission to the Joint Sub-Committee on Quality Assurance**

**Submit report to [Yugap@yorku.ca](mailto:Yugap@yorku.ca) by: February 1, 2017**

Program	Linguistics and Language Studies (Glendon)
Program options (example, BA, MA, PhD)	BA, BA (Hon) or iBA
Faculty and Home Academic Unit	Linguistics Department, Glendon
Year of Previous Cyclical Review and Date of Final Assessment Report (FAR)	Site Visit: November 25-27, 2012 FAR Date: March 17, 2015 Follow-up Report Due Date: February 1, 2017
Launch of next Cyclical Program Review	Fall x 2019 Site visit (anticipated): Fall 2019/Winter 2020

**Enrolment data from the Final Assessment Report (VPA to populate)**

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Linguistics and Language Studies	30	76	8 BA Hon 6 BA

**Enrolment data from 2015-2016 (from the Academic Program Report, <http://oipa.info.yorku.ca/i-need-data/>)**

Program	Registration (intake) 2015/2016	Enrolment FTES 2015/2016	Degrees Awarded 2015
Linguistics and Language Studies	58	110	15 BA (Hon)/Other Degree 7 BA

## Dean's/Principal's Implementation Plan Update

1. Please provide an update on the major initiatives that were undertaken as a result of the Cyclical Program Review. This should not be an exhaustive update on each recommendation of the external reviewers, rather a summary of the progress on significant activities that are improving program quality.

**Note: All programs are required to have Program Level Expectations established and an up to date curriculum mapping completed. These items should be forwarded to the Office of the Vice-Provost Academic along with this report.**

Opportunity	Timeline for Completion	Responsibility (example, Dean's Office, Program)	Observations (comment on challenges or success)
Regarding Future Directions: task forces were struck to examine the configuration of the program with respect to Categories and their component courses and to examine the statutes of the Program.	The work of the task forces is completed.	Linguistics and Language Study Program	<p>The first task force recommended the delisting of certain courses as LIN courses as they did not fit in with the directions of the program and were rarely followed by LIN majors; these courses remain as FRAN; a second recommendation (set of recommendations) was a proposal for the reconfiguration of courses within Categories; these recommendations have been approved by the program membership.</p> <p>The second task force recommended clarification of membership of the Program executive committee; this has been achieved.</p>
Following the recommendations of the first task force, courses have been redistributed within Categories, resulting in two new Categories and one additional Category	The initiative has been approved at Faculty Council and now awaits approval at the Senate level.	Linguistics and Language Study Program	It makes course selection for students more transparent; it also lends greater coherence to the structure of the Program coherent especially with respect to the Language Endangerment Stream and the increasing focus on Romance linguistics.
The report supported the hire of a linguist within the Département d'Etudes	In progress, near completion	DEF, Principal's Office	The new hire was recommended in light of the retirement of linguists in

Françaises			DEF.
Relations with the program at Keele have been addressed to make it easier for students in one program to have courses recognized by the other.	Completed	Linguistics and Language Study Program	The main issue was in having GL/LIN courses recognized by the DLLL program; courses have been renumbered to correspond with the corresponding courses at Keele to make recognition of equivalencies more transparent.

**2. Describe any additional initiatives to enhance program quality undertaken since the Cyclical Program Review was completed.**

<b>Opportunity</b>	<b>Timeline for Completion</b>	<b>Responsibility (example, Dean's Office, Program)</b>	<b>Observations (comment on challenges or success)</b>
A full time linguist has been hire (via the conversion program	Complete	Principal's Office	This has been a great benefit to the Program.
Four new courses have been added, two of which are intended as part of the Romance concentration and two of which are on Anishinaabemowin language and culture		Linguistics and Language Study Program	The creation of the two Anishinaabe courses is the result of student demand for expansion of the one which was formerly mounted under the rubric of 'Case Studies in Canada's Aboriginal Languages'

**3. Please comment on the alignment between the initiatives above and the University Academic Plan.**

In particular, the focus on the Language Endangerment Stream fits well with the increasing focus on Experiential Education, as many of the required courses in the Stream fit into this concept. This is also true of the two course in Anishinaabemowin language and culture, which additionally help the University address the recommendations of the Truth and Reconciliation Commission.

**Signature of the Dean/Principal :**



**Date:** March 13 / 2017

## Memorandum

To: Joint Sub-committee on Quality Assurance

From: Cheryl Underhill and Robert Everett, Co-Secretaries

Date: 21 April 2017

Subject: York University's Follow-Up Report on the Quality Assurance Audit

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As members are aware, the Quality Council conducted its audit of York in November 2015. In general, the auditors concluded that there have been "significant efforts and significant successes in implementing quality assurance practices across the University. For reference, a copy of the *Summary of the Principal Findings of the Quality Assurance Audit* is attached.

The auditors deeded a number of recommendations (which must be adopted) and suggestions (which are offered for consideration) about improving processes based on their review of our framework documents, extensive discussions on site, and a careful assessment of processes for both CPRs and program approvals.

The Audit Process articulated within the COU Quality Assurance Framework includes the step of an Institutional one-year follow-up, as follows:

*Within a year of the publication of the final audit report, the institution will inform the auditors, through the Secretariat, of the steps it has taken to address the recommendations. The auditors will draft an accompanying commentary on the scope and adequacy of the institution's response, together with a draft summary of their commentary, suitable for publication. The auditors' response and summary are then submitted to the Audit Committee for consideration. The Audit Committee will submit a recommendation to the Quality Council on whether or not to accept the institutional one-year follow-up response. When the Audit Committee is not satisfied with the reported institutional response, it recommends to the Quality Council the course of action to be taken.*

York's follow-up report prepared by the Vice-Provost Academic is attached for discussion and confirmation at the meeting of the Joint-Sub Committee.



**ONTARIO UNIVERSITIES**  
COUNCIL on QUALITY ASSURANCE

**SUMMARY OF THE PRINCIPAL  
FINDINGS OF THE QUALITY  
ASSURANCE AUDIT OF  
YORK UNIVERSITY**

MAY 2016

# Summary of the Principal Findings of the Quality Assurance Audit of York University

May 2016

York University was audited in the fourth year of the first eight-year cycle of quality assurance audits under the Quality Assurance Framework (QAF) for Ontario universities. The objective of the audit is to determine whether an institution has complied with the provisions of its own Institutional Quality Assurance Policy (IQAP), as ratified by the Ontario Universities Council on Quality Assurance (the Quality Council). In addition, the audit provides the opportunity to identify any inconsistencies between an institution's IQAP and the QAF, and, as appropriate, note best practices and share suggestions about other best practices.

The audit involved an examination of four cyclical program reviews (CPRs), two new program approvals, one expedited approval and two major modifications conducted under the provisions of York's YUQAP. In the desk audit phase, the auditors reviewed primarily the June 2013 YUQAP (since that version applied to the programs reviewed) and also took into consideration the March 2011, November 2011 YUQAP versions and all the documentation relevant to the CPRs sent by York University. During their site visit (November 18-20, 2015), the auditors met with administrators, faculty, staff, and students involved in the quality assurance processes at York University. The auditors wish to express their sincere thanks to all those with whom they met for being generous with their time and for their thoughtful and frank discussions.

In particular, the audit focused on the following:

- Four cyclical program reviews:
  - Earth and Space Science, MSc, PhD and Earth and Atmospheric Science, BSc
  - History BA, MA, PhD
  - International Studies, iBA (Glendon)
  - Law, JD, LL.M
- Two new program approvals:
  - Accounting MAcc;
  - Global Health, BA, BSc
- One expedited new program approval:
  - World Literatures, GDip (Type 2)

- Two major modifications:
  - Communications and Culture, MA, PhD (Joint York-Ryerson)
  - Professional Writing, BA

The auditors noted a generally positive approach to quality assurance among the members of York University and found a commitment to further developing a culture of quality assurance at the Keele and Glendon campuses. While there has been some turnover in those leading the process, there is significant engagement with the quality assurance processes and ongoing improvement of the YUQAP and its associated practices. Extensive effort has been made in the development of learning outcomes for programs and ongoing work has been dedicated to making these important in the assessment of the academic quality of each program.

While examining a number of programs in great detail, the audit report also makes general observations about areas for improvement. The collection and tracking of documentation is an area of challenge, and York should review the ways in which documents are submitted, tracked, and archived throughout the quality assurance processes. The external review process and its accompanying report also require further consideration. Aspects of the review process need more full or consistent documentation, and some reports are not addressing the complete range of evaluation criteria required by the YUQAP. Finally, while recognizing the commitment to quality assurance at York, the auditors encourage the University to continue efforts to more directly engage members of the community with the goals and practices of quality assurance.

The audit report contains 11 Recommendations and 12 Suggestions. The Recommendations are intended to assist the university in achieving its quality assurance goals and must be acted upon. They identify several areas for improvement where quality assurance practices are not fully in compliance with processes outlined in the YUQAP: The recommendations cover a wide range of areas. Some recommendations are overarching and concern the completeness and accuracy of documentation in general (1) and for self-studies in particular (3 and 4). Additional recommendations are designed to ensure the completeness of the Cyclical Program Review schedule (11), the regularity of CPRs (2), and the posting of appropriate documentation (10). Other recommendations address the use of review teams and are designed to enhance the process of working with external reviewers (5, 8, and 9), internal reviewers (7) and the reports they produce (6). The Suggestions are matters York University is encouraged to consider as it continues to review and improve its current quality assurance practices.

## RECOMMENDATIONS

York University must:

**RECOMMENDATION 1:** Retain complete and accurate documentation for each stage of all quality assurance processes.

**RECOMMENDATION 2:** Ensure that every program is reviewed at least once every eight years.

**RECOMMENDATION 3:** Provide comprehensive information in the self-study or new program proposal to ensure that all of the evaluation criteria are addressed.

**RECOMMENDATION 4:** Ensure that identified authorities who approve the self-study check that the content of the document includes all the relevant information required by the YUQAP.

**RECOMMENDATION 5:** Document how external reviewers are chosen to participate in quality assurance processes.

**RECOMMENDATION 6:** Enhance the methods of briefing the external reviewers on the requirement to address all the evaluation criteria set out in the YUQAP.

**RECOMMENDATION 7:** Amend the YUQAP to establish a clear process for the selection of the internal reviewer in the CPR processes.

**RECOMMENDATION 8:** Ensure that responsibility for contacting, selecting and vetting potential external reviewers is formally assigned to the Office of the Vice Provost Academic in conformity with the YUQAP.

**RECOMMENDATION 9:** Ensure that the “senior academic lead” from the academic unit arranges and manages the site visit of the reviewers (as set out in 7.8.4) or revise the YUQAP to indicate that the Office of the Vice Provost Academic oversees these aspects of the CPR process.

**RECOMMENDATION 10:** Ensure that the final approved documents posted on the Vice-President Academic and Provost’s Website on Quality Assurance conform to the description set out in “Reporting requirements and Access” (YUQAP 7.9.4).

**RECOMMENDATION 11:** Include on the Periodic Review Schedule all programs offered.

## SUGGESTIONS

York University should:

**SUGGESTION 1:** Consider requiring that the responsible authority sign and date the self-study as confirmation that it has been approved.

**SUGGESTION 2:** Consider implementing a process for dealing with the Review Committees' reports that do not meet the requirements of the YUQAP.

**SUGGESTION 3:** Enhance the communication with programs, concerning the Final Assessment Report and Executive Summary.

**SUGGESTION 4:** Establish practices for consistently involving students in the CPR, from the creation of the self-study to the 18-month Follow-Up Report.

**SUGGESTION 5:** Consider removing the current letter templates for "External Nominations for Cyclical Reviews."

**SUGGESTION 6:** Investigate how long it is taking to complete the cyclical reviews of its undergraduate and graduate programs, identify reasons for delays, and implement measures to reduce delays.

**SUGGESTION 7:** Consider amending the YUQAP to define the role of the internal reviewer.

**SUGGESTION 8:** Consider adding a brief note in the self-study template to indicate that the "Method and Preparation" section (1.3) should include reference to how stakeholders (faculty, staff, students, employers, alumni, etc.) took part in the development of the self-study and the overall cyclical review process.

**SUGGESTION 9:** Consider indicating on the Periodic Review Schedule where there are partner institutions and multiple sites.

**SUGGESTION 10:** Consider revising the YUQAP to clarify the steps involved in developing a proposal for a program that is subject to expedited approval.

**SUGGESTION 11:** Consider revising the YUQAP to reflect the current practice of University committees (APPRC, FGS, or FC) that are, or should be, involved in the approval pathways of cyclical program reviews, new programs, or expedited program approvals.

**SUGGESTION 12:** Add a statement in the YUQAP about the delegation of decision making on the distinctions between major and minor modifications to the Faculties by the Vice Provost Academic.

<p align="center"><b>York University Quality Assurance: Recommendations, Suggestions and Responses</b></p>	<p align="center"><b>Response from York University</b></p>
<p><b>RECOMMENDATIONS</b></p>	
<p><b>RECOMMENDATION 1: Retain complete and accurate documentation for each stage of all quality assurance processes.</b>  The QAF states that “It is essential that the auditors have access to all relevant documents and information to ensure they have a clear understanding of the institution’s practices” (5.2.3). Unfortunately, not all relevant documents were available in several parts of the audit. For instance, materials related to the selection of external reviewers were absent in most cyclical program reviews. At times, documents were missing from the initial materials provided to the auditors. Some of the absent documents were provided during the audit site visit by members of the academic unit undergoing a review. Other documents were never produced. The auditors also heard that external review committees received documents before arriving on campus, but without formal records of what was provided to the external reviewers, it was difficult to confirm what was included in the packages.</p> <p>Besides hampering the audit itself and being inconsistent with the principles of transparency and accountability that are central characteristics of quality assurance practices, the inconsistency in the retention of records will prevent or hinder the institution from managing and assessing its own quality assurance processes and practices. The ability to measure the efficiency of completing a program review or approving a new program is lost or limited without complete and accurate documentation. York might consider the adoption of a computer-assisted method of tracking documentation, as some other Ontario universities have done. A thorough review of the record-keeping practices associated with quality assurance processes should be a priority.</p>	<p>York University is committed to retaining complete and accurate documentation for each stage of all quality assurance processes.</p> <p>Standard Operating Procedures have been put in place to ensure that all documentation is captured. This includes e-mail correspondence which may include formal acknowledgement or authorization to proceed. Particular attention has been paid to the documentation related to external reviewers, including matters relating to selection and to maintaining records of what was provided to external reviewers and when.</p> <p>The Office of the Vice-Provost Academic has a shared directory which allows multiple staff members to see and store documentation related to program reviews and approvals. Standard Operating Procedures have been established to ensure consistent nomenclature for documents and standard practices for storage.</p> <p>York University has acquired a curriculum management tool (August 2016) and the Office of the Vice-Provost Academic will be a key participant in the deployment of the governance structures and business rules for this system over the next three to five years (beginning in 2016-2017). The initial focus will be on course approvals but the Office of the Vice-Provost is assured that elements of this tool will eventually be applied to program approvals and the Cyclical Program Review Process as well as the approval processes for new programs.. It should be noted that this same system is currently used by the University of Toronto, and it is expected that the shared experience will benefit both as the systems and tool evolve.</p>
<p><b>RECOMMENDATION 2: Ensure that every program is reviewed at least once every eight years.</b>  Section 7.1 of the YUQAP states that all Senate-approved academic programs,</p>	<p>The YUQAP will be amended to indicate that programs “are required to initiate a review at least once every eight years”.</p> <p>York University’s records for program review are tied to the initiation year rather than</p>

<p>certificates and diplomas “are required to complete a review every eight years, In accordance with the protocol, guidelines and schedule set out in the YUQAP.”</p> <p>The auditors encountered a few instances in which reviews were not completed within the eight-year requirement. The word "completed" is somewhat ambiguous in the YUQAP. The auditors suggest that the YUQAP be amended to indicate that these programs "are required to initiate a review at least once every eight years.”</p>	<p>the site visit or other elements.</p>
<p><b>RECOMMENDATION 3: Provide comprehensive information in the self-study or new program proposal to ensure that all of the evaluation criteria are addressed.</b></p> <p>The YUQAP states explicitly that Program Briefs for new programs “must address the evaluation criteria set out in the Quality Assurance Framework” (3.3) and that the self-study for all CPRs must include “the minimum evaluation criteria ... as defined by the QAF” (7.7). In most cases, the information provided in the new program briefs and the self-study addressed most of the criteria; however, some exceptions were seen. At times, learning outcomes were not fully addressed or the Quality Indicators related to student graduates were not included in the documents.</p>	<p>A Data Kit has been prepared for each program as a support for Self-Study preparation and will be included in the appendices of the Self-Study reports.</p> <p>The self-study template has been revised to ensure that all aspects of criteria are addressed. For example, the Program Learning Outcomes are now to be included as a specified in the template for the Self-Study.</p>
<p><b>RECOMMENDATION 4: Ensure that identified authorities who approve the self-study check that the content of the document includes all the relevant information required by the YUQAP.</b></p> <p>While several of the self-studies were models of best practice in including full discussion of all the required evaluation criteria, there were several instances in which important aspects of the self-study report were excluded. The YUQAP states that “The documentation for the reviewers will be reviewed and approved by the Office of the Vice Provost Academic, in consultation with the Associate VP Graduate/FGS Dean, to ensure that it meets the core elements of a self-study and program evaluation criteria” (7.6.4). It was not clear if or how these documents (which include the self-study) were reviewed and formally acknowledged as complete. No documentation of such a step was part of the materials submitted to the auditors.</p>	<p>Standard operating procedures have been put in place to ensure that a review of self-studies is undertaken prior to distribution to the External Reviewers.</p>

<p><b>RECOMMENDATION 5: Document how external reviewers are chosen to participate in quality assurance processes.</b></p> <p>The YUQAP, section 7.8 is clear on the specifics of how the “Reviewer selection and process” is to take place. Furthermore, the website documentation for both cyclical program reviews and new program approvals includes specific criteria for observing the arm’s length requirement for selecting reviewers. However, no documentation associated with this important protocol was included in any of the cyclical program reviews materials or the new program proposals that were audited. The auditors did hear that aspects of the selection process, for the most part, were consistent with the YUQAP, but in the interests of transparency and accountability, such practices should be fully documented.</p>	<p>Standard Operating Procedures for the maintenance of documentation related to the recommendations, ranking and commissioning have been established.</p> <p>Additional information is outlined in the response to Recommendation 8 below.</p>
<p><b>RECOMMENDATION 6: Enhance the methods of briefing the external reviewers on the requirement to address all the evaluation criteria set out in the YUQAP.</b></p> <p>The Review Committees’ reports offered detailed commentary on most of the evaluation criteria, but there were instances in which assessment of critical aspects of the criteria received scant or no attention. The Law program, for instance, received a very thorough report on many aspects of the JD and LLM; however, little was said about the appropriateness of the learning outcomes for the program and nothing about the appropriateness of the methods of assessment of student achievement of the intended program learning outcomes and degree level expectations.</p>	<p>Effective September 2016, the Vice-Provost Academic has established the practice of meeting alone with reviewers at the start of the site visit. In addition, reviewers are provided with all documentation related to the site visit, normally via electronic distribution.</p> <p>In addition, the Vice-Provost Academic has established the practice of a pre-site visit telephone meeting with the reviewer(s) when desirable.</p>
<p><b>RECOMMENDATION 7: Amend the YUQAP to establish a clear process for the selection of the internal reviewer in the CPR processes.</b></p> <p>The Quality Assurance Framework indicates that the University IQAP must “Describe how the members of the Review Committee are selected (4.2.4. b).”</p> <p>The process of selection for an internal reviewer, however, is not documented in the YUQAP. The internal reviewer is to be “from outside the discipline (or interdisciplinary group) engaged in the program” (7.8.1.4), but there is no clear indication of how this type of arm’s length protocol is observed or what expertise, if any, is required of such an individual. Also, there was no documentation of how this selection process took place for the cyclical program reviews or the new program proposal audited.</p>	<p>The Office of the Vice-Provost has established guidelines for selection of the internal reviewer. In addition, Standard Operating Procedures have been put in place to ensure documentation related to the appointment of an internal reviewer is maintained.</p> <p>Note: the YUQAP does not provide for an internal reviewer for new programs.</p>

**RECOMMENDATION 8: Ensure that responsibility for contacting, selecting and vetting potential external reviewers is formally assigned to the Office of the Vice Provost Academic in conformity with the YUQAP.**

The YUQAP indicates that “The Vice Provost Academic will commission the external reviewers in consultation with the relevant faculties/schools and ensure that the reviewers receive all relevant materials prior to the site visit” (7.2). In addition, the YUQAP indicates that the Vice Provost Academic has the role of informing “the reviewers of their roles and responsibilities” and “will normally meet with the reviewers ... prior to the commencement of the on-site visit and/or start of the review” (7.8.2). These statements imply that initial contact with the reviewers will be undertaken exclusively by the Vice Provost Academic, and this policy accords with best practice. However, the auditors heard that some academic units under review had contacted potential reviewers directly concerning their availability and willingness to act as external reviewers. This contact potentially undermines the arm’s length relationship between unit and reviewer and could compromise the integrity of the review. Moreover, this action is not consistent with the YUQAP.

Furthermore, the “External Reviewer Nominations for Cyclical Reviews” documentation on the Quality Assurance Procedures website includes a form letter to be used by units to contact external reviewers to determine their availability for the review process. This document indicates that units under review are encouraged to contact potential reviewers. The auditors argue strongly that the potential for compromising the integrity of the review process is significant enough that this template should be removed and the action of contacting the reviewers should be undertaken solely by the Office of the Vice Provost Academic. According to the documents posted on the website, the same protocol and documentation for approaching external reviewers is used for new degree program approvals. These should also be fully reviewed.

The Guidelines on external Reviewer Nominations provided for both New Programs Review and the Cyclical Program Reviews guiding York University practices have been revised to ensure clarity about responsibility for the Office of the Vice-Provost Academic in terms of the commissioning of external reviewers, including the consideration of recommendations by the Dean (and where a graduate program is involved, the Graduate Dean).

The information provided to programs on the YUQAP website in the prior to the 2016 CPR cycle, which suggested wording for initial contact with reviewers, has been removed.

<p><b>RECOMMENDATION 9: Ensure that the “senior academic lead” from the academic unit arranges and manages the site visit of the reviewers (as set out in 7.8.4) or revise the YUQAP to indicate that the Office of the Vice Provost Academic oversees these aspects of the CPR process.</b></p> <p>The YUQAP states that “the senior academic lead is responsible for arranging the schedule and providing the itinerary to the reviewers prior to commencement of the site visit” (7.8.4). In practice, however, the Office of the Vice Provost Academic seems to oversee these dimensions of the CPR. Certainly, there is abundant documentation indicating that the YUQAP is not being directly followed. It is up to the institution how these aspects of the CPR are undertaken, but either the practice or the YUQAP should be changed to bring practice and policy together.</p>	<p>The Senior Academic Lead from the program is indeed responsible for the arrangements of the site visit itinerary.</p> <p>The programs are supported by the Office of the Vice-Provost who finalizes the site visit dates in consultation with the reviewers, the Vice-Provost and the program, who coordinates with the relevant Deans.</p> <p>Once the date is set, the Senior Academic Lead sets the schedule for the day other than the initial breakfast meeting with the Vice-Provost. The Office of the Vice-Provost does review the itinerary prior to distribution to ensure the requisite meetings have been scheduled.</p>
<p><b>RECOMMENDATION 10: Ensure that the final approved documents posted on the Vice-President Academic and Provost’s Website on Quality Assurance conform to the description set out in “Reporting requirements and Access” (YUQAP 7.9.4).</b></p> <p>The YUQAP states that “The <b>Executive Summary</b> (provided for in Section 7.9.3 above) of the outcomes of the review, and the associated <b>Implementation Plan</b> (Section 7.9.3) shall be posted on the Website of the Vice-President Academic and Provost.” Final Assessment Report and Implementation Plan documents were posted for three of the programs reviewed during the audit: History (Keele) and History (Glendon), Earth and Space Science Engineering, and Juris Doctor (JD) and Professional LLM, Graduate. Each document is slightly different, with the Earth and Space Engineering report being the fullest. However, none of the documents offers a full Implementation Plan. Some refer indirectly to aspects of the programs that might need improvement, but no outline of specific deliverables or projected timelines is given. No document could be found on the site for the International Studies iBA (Glendon). Review of the processes for creating the documents and bringing them into alignment with the YUQAP is needed, and review of the tracking mechanisms for ensuring all documents are posted is also necessary.</p>	<p>The Final Assessment Report has been improved and now includes the charts that outline the prioritized Dean’s Implementation Plan activities with associated dates and responsible parties. Descriptions of the Reviewer’s recommendations and suggestions are incorporated into the FAR section “Opportunities for Enhancement”.</p> <p>After some experimentation, the Final Assessment Reports are now more robust and reflect the Dean’s Agenda of Concerns, the thorough recommendations of the External Reviewers Report, and the rich discussion of the Program Response. The Final Assessment Report contains a significant section that is dedicated to the Dean’s Implementation Plan.</p> <p>The Final Assessment Reports include all the programs under review, for example, the International BA ;programs that follow the BA program expectations and supplemented with additional requirements. There is no separate self-study expected for these programs.</p>

<p><b>RECOMMENDATION 11: Include on the Periodic Review Schedule all programs offered.</b></p> <p>According to the YUQAP, the review schedule should include “The University’s full complement of undergraduate and certificate programs [and] graduate and diploma programs” (7.3); in addition, the YUQAP is explicit in indicating that “The review cycle will include all dual or joint programs, multi-disciplinary, interdisciplinary, second-entry, multi-sited and inter-institutional programs, and all modes of delivery. Inter-institutional programs offered in partnership with other postsecondary institutions through affiliation, federation and other formal agreements are reviewed as entities distinct from the institutions within which they may reside” (7.3). The auditors noted inconsistencies between programs listed in the academic calendar and the ROTA: for example, a BSc and iBSc in Biomedical Science are listed in the Calendar, but were not found on the CPR schedule. Similarly with Graduate Diplomas in Business and Sustainability and East Asian Studies.</p>	<p>York University is a large institution with over 150 undergraduate programs and close to 60 graduate programs. In addition to these programs there are certificates, graduate diplomas and IBA options.</p> <p>The newly established Access Data Base that includes all programs and also includes information on the associated certificates and graduate diplomas, as well as inter-institutional relationships.</p> <p>The annual ROTA that is published in the spring for programs that will launch their Cyclical Program Review has been reviewed with the goal of provided the details of all programs and degrees, as well as intra and inter-institutional programs.</p>
<p><b>SUGGESTIONS</b></p>	
<p><b>SUGGESTION 1: Consider requiring that the responsible authority sign and date the self-study as confirmation that it has been approved.</b></p> <p>Many of the self-study reports were comprehensive, but as the auditors heard from interviews held during the site visit, academic units often received advice on how to improve the self-study, revisions were made, and a signal was given to the unit indicating the self-study report was ready to go to the external reviewers. The YUQAP states, “The documentation for the reviewers will be reviewed and approved by the Office of the Vice Provost Academic, in consultation with the Associate VP Graduate/FGS Dean, to ensure that it meets the core elements of a self-study and program evaluation criteria” (7.6.4), but there is no documented step indicating that this review and approval took place.</p>	<p>As outlined in the response to Recommendation 4 above, standard operating procedures have been created to ensure that the Vice-Provost Academic has reviewed and approved the Self-Study prior to distribution to the reviewers. The SOPs also provide for retention of the statement of approval.</p>
<p><b>SUGGESTION 2: Consider implementing a process for dealing with the Review Committees’ reports that do not meet the requirements of the YUQAP.</b></p> <p>As noted in Recommendation 5, instances arise in which the Review Committees’</p>	<p>The Vice-Provost Academic has indeed encountered some External Review Reports that have been creative in their approach to the assessment of programs.</p>

<p>Reports do not fully address all aspects of the evaluation criteria set out in the self-study (or potentially the new program proposal brief). The example of the Law CPR is a case in point. In the Review Committee Report, little was stated about a critical aspect of the self-study—the appropriateness of learning outcomes and their link to assessment. The University might consider adding a provision to allow the Dean/Principal to return an unsatisfactory Review Committee Report for revision or to commission another one.</p>	<p>In these instances, the Vice-Provost Academic has been flexible and creative in ensuring that an adequate assessment of the program takes place. Consultation with the program, the Dean’s Office and the Joint Sub-Committee on Quality Assurance has proved effective in determining the best way, which may include requesting reviews, a new review or other options. The quality of the feedback and timeliness are key considerations.</p>
<p><b>SUGGESTION 3: Enhance the communication with programs, concerning the Final Assessment Report and Executive Summary.</b>  During the site visit, auditors asked if units had received the Final Assessment Reports and Executive Summaries. A variety of answers was given, but the majority responded that they were unaware of this step in the cyclical program review. The documentation was inconsistent in indicating how the units were informed on this matter, but it is good practice at the very least to send, retain copies of, and record notices that these documents were provided to the programs and posted on the website.</p>	<p>Communication with the program has been enhanced to ensure that in addition to the Launch Meeting held in the fall, there are individual meetings prior to the site visit, followed by an individualized memo, drawing attention to the process and timelines.</p> <p>Standard operating procedures have been established to ensure that all key communication with the programs is kept, including the distribution of the Final Assessment Report to the Deans, the Academic Lead in the program and the relevant Senate committees.</p>
<p><b>SUGGESTION 4: Establish practices for consistently involving students in the CPR, from the creation of the self-study to the 18-month Follow-Up Report.</b>  This suggestion arises as a result of both the documentation which is not always clear on the nature and degree of involvement of the students and on the meeting with students during the site visit. While the auditors did meet with a group of students, few had been directly involved in any of the quality assurance processes. Also, a few had heard second-hand about these, but there was limited knowledge of quality assurance, how it is carried out in the University, and how it is related to their own education. The auditors understand that there may be challenges associated with ongoing student engagement in the processes of the University, but it is worth reviewing student engagement in quality assurance. It might be possible to develop a student guide to quality assurance, for instance.</p>	<p>The Office of the Vice-Provost discusses student participation in the CPR at the Launch meeting, the Individual meetings, through review of the Site Visit Itinerary. The Office of the Vice-Provost Academic funds the development, distribution and reporting for student survey in programs where there are sufficient numbers and, in addition, a small amount of funding is available for student meetings during the Cyclical program review.</p> <p>The Idea of a student guide to quality assurance is an intriguing one and may be explored at a future date, when staff resources permit. In the meantime, the fact that York University has student representation on all of its approval bodies ensures that student input is possible and valued.</p>

<p><b>SUGGESTION 5: Consider removing the current letter templates for “External Nominations for Cyclical Reviews.”</b></p> <p>As noted in Recommendation 8, York has posted a template letter to be used by academic units as part of the “Initial Contact” with candidates who might act as external reviewers. This practice, in which those involved in programs engaged in a cyclical program review contact potential reviewers, may compromise the integrity of the arm’s length policy necessary for a meaningful review, and it is also not consistent with the YUQAP which states that “The Vice Provost Academic will commission the external reviewers in consultation with the relevant faculties/schools” (7.2). The overview information contained in this documentation is useful in guiding academic units in the cyclical program review process, but it is suggested that the template letter should be removed from the site.</p>	<p>As outlined above in the response to Recommendation 8, this has been completed.</p>
<p><b>SUGGESTION 6: Investigate how long it is taking to complete the cyclical reviews of its undergraduate and graduate programs, identify reasons for delays, and implement measures to reduce delays.</b></p> <p>The Auditors noted that the process for some of the CPRs extended over several years. While it is understood that there may be occasional reason for delay in some instances, the Auditors were concerned that these overly long delays may undermine the credibility and effectiveness of the quality assurance process. Timely processes will keep the process relevant for those involved, allow for renewal of educational practices, and engagement with current and evolving trends in the relevant disciplines. York may consider assessing the timeliness of the current processes and where specific reasons for delay are identified, streamline processes or develop more detailed suggested timelines for each stage of the CPR.</p>	<p>The Office of the Vice-Provost Academic has reviewed the timelines and noted that when there are labour disruptions by any of our unions, the Cyclical Program Reviews are impacted. Where possible, time is made up.</p> <p>The impact of leadership changes, particularly in our biggest faculties, has also been noted.</p> <p>However, the Office of the Vice-Provost Academic has now established a comprehensive reminder system and expect that this will improve timeliness.</p>
<p><b>SUGGESTION 7: Consider amending the YUQAP to define the role of the internal reviewer.</b></p> <p>During the site visit, the auditors heard that the internal reviewer usually acted as a guide to the culture of the University for the external reviewers. What was not clear from the YUQAP or from the interviews during the site visit was the degree of involvement by the internal reviewer in the construction of the reviewers’ report. The internal reviewer’s “signature” was part of the report, but the role was undeterminable.</p>	<p>Are we going to change YUQAP or just give some guideline information to the programs?</p>

<p>Did the internal reviewer make suggestions in the construction of the report? Did the internal reviewer write portions of the report? Or did the internal reviewer simply sign off upon completion of the report? A fuller description of the role of the internal reviewer would help bring consistency to the activities of this individual and provide guidance for those taking on the role.</p>	
<p><b>SUGGESTION 8: Consider adding a brief note in the self-study template to indicate that the “Method and Preparation” section (1.3) should include reference to how stakeholders (faculty, staff, students, employers, alumni, etc.) took part in the development of the self-study and the overall cyclical review process.</b></p> <p>It is an example of best practice to have section 1.3 included in the template for the self-study. Often this section of the self-study template was comprehensively filled out, but on some occasions the information was heavily concentrated on the early stages of consultation and did not track how the development and revision of the self-study, for instance, still involved faculty, students and staff at later stages. This addition to the self-study template will help the University to ensure that it meets YUQAP 7.6.4.</p>	<p>Cyclical Program Review templates for the Self-Study have reviewed and revised to ensure contemplation of and reflection on the data provided. At the individual meetings with programs, discussion about the involvement of students, staff, employers, faculty and alumni is discussed to ensure full participation.</p>
<p><b>SUGGESTION 9: Consider indicating on the Periodic Review Schedule where there are partner institutions and multiple sites.</b></p> <p>York University has a range of programs “offered in full or in part by its federated and affiliated institutions (colleges and universities) through collaborative or other affiliation agreements” (YUQAP 7.1). As part of the quality assurance process, it would be advantageous in terms of monitoring these programs to include the partner institutions and sites as part of the ROTA Cyclical Program Reviews schedule.</p>	<p>This is an excellent suggestion and has been incorporated in to the database for the Periodic Review Schedule and will be included as the ROTa is published.</p>
<p><b>SUGGESTION 10: Consider revising the YUQAP to clarify the steps involved in developing a proposal for a program that is subject to expedited approval.</b></p> <p>The "Protocol overview for new programs with an expedited approval" chart 4.2 of the YUQAP sets out, among other matters, the "Internal University Process" for expedited approvals. The chart indicates that, as part of the "Early Notification" stage, a "response is requested from AVP Graduate/FGS Dean for all graduate proposals." In</p>	<p>The Office of the Vice-Provost Academic has undertaken to elaborate the participation of the Dean of Graduate Studies in all stages, not only the Early Notification stage.</p> <p>In addition, the Office of the Vice-Provost Academic is working to establish some guidelines for response to the Notices of Intent to ensure a robust</p>

<p>some cases, specific written responses from the AVP Graduate/FGS Dean were not found for graduate program proposals, but it is not exactly clear what kind of "response" is expected at this Early Notification stage. York might clarify this step, along with clarification of what kinds of documentation are part of this early development stage, prior to the development of the Proposal Brief for the particular program.</p>	<p>response. Standard Operating Procedures are also being elaborated to ensure consultation and information exchange from the time of receipt of an NOI to the approval statement.</p>
<p><b>SUGGESTION 11: Consider revising the YUQAP to reflect the current practice of University committees (APPRC, FGS, or FC) that are, or should be, involved in the approval pathways of cyclical program reviews, new programs, or expedited program approvals.</b></p> <p>The YUQAP states that cyclical program reviews and new program proposals will be approved by the Senate Committee on Academic Standards, Curriculum and Pedagogy and the Senate Academic Policy, Planning and Research Committee (7.9.4 and 3.2.7). Expedited approvals, including major modifications, go to the Senate Committee on Academic Standards, Curriculum and Pedagogy, but they do not go to the Senate Academic Policy, Planning and Research Committee, according to Chart 4.2 in the YUQAP. However, the auditors observed that the World Literatures (GDip (Type 2)) followed an expedited process but was still sent on to the APPRC. To bring the policies of quality assurance into alignment with current practices, the YUQAP should be amended to reflect the option of including the APPRC in approvals for expedited approvals. The YUQAP might indicate the possibility of bringing these approvals to APPRC and the conditions under which expedited approvals are sent to this committee.</p>	<p>The Office of the Vice-Provost Academic has taken this suggestion under consideration and as the role of our Faculty of Graduate Studies evolves, will elaborate on the committees that have oversight or approvals of proposals.</p>
<p><b>SUGGESTION 12: Add a statement in the YUQAP about the delegation of decision-making on the distinctions between major and minor modifications to the Faculties by the Vice Provost Academic.</b></p> <p>The YUQAP (5.3) could be made clearer on who has full authority in making decisions about the distinction between a major and minor modification. It is currently not clear how any dispute on this matter would be resolved. While the auditors heard that no apparent disputes on this distinction have arisen to date, it is worth considering</p>	<p>The Office of the Vice-Provost Academic is in the process of reviewing this and will establish guidelines in the coming year to assist with making the determinations and clarifying the roles of those involved with those decisions.</p>

adding a specific statement on this matter to the YUQAP. The current practice appears to involve delegating the decision making to knowledgeable individuals in Senate or within the Faculties. While the auditors have no objection to this practice, it is worth documenting who has such authority, for the sake of transparency and to avoid confusion in times of transitions in staff or committee membership.

# York University Quality Assurance Procedures (YUQAP) Cyclical Program Review

## Review Committee Report on the [name(s) of program(s)]

*Please provide feedback, as appropriate, on the evaluation criteria, the quality indicators and measures, as outlined below. If the review involves related undergraduate and graduate programs, please provide feedback specific to each program. This program-specific feedback may be provided in a single report or in two separate reports.*

**Members of the Review Committee** (Name, rank, university and unit/department/program)

### 1. Outline of the Visit

- Who was interviewed
- What facilities were seen
- Any other activities relevant to the appraisal

### 2. General Objectives of the Program

- Are the general objectives of the program clear and are they consistent with University and Faculty missions and academic plans?

### 3. Program Curriculum, Structure and Learning Outcomes

- Does the curriculum reflect the current state of the discipline or area of study? If applicable, comment on the appropriateness of any significant innovation or creativity in the content and/or delivery of the program.
- Are the program requirements and learning outcomes clear, appropriate and in alignment with the relevant degree level expectations? Is there a clear curriculum mapping to the program level expectations?
- Comment on the appropriateness of the program curriculum and structure to support the program learning outcomes. For undergraduate programs, comment on the nature and suitability of students' final-year academic achievement in the program. For research-focused graduate programs, comment on the nature and suitability of the major research requirement(s).
- Are the methods and criteria for assessing student achievement appropriate and effective relative to the program learning outcomes?
- For graduate programs, comment on the appropriateness of the program length, including on how students' time-to-completion is supported and managed to ensure that the program requirements are completed within the expected time period(s).
- Comment on the appropriateness of the mode(s) of delivery to meet the program learning outcomes.
- Comment on the courses offered, including availability, class sizes, and the proportion of courses taught by full-time faculty, retired faculty and contract faculty. For graduate programs, special attention should be paid to the expectation that students should be able to meet complete at least two-thirds of their coursework requirements through graduate-level courses.

### 4. Admissions and enrolment

- Are the admission requirements appropriately aligned with the program learning outcomes?

### 5. Students

For undergraduate and graduate programs comment on how the program is confronting enrolment and retention trends. Please include any observations on the academic supports available to students within the program or at the university, as well as the programs evaluation and response to student self assessments, NSSE results, course evaluation results.

For graduate programs in particular, please comment on the time to completion and any other opportunities or challenges, for example, challenges degree requirement sequencing as well as the number and timing of withdrawals. Special attention should be paid to the quality and availability of graduate supervision.) Comment, as appropriate, on the graduate student funding opportunities, including the availability of funding through faculty research grants, as well as student success in provincial and national scholarships, competitions and awards.

For both undergraduate and graduate programs, comment on the appropriateness any initiatives in place to foster the professional development of students in the program, including transferable or career-oriented skills, as well as the employment (or status) of recent graduates from the program. For graduate programs, comment on the scholarly output of graduates of the program.

## **6. Resources**

Keeping in mind the institution's autonomy in determining priorities for funding, space and faculty allocation, comment on the appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering its program(s), as well as the appropriateness and effectiveness of academic services (e.g. library) to support the program(s) being reviewed. With respect to faculty resources, special attention should be paid to the appropriateness of any plans for future development, particularly in relation to the program objectives, area(s) of focus, learning outcomes, student need/demand, and graduate-level supervisory capacity.

Faculty complement: The Review Committee is urged to avoid using references to individuals. Rather, they are asked to assess the ability of the faculty as a whole to deliver the program and to comment on the appropriateness of each of the areas of the program(s) that the university has chosen to emphasize, in view of the expertise and scholarly productivity of the faculty.

## **7. Quality Indicators and Outcome Measures**

Information and data about the quality indicators and outcome measures should be referenced in each section of the Self-Study documents and should be addressed through your discussion of the questions above.

## **8. Quality Enhancement**

Given the information contained in the Program Brief, as well as discussions held at the site visit, comment on the appropriateness of areas identified as requiring improvement, those that hold promise for enhancement, and any initiatives or changes planned and/or taken to enhance the quality of the program and the associated learning and teaching environment.

## **9. Other Issues**

## **10. Summary and Recommendations**

## **Non-Major Modification Program Changes**

1. Program:
  2. Degree Designation:
  3. Type of Modification: (Example: changes to degree / admission requirements)
  4. Effective Date:
- 
5. State what the changes are (Example: increase / decrease to the number of major credits)
  6. Provide the rationale for the proposed changes that is rooted in the program learning outcomes.
  7. Provide an updated mapping of the program requirements to the program learning outcomes to illustrate how the proposed requirements will support the achievement of program learning objectives.
  8. If relevant, summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.
  9. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.
  10. Provide a summary of how students currently enrolled in the program will be accommodated.
  11. Provide as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.