

Academic Policy, Planning and Research Committee

Academic Standards, Curriculum and Pedagogy

Report to the Full Committees



The Sub-Committee met on December 12, 2016 and January 26, 2017 and submits the following report to the full Committees.

1. Membership and Chair for 2016-2017

The Sub-Committee's membership for 2016-2017 is as follows:

Gerald Audette (Member designated by ASCP)
 Barbara Crow (Dean of Graduate Studies ex officio)
 Norma Sue Fisher Stitt (Member designated by APPRC)
 Karen Krasny (Member designated by APPRC) *Chair*
 Alice Pitt (Vice-Provost Academic ex officio)
 Celia Popovic (Member designated by ASCP)

Robert Everett (APPRC) and Cheryl Underhill (ASCP) continue to serve as the Sub-Committee's secretaries. Additional support is provided by Julie Parna (Office of the Vice-Provost Academic) and Sarah Whitaker (Office of the Dean, Faculty of Graduate Studies).

2. Forecast of Items for the Year

The Sub-Committee had a preliminary discussion of its priorities for the year and agreed that its work plan will include the following elements:

- review and revise as necessary the York University Quality Assurance Procedures to ensure clarity, maintain consistency with the quality imperatives of the University Academic Plan, and keep our protocols in line with best practices
- work with the Vice-Provost Academic to ensure that feedback to and from programs is timely, meaningful and reflected in processes
- provide input into templates and guidelines as they are revised (consideration of templates was deferred at the December 12 meeting)

3. Changes to the Cyclical Program Review Schedule / De-Coupling of Graduate, Undergraduate Reviews

Two changes to the CPR schedule were proposed. The Sub-Committee concurred with the Vice-Provost's recommendations to delay reviews of Glendon's Environmental and Health Studies for one year to allow for the transition to new leadership, and Critical Disability Studies by one year to align its review with related programs and resolve governance challenges. No further extensions beyond one year are permitted.

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

4. Cyclical Program Review Reports

Attached are the Final Assessment Reports for recently completed CPRs. The FARs are transmitted to APPR, ASCP (and through them to Senate), the Board of Governors Academic Resources Committee and the Board itself, and the Quality Council. They are also posted online. Members of the Sub-Committee met with Glendon's Principal and colleagues from its Psychology programs before signing on off on the FAR for Psychology/Psychologie. We also discussed the Humanities CPR with the Associate Dean of LA&PS and the leadership of the Humanities department, undergraduate program and graduate program.

- Geography, Undergraduate and Graduate Studies, Faculty of Liberal Arts and Professional Studies and the Faculty of Science
- Humanities Department, Graduate and Undergraduate Programs, Faculty of Liberal Arts and Professional Studies
- Music, Graduate Programs, School of Arts, Media, Performance and Design
- Political Science, Undergraduate, Faculty of Liberal Arts and Professional Studies and Glendon
- Public Policy and Administration, Bachelor of Public Administration (BPA) and Master of Public Policy and Law (MPPAL), School of Public Policy and Administration, Faculty of Liberal Arts and Professional Studies
- Psychology/Psychologie, BA/iBA and BSc/iBSc, Glendon
- Social Work, MSW and PhD, Faculty of Liberal Arts and Professional Studies
- Theatre, BA/BFA, MFA Theatre, MA/PhD Theatre & Performance Studies, School of Arts, Media, Performance and Design

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.

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:

- Programs can do more in the vein of innovative curriculum delivery, and take advantage of technology to broaden the cast of their courses. The UAP stresses the expansion of "technology enhanced learning including the number of courses, modules and programs available online or through blended learning and the provision of "training and support for faculty members interested in incorporating experiential education, technology enhanced learning and other pedagogical innovation." University resources and seed funding (such as the AIF) are available to programs to pursue these objectives.

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

- Learning outcomes and course mapping must be fully articulated by program planners, who should be mindful of the need for coherence in degree offerings.
- 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.”

K. Krasny, Chair of the Sub-Committee

Geography, Undergraduate and Graduate Studies, Faculty of Liberal Arts and Professional Studies and the Faculty of Science

**Cyclical Program Review Period: Undergraduate Program: 2010- 2015;
Graduate Program: 2007 - 2015**

Final Assessment Report and Implementation Plan

**Reported to Joint Sub-Committee on Quality Assurance: December 12,
2016**

Program Description

The Geography Department was founded in 1962 and celebrated its 50th anniversary in 2012. The Department of Geography offers the following degree options to students registered in the Faculty of Liberal Arts and Professional Studies or the Faculty of Science:

Bachelor of Arts Geography:

Bachelor of Arts Honours – Geography; BA Specialized Honours – Geography

BA Specialized Honours – Geography and Urban Studies

iBA (International Bachelor of Arts) Honours – Geography Major

BA Honours – Double Major – Geography

BA Honours Major/Minor (Geography Major) (Geography Minor)

Bachelor of Science Geography:

BSc Geography; BSc Honours, Specialized Honours

Bachelor of Science - Environmental Science:

BSc Specialized Honours, (Physical Sciences or Life Sciences Stream)

The Department also offers three undergraduate certificate programs: GIS and Remote Sensing; Urban Studies; and Refugee and Migration Studies.

The Graduate Program in Geography at York University offers three programs leading to the following degrees:

M.A. in Geography

M.Sc. in Geography

Ph.D. in Geography

Program	Accepts 2014	Enrolments FFTES	Degrees Awarded 2014
Geography (LAPS)	34	190	40 Hons; 29 90-credit; 5 certificates
Geography and Urban Studies (LAPS)	9	17	6 Hons
Geography (Science)	9	32	3 Hons; 3 90-credit
Environmental Science (Science)	16	40	8 Hons
Geography (Masters)	13	33	12
Geography (PhD)	10	36	6

Reviewers:

Dr. Tim Moore, Professor, Department of Geography, Director, Trotter Institute for Science and Public Policy, McGill University, Montreal, Quebec

Dr. Geraldine Pratt, Canada Research Chair in Transnationalism and Precarious Labour, Professor of Geography, University of British Columbia

Dr. Ravi De Costa, Associate Professor and Associate Dean Research, 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:

- 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: February 3 & 4, 2016

The site visit consisted of meetings with senior academic leadership at York University, including Alice Pitt, Vice Provost Academic, Steven Tufts, Geography Chair, Tarmo Remmel, Undergraduate Program Director, Philip Kelly, YCAR Director, Alison Bain, City Institute Director, Catherine Davidson, Associate University Librarian, Rosa Orlandini, Map Librarian. The reviewers also met with Members of Undergraduate Program Committee, faculty, students and staff from the Department.

Outcome: The Joint Sub-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 June 2018. The next Cyclical Program Review will begin in the Fall of 2022.

Program Strengths

The External Reviewers report made particular note of a number of strengths in the program. The report lauded the fact that the program has clear and appropriate learning outcomes for its human and physical geography graduate programs. The Reviewers stated, "Geography is almost uniquely qualified to educate students with an integrated grasp of physical and socio-economic and political processes". As this LAPS Department houses the only science faculty members, students and programs in the Faculty of Liberal Arts & Professional Studies (LA&PS), "it quite literally embodies the kind of interdisciplinarity that the University champions and it is a showpiece and demonstration of how interdisciplinary - indeed different epistemological - worlds might co-exist and intermingle".

The Report also noted the strength of the physical geography program in extreme environments, especially Arctic geography, and GIS; the human geography in urbanism, transnational processes, and social, spatial and environmental justice. The Reviewers affirmed that it is appropriate for particular departments to develop specific lines of concentration and expertise and unrealistic to expect comprehensive coverage.

Two initiatives in Geography stood out as examples of collective efforts resulting in outstanding practices in teaching which should be publicized and built upon. The first is the Colloquium at the graduate level which is a substantive and rich experience for students and is the most important forum in the Department for building community and disciplinary identity. The other is the Borderless Higher Education for Refugees project, which is a ground-breaking initiative involving faculty in Geography and other units.

Opportunities for Enhancements and Recommendations

The External Reviewer's Report and the Dean's Implementation Plan have identified a number of opportunities for enhancement and indicated explicit ways to advance those options. The majority of the suggestions focused on the undergraduate program, with some specific action items for the graduate program. Ideas and suggestions from students and faculty formed the basis for many of these.

- The University should establish a coordinated approach to 'branding' the accomplishments of the Department and all that they offer to undergraduate

and graduate students and ensure there are opportunities to participate in centralized marketing strategies.

- The Department should examine teaching resource allocation and a rationalization of course offerings, particularly in light of small enrolments at the third and fourth year level.
 - More summer courses should be offered, in which students clearly indicated an interest.
 - A mentorship program between graduate and undergraduate students should be established.
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- Members of the department should work together to more fully clarify the objectives of a graduate course bringing human and physical geographers together, including the options of a methodology course or a problems-based introductory seminar.
 - Reasons for tardy time to completion rates at both the master's level and the PhD level need to be examined carefully. Among other things, strategies put in place to ensure students are realistic in their proposals (master's level) and ensure that course scheduling does not have a negative impact. Other factors identified by students should also be carefully examined, as there is a potential impact on withdrawal rates as well.
 - A system of long-term planning for the funding of equipment recalibration and repair should be put in place.

Implementation Plans

The Implementation Plan submitted by the Dean of the Faculty of Liberal Arts and Professional Studies addresses many of the specific recommendations made by the external reviewers and notes that the program largely agrees with the reviewers' report. The Dean is in agreement with the Department's Plans. The Dean's Implementation Plan provides clear direction on priorities in three areas: recruitment and retention, curriculum clarity, and resources and workload. The Dean of the Faculty of Science also submitted a statement expressing support for the LAPS implementation plan and an expectation that they will be included in discussions for program enhancements. The implementation plan incorporates the Science recommendations.

Recruitment and Retention

The reviewers and the LAPS Dean's implementation plan noted that there has been a dramatic decline in student enrolment over the past seven years. The LAPS Dean's Plan states, "The Dean's office is more than willing to work with all parties to ensure that these discussions are fruitful (including supporting a "retreat"), and the impacts on student recruitment and retention could be

significant if students are presented clear pathways of study and mutually supporting programs which are transparent and permeable.” The Dean of the Faculty of Science has indicated agreement with this focus and a desire to participate. This is reflected in the table on the following page.

Action	First Responsibility	Final Responsibility	Timeline
Retreat with FES, Urban Studies and Area Studies	Geography and other departments	LAPS Dean's office (facilitating a retreat and administrative support); Science Dean and the FES Dean will be consulted.	Departments meet Spring/Summer 2016 Proposal to the LAPS and Science Dean's Offices by spring 2017.
Map of "competitor" programs in GTA	Department	Department	Formal report by Spring 2017: to be submitted to the LAPS and Science Dean's Offices.
Student Lounge	Department	LAPS Dean's Office	Fall 2017

Curriculum Clarity

The Dean's Implementation Plan submitted by Liberal Arts and Professional Studies notes the following, "The Geography Department is the only department in LA&PS which has a significant science component to it – which is both a strength in terms of interdisciplinarity and a potential weakness in that it is at least questionable that there are sufficient students or resources to mount rigorous curriculum and quality student experience in this field – both at the undergraduate and graduate levels."

The Dean of the Faculty of Science supports the review of the "Science" component of Geography and the rationalization of course offerings (see chart below).

The Reviewer's Report had the following specific recommendations for the Graduate Program. "The Department has suggested three curricular innovations: a) replacing the core course with a research design or methods course required of non-science students only; b) requiring students who do not hold a degree in Geography to take a course in geographical thought; c) requiring students to attend the professional development series." The LAPS Dean's Implementation

Plan includes attending to these specific items (see row 3 of this section of the chart below).

Action	First	Final	Timeline
Review of the "Science" Component of Geography	Department (includes faculty from LAPS and Science)	Department (including faculty from LAPS and Science) will report to the LAPS and Science Deans	September 2017
Systematic review of and rationalization of course offerings	Department	Dean's Office (LAPS and Science)	September 2017
Enact the three "innovations" for the Graduate Program made by the Reviewers	Department	Department	September 2017

Resources and Workload

The LAPS Dean's Implementation Plan notes that both the Reviewer's Report and the program's response to that report include a series of resource requests and recommendations that are related to faculty complement as well as physical space. The two action items identified in the chart below would contribute to a report that, in the Dean's words, "highlights the ways in which it is reorganizing itself to create curricular and resource efficiency and increased enrollments and retention, to facilitate increased resources".

Action	First Responsibility	Final Responsibility	Timeline
Review of workload documents	Department	LAPS Dean's Office	September 2017
Resource report on needs in the context of review	Department	Department	September 2017

As per normal YUQAP procedures, a follow-up report will be due in June of 2018. This report should be prepared by the Dean of Liberal Arts and Professional Studies in consultation with the Dean of Science and should provide an update on the advancement of the above recommendations and the impact on the students pursuing programs in both Faculties, as well as graduate students. The outcome of discussions with the Faculty of Environmental Studies and Urban Studies may affect the approach to the curriculum review, and the follow-up report should reflect the impact of decisions on other aspects of the implementation plan. The Report should also provide an update on enrolment in undergraduate programs and graduate program times to completions.

Alice J Pitt,
Vice-Provost Academic
York University



Humanities Department, Graduate and Undergraduate Programs, Faculty of Liberal Arts and Professional Studies

OFFICE OF THE
 VICE-PROVOST
 ACADEMIC

Cyclical Program Review – 2007-2015

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: December 12, 2016

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Program Description

The Department of Humanities is an interdisciplinary unit in the Faculty of Liberal Arts and Professional Studies (LA&PS), first established in 1965 as the Division of Humanities. The Department is home to eleven programs: Canadian Studies, Children's Studies, Classical Studies and Classics, Culture and Expression, East Asian Studies, European Studies, Hellenic Studies, Individualized Studies, Jewish Studies, Religious Studies and US Studies. Children's Studies was reviewed separately in this same period.

At the graduate level students may pursue an MA and PhD in Humanities or in Interdisciplinary Studies. (The Interdisciplinary Studies program, which is not related to an undergraduate program, was reviewed separately in this same period.)

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
Canadian Studies	0	4	3 (Hons)
Classical Studies and Classics	12	40	5 (Hons); 5 (90-Credit)
Culture and Expression	10	31	6 (Hons); 6 (90-Credit)
East Asian Studies	26	64	13 (Hons)
European Studies	0	n/a	0
Hellenic Studies	1	3	0



Humanities	84	429	57 (Hons); 99 (90-credit)
Individualized Studies	1	4	0
Jewish Studies	3	7	4 (Hons)
Religious Studies	15	46	14 (Hons); 6 (90-credit); 1 Certificate
US Studies (new in 2014)	0	0	0
MA – Humanities	19	17	14
PhD - Humanities	16	61	4

Review Process

Undergraduate programs offered in the Department of Humanities are interdisciplinary and interdependent. The department provides a significant number of general education courses, and many of its courses serve as electives for students across the university.

All but two of the undergraduate programs completed an independent self-study report that referred to their individual prior reviews, where applicable, provided degree requirements and learning outcomes, discussed quality indicators and identified specific areas of concern.

US Studies was approved in January 2013 and was not included in the review; Canadian Studies does not have a co-ordinator and was not included in the review. The Department provided an overview of its programs that described its commitment to core principles and enduring values of an interdisciplinary humanities based education for a diverse, inclusive and democratic society. A common set of *curriculum vitae* was provided; however, individual self-studies identified expertise of individual faculty members as appropriate.

Reviewers appointed by the Vice-Provost Academic:

Zeba Crook, Full Professor, Religious Studies, College of Humanities, Carleton University

Kathryn Lofton, Full Professor, Religious Studies, American Studies, History and Divinity, Yale University

Rob Wilson, Full Professor, Literature, Creative Writing, and Cultural Studies, University of California Santa Cruz

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: March 2-4, 2016

The first day of the site visit focused on the Graduate Program in Humanities and included consultations with Vice-Provost Academic, Alice Pitt, AVP and Dean of Graduate Studies, Barbara Crow, University Librarians, faculty members in the graduate program and a group of students.

The second and third days of the visit focused on the under graduate programs. The reviewers met with the Associate Dean Programs as well as faculty members (both full-time and contractual) and students from the various undergraduate majors.

Outcome:

The Joint-Committee on Quality Assurance concluded that a meeting with the Department and the Dean should be called in order to ensure that there is a shared understanding about the need to revise the curriculum and to discuss the supports necessary to enable the process.

The meeting between the Associate Dean Programs, the Humanities Chair, Graduate and Undergraduate program directors and members of the Joint Sub-Committee on Quality Assurance was held on January 26, 2017. The conversation about the challenges outlined above was constructive. Members of the Joint Sub-Committee were confident that the Dean's plan provided enough structure to allow the Department to advance discussions and decisions about future directions.

The Follow-up Report, due in June 2018, will provide a progress report on how the various undergraduate programs will achieve distinctive program expectations and learning outcomes in relation to a core of Humanities-based education. The report should address the status of Canadian Studies and US Studies, as well as European Studies and Hellenic Studies, based on the Joint Sub-Committee's assumption that these may no longer exist as distinct majors.

The report should address the graduate programs plan to require completion of comprehensive exams by the end of the second year of enrolment. The program should address the distribution of supervisions, and the reliance on independent studies should be addressed as an indication of a need for curriculum review.

The next cyclical program reviews will occur after eight years or before, depending on deliberations about how best to organize the programs for review.

Strengths

Members of the Humanities Department are highly committed to teaching and scholarship and the value of the humanities in a diverse society, and students appreciate their passion.

Graduate Program:

- The review report states, “The faculty complement of those who contribute to the Graduate Program in Humanities is a broad, diverse, and stunningly productive and innovative collection of scholars.”
- The learning outcomes are clear, appropriate, and in alignment with the relevant degree level expectations.
- the Scott Library admirably supports scholarship in the Humanities at York and the scholarly output of graduate studies is impressive

Undergraduate Programs:

- Faculty teaching in the Humanities programs provide excellent opportunities for study via cultural and intellectual horizon-widening and skill-building experiences rather than via technical training in a traditional discipline.
- The review report states, “There is a remarkable fervor for humanistic teaching.”
- The review report states, “We agree with the previous review that Humanities faculty provide a curriculum that is inclusive and interdisciplinary; upper-level courses challenge students appropriately, and there are opportunities for self-directed intellectual and scholastic growth in areas of interest and importance for all types of students with diverse backgrounds and career trajectories where broad and deep study of the Humanities is necessary and in demand....”

Opportunities for Enhancement:

The reviewers, in the External Reviewers Report, provided four specific recommendations for the Graduate Program to consider:

1. With respect to the timing of the Comprehensive Exams, we would encourage the Program to revisit the question of timing: is it indeed the case that students are best served (intellectually, academically, and professionally) by keeping the comprehensive exams in the 3rd year?
2. The Directed Studies clearly benefit individual students, but does their high number negatively impact the program (in terms of enrollments in other courses) or individual professors (in terms of unacknowledged work-load)? We encourage the Department to look into this.
3. We strongly encourage the university to treat the host of up-coming retirements seriously. Replacing at least some of the retirements is the surest way of securing the well-wrought quality of this program.
4. We encourage the department to investigate the cause of the imbalance in graduate supervisions and committee work, and to consider whether the opportunity to work with graduate students in this variety of ways might be spread more evenly.

The review report offered suggestions as well, of which the following is noted:

- The self-study refers to an ongoing lack of student interest in “The Cultures, Technologies and Sciences of the Modern,” and students expressed confusion about the category itself. We encourage the Program to continue its work in re-evaluating the structure of those divisions.

The review report provided eight recommendations for the Undergraduate Program, summarized as follows:

- A reliable, consistent, and clear system for allocating faculty resources within the Department must be established in light of long term prioritization.
- The Department should review the process by which TA assignments are made for Humanities course and consider a Humanities level training program for the TAs.
- Decision making about courses to be offered by the various undergraduate programs should be reviewed. In particular, the role of Classical studies within the University and its relation to Humanities should be reviewed.
- The Department should explore online and blended delivery modes for some courses.
- Certificates and other options for collaboration for programs should be explored (example: culture and expression with marketing).
- Humanities is integral to the university and should continue to be supported with new full-time faculty members appointments.

Implementation Plan

The Department provided a robust response to the review report recommendations that took into account individual programs' response to the review report. The Department has established a new process for discussing program needs that is aimed at encouraging collaboration among programs. The unit response clarified that graduate student TA alignment between their areas of study and teaching assignment is very high; the unit is committed to work with programs to ensure placement of highly qualified TA's in all Humanities courses. A training program has been developed and, after initial success in 2015-2016 (program appended), will seek to expand. Guidelines have been developed for on-line and blended courses (appended), and a university funding program supports the conversion of three courses to online format. Recommendations for new certificates will be explored. The Department will work with the Faculty to improve students' access to degree checklists.

The PhD program in Humanities planned to discuss recommendations regarding the comprehensive exam in September, and encourages the department to examine in greater depth the impact of the high number of independent studies and the uneven distribution of supervisory roles. The program is committed to reviewing the third area, 'The Cultures, Technologies and Sciences of the Modern', and will also initiate a process for culling courses that are not being offered.

The Dean's Implementation Plan notes that the review report expressed a high level of satisfaction with the graduate program and encouraged additional resources.

The Dean's Agenda of Concerns raised the issue of the graduate program's curricular coherence, to which the Review Report responded, "The appearance of a lack of program coherence, because the array of topics offered in courses is so broad or seemingly unrelated (implied in the Decanal Agenda of Concerns), is in fact an illusion that does not hold up under pedagogical or conceptual scrutiny." The implementation plan seeks "clearer understanding of 'pedagogical or conceptual scrutiny' of the

curriculum from the program’s perspective,” with a view to providing a curriculum plan, as has been done in other interdisciplinary programs at York. The plan asks the program to take a second look at graduate times to completion and encourages exploration of supervisory and curriculum collaboration with other programs.

Finally, the plan asks that the review of course offerings be conducted on grounds of curricular and pedagogical considerations and not, as the program response suggests, solely on the wishes of faculty. The Associate Dean expressed a strong interest in participating in the review and planning exercise jointly with the program.

Action	First Responsibility	Final Responsibility	Timeline
Curricular Review Report and development of a three year curriculum plan	Graduate Program	Dean’s Office in conversation with the Graduate Program	January 2017
Report on Program and Supervisory Student support to improve time to completion	Graduate Program	Dean’s Office review	January 2017
Initiate curricular collaboration process	Graduate Program along with other interdisciplinary graduate programs	Dean’s Office with the AD Graduate and Research	March 2017

The Dean’s Implementation Plan draws attention to the Review Report’s praise for the undergraduate program offerings: “Although administrators refer repeatedly to these eleven undergraduate degree programs as a sign of the problematic, even confusing, diversity of Humanities at York, for the faculty who teach within these programs—as well as for the students who learn in them—such confusion is not easy to find. Instead, what one finds is a profound connectivity and interdependency; what one finds is depth, creativity, and an unusual level of alacrity among all contributors about why Humanities is so special at York.”

The Dean’s Implementation Plan sees a contradiction between the high number of degrees (majors) and the quality of integrated study: “We are unclear as to logic underlying the claimed equivalency between the number of programs and the depth of study of humanities as a subject. Could the Department of Humanities not continue to offer a broad and exciting range of courses without the need for eleven separate degrees?” The Plan goes on to ask, “Do the many programs within Humanities lead to good learning outcomes for students?”

The Dean’s Implementation Plan asks the Department to go beyond improving access to degree checklists to address this question.

It would seem clear that if the Department believes that what it offers in terms of curriculum is of value, then that value should be clearly articulated to students. A clear curriculum map developed by the Department and Programs would seem to be an obvious solution and would provide a quick visual overview of the various degree types offered.

The Plan concludes with an expression of commitment to an “ongoing conversation about the best ways in which to provide quality curriculum within the Department of Humanities into the future. We are particularly interested in hearing about any new directions the Department would like to consider that reflect recent advances in the study of the Humanities.”

Action	First Responsibility	Final Responsibility	Timeline
Departmental Report on the value and learning outcomes of its Programs	Department	Review by the Dean's Office	April 2017
Clear curricular maps for all degrees within the Department with clear learning outcomes	Department	Review by the Dean's Office	April 2017
Examination of opportunities for TA training and more efficient placement	Department and Graduate Program	Dean's Office with the help of AD Graduate and Research	March 2017
Department retreat to discuss the future direction of the Department in terms of Governance and curricular innovations	Department	Dean's Office and appropriate committees	May 2017
Meeting between the Dean's Office and the Department	Department and Dean's Office	Department and Dean's Office	January 2017

Vice Provost's note on the review process:

The decision to review the collection of undergraduate programs, along with the Humanities graduate program, housed in the Department of Humanities was based on the understanding that the interdependency of the programs and the involvement of faculty members appointed to the Department in many, if not all, programs precluded independent reviews. A third external reviewer was added to the team in order to account for the complexity of the self-study brief. The site visit was scheduled over 3 days instead of the customary 2 when the review includes a graduate program. Phone conversations with the review team, prior to the site visit, allowed me to describe the Quality Assurance Framework and its emphasis on a curriculum design oriented by

degree level expectations and program level student learning outcomes mapped onto courses.

Alice J. Pitt
Vice-Provost Academic
York University

Music, Graduate Programs, School of Arts, Media, Performance and Design

Cyclical Program Review – 2008-2014

Final Assessment Report and Implementation Plan

Reported to Joint Sub-Committee on Quality Assurance: December 12, 2016

Program Description

The Graduate Program in Music currently offers two degrees: MA (since 1975) and PhD (since 1993) with six fields approved by the Ontario Council of Graduate Studies: Composition, Ethnomusicology, Jazz, Musicology, Performance, and Popular Music Studies.

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:

Dr. Steven Pond, Chair, Department of Music, Cornell University
 Dr. Eleanor Stubley, Associate Dean, Graduate Studies in Music, Schulich School of Music, McGill University
 Dr. Lisa Farley, Associate Professor, Department of Education, York University

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: April 4,5, 2016

During the site visit the following individuals were interviewed: Vice Provost Academic, Alice Pitt; Dean Graduate Studies, Dr. Barbara Crow; Dean AMPD, Dr. Sean Brixey; Music GPD, Prof. Michael Coghlan; GPD elect, Prof. Mark Chambers; Music GPA, T. Tiban Rios; MA/PhD students; Music Faculty; University Librarian, Joy Kirchner; and Music Librarian, Rob Vander Bliet. Spaces that were visited included the AMPD Library and Sound and Moving Image Library.

Additional meetings included formal and informal sessions enabling a range of group and personal perspectives to be shared. Two faculty members provided confidential independent written reports.

Outcome:

The Joint Sub-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 June 2018. The next CPR will begin in the Fall of 2021 and will align with the undergraduate program.

Strengths:

The Review Report noted the following: “The Graduate Program in Music can point with justifiable pride to its long history of compositional experimentalism, its early embrace of ethnomusicology as partnered with historical musicology, and its advancement of performative and cultural studies in jazz and popular music.” They also noted that AMPD facilities are excellent and “facilitate communication and cross-fertilization among the arts and distinguish the space from other local and national schools”.

Among the strengths of the program are its versatility, diverse community, multiple musical traditions, experimental history, and sensitivity to the intricate connections between making music and studying musical cultures.

Opportunities for Enhancement:

The reviewers made the following observation in their report: “Given that the new funding economy requires sustainable programs, the diverse student and faculty body is rich in potential for building mutually beneficial long-term partnerships with the broader community in which the department and university are embedded.” In particular, students’ continuing professional ties, in combination with faculty associations, provide a dynamic network of collaborative relationships through which the long- standing gap between research and practice can be reimagined.

The reviewers stated that the Program and School of Arts Media Performance and Design must solidify an identity, beyond the current impasse. They wrote, “The Dean and faculty must agree on a vision for new hires, and a plan to make the vision sustainable.”

The reviewers’ report provided five sequential questions for consideration, focused on the role of performance, of technology, of the Keele and Markham campuses, potential cross-appointments and the strong professional background of students.

The reviewers recommended that the program enhance research opportunities to prepare students for post-graduate careers beyond academic positions. In addition they suggested that the program focus attention on the time to completion of students, the strategic scheduling of core elements at reliable intervals and the streamlining of candidacy requirements.

Given the large number of retirements that are forthcoming, the administration and faculty will need to work together to incentivize a workable distribution of supervision and teaching. They noted the importance of a definition of criteria that counts for performance contributions.

Charting a unique identity represents an exciting opportunity for the program. The detailed recommendations of the reviewers may assist with the larger discussions that will be necessary to develop a distinctive identity that allows York to clearly differentiate its programs from others being offered in the greater Toronto area, and Canada more generally, and therefore continue to attract excellent students.

Implementation Plan

The Dean noted in his implementation Plan that the program had commented thoroughly on a number of the recommendations made by the reviewers. He acknowledged that Graduate Program in Music has been known for its early embrace of ethnomusicology partnered with musicology and the advancement of its studies in jazz and popular music. He stated, “The articulation and promotion of the Department of Music’s distinctiveness amongst its competitors will be strengthened through an internal evaluation of our course offerings, student surveys, focus groups, market analysis and the implementation of program milestones”. A key component of the Dean’s Implementation Plan addresses the need for a strategic complement plan.

Recommendation	Proposed Follow-up	Responsibility for Leading Follow-up	Timeline for Addressing Recommendation
<p>Reimagine and define a distinctive, future focused, and sustainable creative identity that will resonate with and attract a new generation of interdisciplinary graduate students, as well as clearly differentiate AMPD's Music program offerings from other like competitors</p>	<p>1. Utilize input from Music's 2016 strategic visioning exercise, in combination with graduate student survey and focus group data to create, articulate and clearly communicate a savvy, new, future focused identity for AMPD's Graduate Music programs</p>	<p>1. Graduate Program Director Department Chair, Associate Chair, Area Coordinators, Assistant Dean of Strategic Marketing, Communications, and Recruitment, Associate Dean of Research and Graduate, Dean of the School of the Arts, Media, Performance and Design</p>	<p>1. Begin branding and identity process, Winter 2017</p> <p>2. Undertake Graduate Student survey and focus group, Winter 2017</p> <p>3. Rollout new branding and identity, Summer 2017</p>
<p>Refine and streamline curricular offerings to more effectively reflect clusters of student creative and scholarly interest (e.g. sound and movement; technology, entrepreneurship, innovation and change; radical performance; gesture, pattern, etc.)</p>	<p>1. Move the instruction of core curriculum to "cluster" studies courses rather than excessive numbers of Directed Reading and Independent Study courses.</p>	<p>1. GPD, Graduate Executive Council, Departmental AAPPC representative</p>	<p>1. January 2016 submission of course changes to AAPPC Committee.</p>
<p>Program enhancements need to be supported by a concerted and more demanding requirement to track progress, both in advising and in Departmental record-keeping.</p>	<p>1. Implementation of clear program milestones.</p> <p>2. Incoming orientation review and end of year full faculty reviews provide new levels of guidance.</p>	<p>1. Graduate Executive Committee led by the GPD</p> <p>2. Graduate Program Director in coordination with the Graduate Program Assistant.</p>	<p>1. Notification and communication of programmatic enhancements to students, Winter 2017</p> <p>2. Full implementation, Summer 2017.</p>

<p>Remove completion rate bottlenecks, e.g. overly complicated fieldwork research for ethnomusicologists, course offering schedules, advisement slowdowns, concern of post-graduation professional market</p>	<ol style="list-style-type: none"> 1. The creation and communication of suggested courses to help clarify specific areas of study suitable for each graduate candidate. 2. Changes in degree requirements allowing for more a more rapid path through the program. 3. Regular, scheduled, graduate executive meetings to discuss major and minor adjustments to degrees 4. Review of Masters degree that culminates with an MRP and no defense 	<ol style="list-style-type: none"> 1. GPD, Graduate Executive Council, and Graduate Program Assistant 2. GPD, Graduate Executive Council, Departmental AAPPC representative 3. GPD, Graduate Executive Council, Departmental AAPPC representative 	<ol style="list-style-type: none"> 1. Tailored orientation interview process between and individual student and the GPD. Implementation Summer 2017 2. Implementation, Fall 2017 3. Ongoing 4. Possible implementation, Fall 2017
<p>Develop strategy to reinvest in Full-Time Faculty Complement (new-hires/retirement replacements) reconciling the needs of historical core disciplines and student demand for new fluencies.</p>	<ol style="list-style-type: none"> 1. A prioritized list of replacement positions has been submitted to the Dean of AMPD. 	<ol style="list-style-type: none"> 1. Department Chair, Assistant Dean of Strategic Marketing, Communications, and Recruitment, Associate Dean of Research and Graduate, Dean of the School of the Arts, Media, Performance and Design 2. Pan Faculty Search Committee 	<ol style="list-style-type: none"> 1. Request innovative new positions with Spring 2017 Faculty complement request

This plan is detailed and ambitious but clear in its identification of responsibilities and timelines. The follow-up report on this plan, which will be due in June 2018, should provide an update on the implementation and the impact where it can be measured. The follow-up report will include a revised articulation of degree level expectations, using the OCAV framework (see link: <http://oucqa.ca/framework/appendix-1/>) and student learning outcomes with clear indication of assessment of outcomes.

Alice J. Pitt
Vice-Provost Academic
York University

Political Science/Science politique, Undergraduate, Glendon College

Cyclical Program Review – 2007 to 2014

Final Assessment Report and Implementation Plan

Reported to Joint Sub-Committee on Quality Assurance: December 12, 2016

Program Description

The Department of Political Science at York University was established in 1964 at the time York University was founded. Glendon College offers the BA and IBA option in Political Science.

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
Political Science (Glendon)	85	198	42 (Hons); 18 (90-credit); 1 certificate

Reviewers appointed by the Vice-Provost Academic:

Rianne Mahon, Professor, Political Science, Wilfred Laurier University, Waterloo

Mark B. Salter, Professor, Political Studies, University of Ottawa, Ottawa

Philip Kelly, Professor, Geography, York University

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: March 31 and April 1, 2016

The Political Science site visit combined the review of the Political Science Department in the Faculty of Liberal Arts and that of Glendon College. The Reviewers met with Alice Pitt, Vice Provost Academic, Ananya Mukherjee-Reed, Dean, Faculty of Liberal Arts and Professional Studies, Principal Donald Ipperciel from Glendon College and Barbara Crow, Dean and Associate Vice-President, Faculty of Graduate Studies. In addition, the reviewers met with the following LAPS representatives: David Mutimer, Chair, Dennis Pilon, Undergraduate Program Director and Elizabeth Dauphinee, Global Political Studies Coordinator from the Department of Political Science. Glendon participants in addition to the Principal included Mario Roy, Associate Principal Academic, Ian Roberge, Chair, Department of Political Science. The Graduate Program was represented by Sabah Alnasseri, Graduate Program Director, and the MA Coordinator, Terry Maley. The reviewers had several opportunities on each campus to meet with graduate and undergraduate Faculty members and students, as well as administrative staff.

Outcome:

The Joint Sub-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 June 2018. The next CPR will begin in the Fall of 2022.

Strengths:

- The Glendon Political Science Department is firmly committed to the College's mission to be 'a flagship bilingual centre of higher learning for Francophones, Francophiles and multilingual students'.
- The faculty members within the department have robust research profiles and an excellent rapport with students, who feel engaged and inspired by the program and their interactions with faculty members.
- The program has a well-developed articulation of program level expectations and student learning outcomes. Course-level assessments would benefit from more clearly-articulated alignment with outcomes.

Opportunities for Enhancement:

- There are gaps in courses offered, notably an introductory 1000 level course, a third-year core course offered in French and courses in the comparative field that go beyond the European Union and the United States to deal with the majority of the world that resides in the Global South.
- The Political Science program should take advantage of the

Glendon office for internships and co-operative education, which would certainly echo the successful structure of co-op and community engagement opportunities currently available.

- The Department has expertly harmonized its resources and mission; however, it is stretched and additional resources will ensure the program can maintain its current quality.
- The review report encouraged consideration of a merger of the Political Science and International Studies programs.

Reviewer Recommendations

The Reviewer Report in which the Political Science Departments in both the Faculty of Liberal Arts and Professional Studies and Glendon College were evaluated, resulted in five substantive recommendations. The recommendations made with respect to Glendon were:

- I. **Support for additional faculty at Glendon.** In our interpretation, Glendon Political Science cannot be expected to fulfill its mandate to teach its required courses, particularly in French, without a full-time, tenure track member to supplement the already-stretched current staff. To maintain the high quality of teaching and student engagement, a new hire is imperative and non-negotiable.*
- II. **Merger: POLS and International Studies.** Following the practice of many schools Glendon's Political Science and International Studies Programs can be integrated with little disruption or duplication. This does not obviate the need for an additional full time tenure track position, but may help with overstretched support-staff.*

Principal's Implementation Plan

The Principal of Glendon College has reviewed the reviewer's recommendations and the program's response and provides an implementation plan that advances prioritized recommendations listed in chart below. In response to the recommendation for an immediate additional academic appointment to the department, the Principal has committed to a 3-year CLA and to replacement appointments.

Recommendation Abbreviated	Agents	Dependencies	Start Date	End Date
Explore the possibility of a merger between the POLS and the ISTL Departments	program	Office of the Principal	1-Sep-16	1-Sep-18
Enhance the Experiential Education offerings in the Political Science program	program	Office of the Principal, EE Coordinator	1-Sep-16	1-Sep-18
Improve support for Anglophone students taking courses in French	program	Office of the Principal, Centre for French as a Second Language	1-Sep-16	1-Sep-18
Offer an introductory 1000 level course	program	Multidisciplinary Studies	1-Sep-16	1-Sep-17

Progress on the plan will be provided in the follow-up report due in June 2018 and should include an update on steps to increase engagement with the Department of Political Science in Liberal Arts and Professional Studies.

Alice J. Pitt
Vice-Provost Academic
York University

Political Science, Undergraduate, Faculty of Liberal Arts and Professional Studies

Cyclical Program Review – 2007 to 2014

Final Assessment Report and Implementation Plan

Reported to Joint Sub-Committee on Quality Assurance: December 12, 2016

Program Description

The original Department of Political Science was founded in 1964, with the new merged version (combining the separate Arts and Atkinson departments) established in 2009 within the newly created faculty of Liberal Arts and Professional Studies. The department presently offers a number of different degree options:

- Bachelor of Arts (BA) in Political Science (90 credits)
- BA with Honours in Political Science (120 credits)
- BA Specialized Honours in Political Science (120 credits)
- BA Specialized Honours in Global Political Studies (120 credits)
- BA Honours Double Major
- BA Honours Double Major (linked)
- BA Honours Major/Minor

The above degrees preceded and followed the merger. The degree options below were added after the merger in 2009.

- International Bachelor of Arts (iBA) with Honors in Political Science
- iBA Specialized Honours
- iBA Honours Major/Minor

At the graduate level students may pursue an MA or a PhD as well as graduate diplomas in International & Security Studies and in Democratic Administration.



Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
Global Political Studies (LAPS)	5	39	9
Political Science (LAPS)	187	908	143 (Hons); 97 (90-credit)
MA	40	48	39 and 4 Diplomas
PHD	21	103	15

Reviewers appointed by the Vice-Provost Academic:

Rianne Mahon, Professor, Political Science, Wilfred Laurier University, Waterloo, Ontario

Mark B. Salter, Professor, Political Studies, University of Ottawa, Ottawa, Ontario

Philip Kelly, Professor, Geography, York University

Documentation Provided to the External Reviewers

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

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Site Visit: March 31 and April 1, 2016

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graduate and undergraduate Faculty members and students, as well as administrative staff.

Outcome:

The Joint Sub-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 June 2018. The next CPR will begin in the Fall of 2022.

Strengths:

The Review Report notes that the LAPS Political Science Department enjoys a strong reputation and that its “general objectives are clearly consistent with the priorities identified in the University Academic Plan 2011-2015, which emphasized the promotion of critical explanations, social justice and service to the public good; fostering the capacity to contribute to building a democratic society, and development of a deeper understanding of global issues facing the community as well as the 2013-2018 Strategic Research Plan, which identified ‘forging a just and sustainable world’ as one of its six priorities.

Undergraduate programs:

- The program has a deep bench of talented faculty members and is generally strong in all five fields of concentration. Many mid-career faculty are on the road to establishing strong international reputations.
- Courses at the 1000 and 2000 level are generally taught by full-time faculty, as are most upper year courses.

Graduate program:

- The Department has a global reputation for critical approaches to political science. There is real strength in the areas of Marxist political economy, feminist politics and critical international relations theory, as well as fresh thinking in the approach to Canadian politics and consideration of key contemporary questions in Comparative Politics.
- Mentors are appointed to all incoming PhD students.
- Students at the master’s level have the opportunity to take integrated graduate courses with the doctoral students which opens up the opportunity to encourage students going on to the PhD to take a core course in their minor field.

Opportunities for Enhancement:

Undergraduate programs:

- The program should consider moving toward three credit courses at the 2000 level, including an Introduction to Women and Politics, identified as one of the program’s five fields but currently the only one without a 2000 level core course.
- Clear pathways for students should be identified to help students navigate

through the multitude of third and fourth year courses, identifying the essential elements of the programs and reflecting existing and emerging strengths within the unit. An effective articulation of program level expectations and student learning outcomes mapped to courses and fields is required.

- The program should consider the possibility of a placement or co-op course as well as the clear opportunities and identification of experiential learning opportunities in existing courses.

Graduate program:

- Doctoral students should be able to complete core courses in the first year to facilitate identification of a thesis topic and the assembly of a dissertation committee earlier than third year.
- The reviewers strongly recommend the introduction of a research design course to facilitate student research.

Recommendations from the Reviewers (selected)

To support the best utilization of resources and capital, the reviewers had the following core recommendations for the programs:

1. **Reform the LAPS graduate program** -to address its multiple challenges, particularly at the doctoral level; the following actions were recommended:

- i. Streamline Yr 1-2:** Students take rationalized and streamlined core courses in Yr 1.
- ii. Qualifying Exams Summer Yr 1:** both qualifying exams to be written before Yr 2 starts, with a corresponding change in the cultural expectations of the workload and purpose of the doctoral exams.
- iii. Research Design Course Yr 2:** A general, critically-oriented research design course that leads to the practical creation of a viable doctoral dissertation project, with the expectation that project will be defensible in Yr 2 summer.
- iv. Professional Development programming:** Creation of a stable, professional development curriculum that includes academic writing and publishing, project planning and time management, non-academic careers, teaching and research.
- v. Culture of collegiality:** York has only recently begun to respond to the 2008 program review report comments on the number of students failing to complete the graduate program. In addition to supporting these reforms, LAPS Political Science must take ownership of its professional responsibility to prepare students for academic and non-academic job markets alike, and to create a culture of excellence and collegiality. The current department plan does not address culture, yet this must be a priority.

2. **Identity Exercise:** Given the recent and imminent change in the professoriate at York, it is imperative that there be an active, positive, and forward-looking

reassessment of the existing LAPS department and an alignment of strengths and goals. In addition to an acknowledged strength in political economy and feminism, critical thinking and social justice, York faculty also have a strong presence in post-colonialism, critical security studies, and critical methods. A program of mentoring and the development of a culture of collaboration, collegiality and conversation must be fostered in order to capitalize on the strong mid-career faculty that are already productive and well-positioned to take leadership roles in the department.

Implementation Plan (prioritized)

The reviewers mentioned numerous times in their report that the LAPS Department of Political Science is at a cross roads, and that this is an opportune time to chart its new, unique and positive identity.

The Dean's Implementation Plan focuses on the need for the Department to establish plans for curricular review and renewal.

Two priorities for the undergraduate program are below:

Action	First Responsibility	Final Responsibility	Timeline
Curricular Review Report of Undergraduate Program with clear timelines and outcomes (including issues raised in the self-study and DAC)	Department (done in October 2016)	Dean's Office in consultation with the Department	January 2017 at the latest
Retreat reviewing the identity of Political Science – looking forward strategically	Department	Dean's Office review of retreat goals and aims	January 2017

At the graduate level, the following priorities have been identified.

Action	First Responsibility	Final Responsibility	Timeline
Curricular Review Report of Graduate Program with an eye on collaboration	Department	Dean's Office in consultation with the Department and other impacted Graduate Programs	March 1 st , 2017
Developing a plan to deal with time to completion	Department	Dean's Office review	Report from Department and School by March 1 st 2017

The Follow-up Report from the Dean, due in June 2018, should itemize the action items that results from these planning activities and should include details about where the responsibility lies and the timelines for completion.

Alice J. Pitt
Vice-Provost Academic
York University

Psychology/Psychologie, BA/iBA and BSc/iBSc, Glendon

**Cyclical Program Review – 2007 to 2014
 Final Assessment Report and Implementation Plan
 Reported to Joint-Committee on Quality Assurance: December 12, 2016**

Program Description

The Psychology Program (BA) at Glendon College was established in the 1970s. The International BA (iBA) options were available in the early 1990s. The BSc and IBSc options were approved in 2015 and were not part of this review.

The Cognitive Neuropsychology Concentration coordinates applied research opportunities between Glendon students and affiliated hospitals and health centres.

Programs at Glendon are offered in both English and French, and as a trilingual option (iBA), incorporating additional language studies and an exchange.

Psychology	Registration (new intake) 2015	Enrolment FTES 2015	Degrees Awarded 2015
BA	153	354	37 BA; 5 minor

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:

- 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: June 14-15, 2016

The Site Visit for the cyclical review of Psychology programs at York University included the graduate program and the undergraduate programs that are offered through the Faculty of Health on the Keele campus and York's bilingual campus, Glendon College. The reviewers met with the following academic administrators: Alice Pitt, Vice Provost Academic; Harvey Skinner, Dean, and Susan Murtha, Associate Dean, Teaching and Learning, Faculty of Health; Barbara Crow, Dean and Associate Vice-President, Faculty of Graduate Studies; Donald Ipperciel, Principal, and Timothy Moore, Chair, Department of Psychology, Glendon College; Joel Goldberg, Chair, Jennifer Connolly, Undergraduate Psychology Program Director, Jennifer Steele, Associate Undergraduate Psychology Program Director, Department of Psychology, Faculty of Health; and Adrienne Perry, Graduate Psychology Program Director, Keele Campus. The reviewers had the opportunity to meet with university librarians, full-time undergraduate and graduate faculty members, part-time faculty members, the York University Psychology Clinic Director, the Master of Calumet College, undergraduate students and graduate students on the Keele campus and undergraduate students at Glendon.

In the Review Report, the reviewers stated that they were impressed with the openness and willingness of participants to share viewpoints, issues, concerns, and recommendations from faculty, students and staff members.

Outcome:

The Joint-Committee on Quality Assurance met with representatives from the Psychology Department and with the Principal on January 26, 2017. The Committee concluded that the Principal's response and the decanal Implementation Plan addressed the review recommendations. Progress on the implementation plan will be included in the Follow-up Report due June 2018. The next CPR will begin in the Fall of 2022 and will include the recently-approved BSc degree options.

Strengths:

The reviewers commented on the rigour of the self-study documents and noted the following strengths, among others, in their report:

- The commitment to a scientifically grounded psychology program that provides research, foundational, and practice focused programs gives York University an edge over more limited programs or those that are directed at other areas of psychology, especially at the graduate level.
- The reviewers found the courses, programs and their objectives to be both contemporary and dynamic.
- It was noted on both campuses that "the faculty take very seriously what they teach, how they teach it, and who their 'audience' is".
- Program structures map well onto learning objectives.

Opportunities for Enhancement:

The Review Report provided a fulsome and robust discussion of the materials included in the self-study, the Principal's agenda of concerns, and the challenges and issues that were raised during the site visit.

The reviewers made a number of recommendations for the Psychology programs. Particular recommendations that were relevant to Glendon are listed below.

- The program should engage in succession planning for key administrators
- Plans should be formulated for replacements for retiring faculty (both campuses).
- Opportunities for expanding the provision of French Language programs in the GTA should be explored. For example, there is the potential that MA program offered in French could receive special funding support by federal and/or provincial governments.
- Some courses on each campus have very low enrolments, including upper year courses at Glendon.
- Students expressed a desire for more upper year courses to be taught in French.

Implementation Plan

The Principal's Implementation plan focused on three priorities.

Two of these were explicit recommendations stated by the reviewers; the third rose from a challenge raised indirectly in the report.

Implementation Priority	Responsible unit	Begin Date	End Date
Engage in succession planning for key administrators	Program	1-Jan-17	30-May-17
Prioritize areas of research for replacement positions for retiring faculty members	Program	1-Jan-17	30-May-17
Offer more French-language courses at the 3000- and 4000 level	Program (dependent also on the Office of the Principal)	1-Sep-17	1-Sep-18

Members of the Joint Sub-Committee welcomed the opportunity to meet with members of the Psychology Department and the Principal and were impressed with the strong commitment to excellence in their program, extensive experiential learning opportunities and the deliberate focus on contemporary issues, for example the challenges of our aging population. There was acknowledgement that it is essential to ensure the provision of upper year courses in French and recent hires in the Department contribute to the capacity. The program is encouraged to explore the use of technology in collaboration with Health Psychology in order to provide all students with more choices of upper year courses and to work closely with the Glendon experiential co-ordinator to support and expand its excellent opportunities. A brief discussion of the Bachelor of Science option highlighted the need for future development of or access to science breadth courses, in particular for Chemistry.

A report on the progress of the initiatives identified in the Principal's Plan will be provided in the Follow-up Report, due in June 2018.

Alice J. Pitt
Vice-Provost Academic
York University



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Public Policy and Administration, Bachelor of Public Administration (BPA) and Master of Public Policy and Law (MPPAL), School of Public Policy and Administration, Faculty of Liberal Arts and Professional Studies

Cyclical Program Review – 2007 – 2014

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: December 12, 2016

Program Description

The first students were admitted into the MPPAL program in September 2007. In addition to the Master’s program, the School offers the Graduate Diploma in Justice System Administration (GDJSA), concurrent or standalone, which admitted its first students in its present format in September 2007.

The Bachelor of Public Administration (BPA) degree program was launched in Fall 2010. It replaced three BA programs (90-credit Ordinary and 120-credit Specialized Honours) in Public Policy and Administration (PPA), Public Policy and Management (PPM), and Public Administration and Justice Studies (PAJS). The program offers a minor option, and In addition, two certificates were launched in 2013 the Professional Certificate in Public Administration and Law and the - Professional Certificate in Public Policy Analysis.

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
BPA	32	93	19 Hons; 22 90-credit; 5 certificates
Master’s	51	25	41 Masters; 12 diplomas

Reviewers appointed by the Vice-Provost Academic:

Susan Phillips, Professor, School of Public Policy and Administration, Carleton University, Ottawa
 Luc Bernier, Professeur titulaire, École nationale d’administration publique, Québec City and Montréal, Quebec
 Burkard Eberlein, Associate Professor, Schulich School of Business, York University

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
- 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: September 16, 17, 2015

The reviewers met with Vice-Provost Academic, Alice Pitt, the Dean of Graduate Studies, Barbara Crow, Vice Dean Kim Michasiw, the Chair of the Department, James Simeon, the Graduate Program Director, Susan Dimock, and the Undergraduate Program Director, Lorne Foster. During the two day site visit, the review team met with faculty and contract instructors, the university librarian, staff, students, alumni and York University administration, and sat in on a graduate and undergraduate class. The review team spent considerable time in McLaughlin College where SPPA is located and visited classrooms both on campus and at the downtown facility where MPPAL courses are held.

Outcome: The Joint Subcommittee on Quality Assurance concluded that the Dean's Implementation Plan outlined a comprehensive plan for program enhancements at both the graduate and undergraduate levels. Progress on the Dean's Implementation Plan will be provided in two stages. In June 2017, the Dean will provide an interim report on the outcomes of "an objective assessment of the feasibility for SPPA to continue to offer the BPA as a Major in its current form" and, in relation to the MPPAL, the assessment of "the potential of the current graduate program" as the foundation for a full-time program. The interim report will revisit the status of action items described in the Dean's Implementation Plan and provide an updated chart with timelines, responsibilities and resources to support the full implementation of the plan or alternate directions as may emerge during the period leading up to the interim report. A final Follow-up Report is due June 2018. The next Cyclical Program Review will begin in the Fall of 2021.

Strengths

Among the strengths noted by the Reviewers in their report and by the Dean in the Implementation Plan, is the fact that the School of Public Policy and Administration has strong relationships with alumni of the program. The reviewers noted, "...Master of Public Policy and Law (MPPAL) is unique among Canadian graduate programs in this field due to the extent to which it incorporates law in the curriculum and because it offers primarily part-time study for working professionals." About the undergraduate program they observed, "A key attraction of the BPA is that it provides practice, employment-ready skills (blended with more theoretical components)."

Graduate program

- The programs are designed for mid-career, part time students, carrying on the legacy of the former Atkinson Faculty's commitment to part-time learners. The MPPAL is the only program in Ontario designed for these students.
- Students are frequently promoted at their workplace during the course of the program, indicating that the program can enhance student career paths.
- Students are organized into cohorts, helping them to develop networks among their co-students and with alumni.
- The program offers the only part-time option in the Greater Toronto Area.

Undergraduate program

- The program's law and justice dimension of the program is unique in the discipline.
- The library resources are considered to be very good or excellent.
- The School offers workshops and other services to BPA students to support the search for internships and summer jobs; more students should be encouraged to make use of these.

Opportunities for Enhancement and Reviewer Recommendations

The Review Report provided a fulsome and robust discussion of the materials included in self-study, including the program's agenda of concerns, and appendices and their meetings with faculty and students.

With regards to the School, the reviewers made the following observations.

- The overall leadership model for the School should be reassessed
- Succession planning for the School's directorship and the program directors needs to be undertaken.
- Sabbatical and leave planning should be improved to ensure consistency in the program.

For the graduate program, the reviewers made recommendations related to the curriculum, including areas to consider incorporating into the programs:

- An analysis of learning outcomes should be used as an approach to quality assessment rather than primarily from the perspective of curriculum development.
- The managerial components of the program are underdeveloped relative to student career interests
- The program should consider covering areas such as collaborative management in the public sector, policy instruments, policy implementation, innovation and public entrepreneurship.
- The program should consider adding a core policy analysis course.
- Pedagogy in the program could be more practically relevant and engaging to professional adult learners, and delivery of the courses could be better suited to adult learners.
- The lack of anchor appointments has the potential to undermine the capacity to offer the programs and establish a sound research culture.

Recommendations and observations to consider for the undergraduate degree program included, among others, the following:

- The program should consider offering some courses online.
- Consideration of experiential learning opportunities should include ways to accommodate a co-op or internship option, in addition to activities within regular courses.
- Changing some 6.0 credit courses to 3.0 credit courses should be explored as an option
- Students don't always know about the experiential education opportunities offered by the program before arriving; better information prior to admission would be beneficial.

In several places the reviewers had questions and recommendations for the undergraduate curriculum. "Considering that many students work for the provincial government after graduating or for municipalities and related organizations, why not one on local or provincial government?" . Another comment was this: "...professional focus is not unique to SPPA but is being experienced across most Canadian universities. In this regard, the required courses are more valued than are a wide range of electives, stressing the need for the core courses to deliver the right mix of theory and practical skills relevant to a public sector job environment." The need for a review of the curriculum is addressed in the Dean's Implementation Plan.

Dean's Implementation Plan

The Dean's Implementation plan comprises four sections. An abbreviated version is provided below. Sections I and II address the planning needs for the undergraduate and graduate programs respectively. Section III addresses the planning needs related to the organizational structure, with a view to ensuring resources are focused on academic needs rather than administrative duties.

Section I – The BPA Program

In Section I the Dean's Implementation Plan notes that the Bachelor of Public Administration faces some challenges with regards to applications, enrolment and retention. In light of this data, the Dean asks the unit to develop a plan that examines what is realistic for the undergraduate program and to present an assessment of the feasibility of additional resources in that light. The plan should focus on the program and curriculum. It is the expectation of the Dean's Office that a response to the focused questions below will support a deep and fundamental assessment of the future the undergraduate program.

The Dean specifies that the plan will address the following:

1. Provide an objective assessment of the feasibility for SPPA to continue to offer the BPA as a Major in its current form – with all its degree options, the different streams and its curriculum as currently constituted. Specifically, the plan will assess the potential for offering the program as a Minor only which can be paired with other Majors offered by the Faculty of Liberal Arts and Professional Studies.
2. In the program response document, the School indicated its intention to undertake a curricular review and renewal exercise. In this context, the plan must do the following:

(a) *Focus on learning outcomes:* As the Reviewer's Report makes clear: "The recent change in the quality assurance process to focus on learning outcomes can be a valuable means of self-assessment and improvement.

(b) *Refrain from the development of a General Education course:* The Faculty is undertaking a comprehensive review of General Education courses so as to ensure that these courses realize specific pedagogical goals rather than becoming tools for recruitment.

(c) *Consider carefully what courses should be offered by the School's full-time faculty and what should be mounted through collaboration.* In particular, the Dean's office cannot, at this point, support the creation of further curricular offerings in law, when there are many opportunities for collaboration with other law-focused programs. If the program identifies distinctive areas for curriculum development, an assessment of those proposals will be undertaken within the larger question of degree and program structure, with a view to reducing duplication.

(d) *Management-related curricular content:* The reviewers repeatedly emphasize the need for more management content in the program. Once the larger questions about degree and program structure are determined, the Dean will be open to receiving proposals as to how this need can be addressed.

(e) *Development of blended/online content:* This should be considered again in relation to the larger question of learning outcomes and (d) above.

(f) *Experiential education:* The School has recently received a tenure-stream Alternate Stream appointment for experiential education. The plan should delineate how the School plans to use this resource in relation to an overall learning outcomes framework.

Section II - The MPPAL Program

A similar plan should be developed for the MPPAL program, with the following questions in focus:

1. *Applicant pool and student quality:* As the Reviewer's Report observes, the applicant pool for the program has not grown over the last 7 years. The School should engage in an evidence-based review of competitor and cognate programs and estimate objectively that potential, keeping in mind the need for the quality of the pool.

2. *Research:* A graduate program's reputation and growth depends centrally on its research profile. The Dean's Plan quotes the reviewers: "the number of books published by the professors of the school is impressive". However, in light of their observations about scholarship, the Dean asks that the School examine the nature of core scholarship and research strengths of its faculty, reviewing about the amount and the nature of research and publications on public administration within the School and at York.

3. *Curriculum and pedagogy*: The School should review its curriculum to do two important things: (i) re-orient curricular planning to focus on learning outcomes (i.e., have learning outcomes drive the curriculum); and (ii) reinvigorate its pedagogy.

4. *Overload teaching by full-time faculty*: The should plan consider ways of delivering the curriculum other than overload teaching, perhaps through a greater engagement of practitioners, as indicated in the program’s response.

5. *Development of a full-time program*: The plan should assess the potential of the current graduate program before any further exploration of a full-time graduate program is undertaken. The reviewers have noted that the part-time program has a niche in the GTA; evidence of the need and demand for a similar niche for a full-time program is required. The Dean noted a concern about the synergy between undergraduate and graduate programs, which could be compromised given the current state of the BPA.

Section III. Organizational/Administrative Issues

There is agreement among the Reviewers, the Program and the Dean’s Office that administrative and organizational burdens are impacting student experience at both the undergraduate and graduate levels. The plan must include a statement that outlines how its administrative needs can be met. Such a statement must offer a clear sense of the School’s priorities in relation to the questions raised in Sections I and II and must delineate the opportunity costs of deploying faculty resources to administrative needs, relative to the number of students that are served.

Section IV. Summary and concluding observations

The Dean’s Implementation Plan is summarized in the chart below. As mentioned at the outset, the two programs should be considered in and of themselves, but must also be considered in relation to one another. Are they supporting each other in the current model or are they in competition for resources? The Dean’s Office looks forward to collaborating, as the School deems necessary or helpful, and commits to reviewing and assessing the plans in order to determine resource allocation for implementation.

Action	First Responsibility	Final Responsibility	Timeline
1. Develop a plan to address issues raised in Sections I- III.	SPPA	SPPA in collaboration with the Dean’s Office	March 31, 2017

2. Develop a Report on the viability of a full-time MPPAL Program	SPPA	MPPAL in collaboration with AD Graduate and Research in LA&PS	March 31 2017
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The Follow-up Report, which will be due in June 2018, as prescribed by the York University Quality Assurance Procedures, will give a fulsome report on the status of the development of plans, assessments and implementation progress.

Alice J. Pitt
Vice-Provost Academic
York University

Social Work, MSW and PhD, Faculty of Liberal Arts and Professional Studies

OFFICE OF THE
 VICE-PROVOST
 ACADEMIC

Cyclical Program Review – 2007 to 2014

Final Assessment Report and Implementation Plan

Reported to Joint Sub-Committee on Quality Assurance: 12 December 2016

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Program Description

The School of Social Work offers two MSW programs: an Advanced Standing Program for students who have completed a BSW – offered on a full-time and part-time basis; and a Two-Year Program for graduates from related fields.

The first MSW program offered by the School began in 1984 with a part-time program for BSW graduates. In 1997, a full-time One-Year MSW was added. Where the original program had a thesis requirement, this was replaced in 1997 with a practicum research seminar and a major research paper, called the Practice Research Paper (PRP).

In 2008, The School accepted its first students into the doctoral program. Where the MSW programs offer advanced-level professional training, the PhD program is essentially theory-based, and its dissertation requirement ensures that doctoral students do research that results in a contribution to social work knowledge and theory.

The Accredited Fields of Study for our MSW program are:

- Integration of Research and Critical Practice
- Identity, Diversity and Anti–Oppression
- Social Policy Analysis and Advocacy in a Local, Global and International Context

The endorsed Fields of Study for the doctoral program are:

- Social Policy
- Globalization and International Issues
- Systemic Oppression
- Race, Ethnicity, and Culture
- Community and Direct Practice

Program	Registrations (in-take) 2014	Enrolment FTES 2014	Degrees Awarded 2014
BSW	181	496	143
MSW	80	90	75
PHD	6	24	0



Reviewers appointed by the Vice-Provost Academic:

Dr. Leslie Brown, University of Victoria, Victoria, British Columbia

Dr. Therese Jennissen, Carleton University, Ottawa, Ontario

Dr. Don Dippo, Faculty of Education, York University

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: February 8, 9, 2016

During the two-day visit formal meetings were held with the following individuals and groups: Vice Provost, Alice Pitt, Librarian, Catherine Davidson & Subject Librarian, Norda Majekodunmi, Field Education Manager, Vina Sandher, MSW students (all years & programs represented except part-time students), Director of the School, Barbara Heron & Graduate Program Director, Yuk-Lin Renita Wong, Field Instructors (representatives from the community), Associate Dean of Liberal Arts & Professional Studies (LA&PS), John-Justin McMurty, • PhD students (students ranging from years 1 – 8 in their years of study), Graduate Office Staff, Emma Posca, Dean of the Faculty of Graduate Studies (FGS), Barbara Crow, Faculty of School of Social Work.

Outcome:

The Joint Sub-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 June 2018; this Report will address the outcome of deliberations on the viability of the part-time program with any additional steps to be taken as a result. The next CPR will begin in the Fall of 2022 and will align with the undergraduate Bachelor of Social Work Program.

Strengths:

- The School's philosophical perspective is one that emphasizes anti-oppressive social work practice and intersectionality. York's School of Social Work is regarded as one of a few flagship schools in this regard.
- Program expectations are "derived from the Ontario Council of Academic Vice-Presidents' Graduate Degree Level of Degree Level Expectations and the School's Mission Statement," (review report) and learning outcomes are clear and appropriate.

- The modes of delivery for course material are appropriate and varied in the MSW program. A mixed range of formats is used including lectures, small group work, individual and group presentations, role-plays and other experiential activities such as interviewing, field observation, contemplative activities and web based tools.
- There is a wide range of the methods and criteria for assessing students' achievements in relation to their learning objectives
- The School is impressive in the diversity of its faculty; the School has identified that the hiring of an additional indigenous faculty member is a priority.
- The vast majority of students in the full-time advanced MSW program graduate within the expected time frame; careful attention needs to be paid to the completion time of students in the part-time program.
- The library is well equipped and keen to support social work students.

Opportunities for Enhancement:

The Review Report provided a fulsome and robust discussion of the materials included in the self-study, including the program's agenda of concerns, appendices, and their meetings with faculty and students.

The reviewers observed that students in the MSW had concerns in the following areas and provided some ideas of how the program might approach addressing these concerns:

1. Attention to practice skills in the curriculum is needed
2. More content related to Indigenous peoples and reconciliation is needed (with additional faculty as a priority)
3. There is overlap in course content within the two-year program
4. There are questions about the value of practice-based Research Paper (PRP),
5. There are concerns about Field Office services

The reviewers also supported plans the program had already put in place in some instances. They cautioned that availability of quality field placements is critical to any expansion of MSW numbers and suggested a university strategy for increasing the number of placements, providing incentives for potential field supervisors, looking beyond the 416 area, developing relationships with Indigenous agencies and communities, and developing research-based practica.

The Review Report recommended that, given concerns about student preparation and completion rates, consideration be given to closing the part-time program or, if it is retained, "that the rationale be clear and the admissions and curriculum be seen to reflect their purpose."

With regards to the PhD Program, the reviewers identified some concerns based on their review of the self-study and meetings with faculty and students during the site visit. They felt strongly that attention to these issues should be a priority for the School of

Social Work and acknowledged that the School had already established a working committee to focus on the PhD program. In particular, the following concerns require immediate attention and as with the MSW program, the Review Report included some key questions for consideration by the program, as well as detailed examples of how the concerns affect students and faculty members:

1. The purpose and expectations are unclear and should be clarified
2. There are gaps and unevenness in terms of processes and structures which need to be reviewed to improve student support and success;
3. Communications are challenging;
4. The comprehensive paper is a barrier to student progress and should be reworked to “reflect the purpose of the program” and to facilitate “student progress to the dissertation research;”
5. Space is ineffectively assigned to students, and office space should be allocated to PhD students.

Implementation Plan (prioritized)

The Dean’s Implementation Plan notes that the program has addressed each of the reviewer’s concerns very carefully in its response document.

The Dean’s Plan with regards to curriculum review is as follows:

Action	First Responsibility	Final Responsibility	Timeline
Curricular Review of both the MA and Ph.D. Program including a review of overlap in courses	Department	Dean’s Office based on the program’s report	April 2017
Development of Indigenous Focused Curriculum	Department	Dean’s Office	June 1 st , 2017 submission to the Curriculum Committee of LA&PS
Review of the Practice Based Research Paper	Department	Department	Change for 2017/18 Cohort (July 1 st , 2017)
Field Office Service Improvement Report	Department	Dean’s Office	Report of needs submitted to DO by April 1 st , 2017

The Dean’s Office and the program have been working to address structural and resource issues identified, including support for an additional Indigenous faculty resource, field placement support and additional office staff.

The following action items and timelines have been identified by the Dean’s Office. Progress on the items will be considered as further resource requests are made.

Action	First Responsibility	Final Responsibility	Timeline
Strategic Plan for the graduate Program	Department	Dean's Office review	April 2017
Hiring plan with a focus on indigenous scholars	Department	Dean's Office	Yearly complement planning process
Increased Ph.D. accepts	Department	Dean's Office, AD Graduate Studies & Research	January 1 st , 2017

The follow-up report due in June 2018 will provide detailed information on progress and itemize additional action plans flowing from a strategic plan for the graduate programs and curriculum review.

Note: A search is underway for an Indigenous scholar with an anticipated July 2017 appointment.

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**Theatre, BA/BFA, MFA Theatre, MA/PhD Theatre & Performance Studies,
School of Arts, Media, Performance and Design**

Cyclical Program Review – 2007 to 2014

Final Assessment Report and Implementation Plan

Reported to Joint Sub-Committee on Quality Assurance: December 12, 2016

Program Description

The Department of Theatre, the largest in eastern Canada, offers a BA Honours and a BFA Honours degree program, as well as a 90-credit BA, providing students with different approaches to achieving their own theatrical goals. At the Graduate level, there are MFA (Acting, Directing, Design), MA and PhD (Theatre and Performance Studies) programs. The department also has an agreement with Humber College that allows acting students to complete academic courses and receive an Honours BFA.

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
BA/BFA	112	456	96 Hons; 5 90-credit
MA	10	11	15
MFA	20	17	3
PhD	4	21	4

Reviewers appointed by the Vice-Provost Academic:

Elizabeth Bradley, Arts Professor, Department of Drama, Tisch School of the Arts, New York University

D.J. Hopkins, Professor, School of Theatre, Television, Film, San Diego State University

Mark-David Hosale, Associate Professor, Digital Media Program, York University

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: January 21 and 22, 2016

The reviewers met with Vice-Provost Academic, Alice Pitt; Dean, AMPD, Shawn Brixey; and Chair, Department of Theatre, Ines Buchli; MA/PhD Graduate Programme director Laura Levin; MFA Graduate Programme director Michael Greyeyes; Theatre Studies Coordinator Magda Kazubowski-Houston; Acting Area Coordinator Mark Wilson; Dean of Graduate Studies, Barbara Crow. The reviewers also met with university librarians, full-time and part-time faculty members and staff. There were multiple opportunities to meet with graduate and undergraduate students. The reviewers toured the facilities on campus and observed rehearsals for an upcoming production at the Joe Green Theatre in downtown Toronto.

Outcome:

The Joint Sub-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 June 2018, which will provide documentation on alignment between program requirements and promotional materials and elaboration of faculty renewal priorities based on outcomes of the deliberations currently underway. The next CPR will begin in the Fall of 2022.

Strengths: (selected)

The reviewers begin their report with this statement, “It is clear that the range of courses taught, the content diversity of much of the curriculum and the wide-ranging interests noted speak to a vibrant, creative, and intellectually rich community”. It was clear to the reviewers that the Department of Theatre values professionally active faculty who are also committed to quality pedagogy. “The Review Committee cannot state often enough how impressed we are with the quality of the individual faculty whom we met during our brief visit.” In addition, students report that the professional connections of their supervising faculty are frequently useful in leveraging further opportunities. The reviewers said, “It is plain that longstanding excellence and thoroughness of curriculum sequencing is present in the upper level undergraduate training.”

In their report, the reviewers also noted the following: “Especially commendable are the efforts of faculty members in production and design to demonstrate leadership in the sustainability movement.”

Opportunities for Enhancement: (selected)

The reviewers suggested that the Faculty be cautious in its promotion of the programs to guard against any potential disconnect between the program as advertised and the actual program design and offerings. They also noted some lack of clarity in terms of focus for students in the Theatre Studies BA programs compared to students in the BFA program where there students see a clearer curricular path.

The reviewers observed, and the program response concurred, that supervision loads at the graduate level are unrealistic. More faculty supervisors, especially with backgrounds directly relevant to thesis work to allow supervision assignments to be reduced, would

greatly improve the student experience.

The reviewers report states that students would benefit from the development and implementation of a programmatic assessment plan.

The department needs to undertake serious consideration of how the mix of programs at both the undergraduate and graduate levels is functioning. Noting current enrolments in each and the need to offer a modern curriculum attractive to students it should carefully consider what would be the ideal program mix. The Review Report states *“Given all the demands on faculty — professional growth, teaching at undergraduate and graduate levels — the department should ask: are there programs that cannot consistently offer their curriculum because faculty are not consistently available to teach required classes? If so, as a corollary question: Are there programs that always have faculty available to teach required classes? Do these faculty assignments (including both shortcomings and abundance) reflect collectively determined department values? Is program design a different skill set than excellent teaching? Are program leaders adequately supported in enabling progressive yet rigorous curriculum design?”*

Student feedback to the reviewers was included in their report. It was noted that “All students would welcome a downtown outpost – whether a performance or studio space or a teaching extension.” Concerns raised include the lack of adequate program specific advising, student mental health issues, inadequate communication about activities, a lack of clarity about augmented training outside of the curriculum, and students’ financial contributions to seemingly mandated social events.

The Review Report ends with 20 detailed recommendations. The extensive and equally detailed program response addresses these recommendations providing additional clarity on some issues raised and outlining progress that has already been made on advancing many of the recommendations.

Dean’s Implementation Plan

The Dean notes, in the preamble to his plan, that “The faculty are actively engaged in the “wholesale interrogation” of its programs necessary to advance their academic quality and to develop new offerings to ensure a vital future.”

In the implementation plan on the following page, recommendations in the areas of curriculum, mentorship, and governance have been addressed or are in process and timelines for other recommendations project completion dates have been articulated.

Recommendation	Proposed Follow-up	Responsibility for Leading Follow-up	Timeline for Addressing Recommendation
<p>Develop and implement a comprehensive programmatic assessment plan in order to enhance the quality of the program and learning experience for (BA, BFA, MA, MFA, and PhD).</p>	<ol style="list-style-type: none"> 1. New department committee to undertake curricular mapping, entrance polls at the end of first year, exit polls at the end of fourth year and focus groups. 2. Address assessment across competencies examine criteria for learning outcomes for each year of study. 3. Production faculty retreat to review program-wide learning outcomes and to develop a formal assessment model for student success in the BFA Production/Design. 	<ol style="list-style-type: none"> 1. Department Chair, Area Coordinators, Assistant Dean of Advising, Associate Dean of Students 	<ol style="list-style-type: none"> 1. Form special ad hoc assessment and curriculum committee, Fall 2016 2. Design and execute production faculty retreat with curriculum focus, Spring 2017 3. Ongoing, Devised Theatre Faculty Committee meetings, to augment assessment initiative, Fall 2016
<p>Undertake a credit, requirement, assessment and resource audit as well as in-class and out of class time necessary to complete assigned or mandatory participation at a 'C plus' level in courses required in the major areas of study.</p>	<ol style="list-style-type: none"> 1. Theatre Studies area to initiate re-evaluation of time-to-completion of the BA degree credit sequence by reviewing pedagogical expectations and priorities. 	<ol style="list-style-type: none"> 1. Department Chair, Area Coordinators, Assistant Dean of Advising, Associate Dean of Students, Teaching Commons 	<ol style="list-style-type: none"> 1. Audit begin, Fall 2016

	<p>2. Devised Theatre and Theatre Studies area faculty will jointly re-evaluate time-to-completion of the Devised Theatre BA degree credit sequence by reviewing courses and core pedagogical expectations and priorities.</p> <p>(MA/PhD programs plan to participate in this exercise to provide better sense of how course hours and assignments are impacting student progress and well being.)</p> <p>3. Credit and requirement audit in consultation with Teaching Commons to develop educational frameworks supporting the mental and physical well-being of students</p>	<p>2. Department Chair, Area Coordinators, GPD's, Assistant Dean of Advising, Associate Dean of Students, Teaching Commons</p> <p>3. Department Chair, Area Coordinators, GPD's, Assistant Dean of Advising, Associate Dean of Students, Teaching Commons</p>	
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<p>Refine expected learning outcomes parameters including; grading and evaluating effort, personal growth, acquired competencies, etc.</p>	<ol style="list-style-type: none"> 1. Studies area review expected student learning outcomes, processes of assessment, and grading. 2. Develop assessment criteria appropriate for both theoretical and practical components of courses, discuss ways to effectively communicate criteria to Teaching Assistants. 	<ol style="list-style-type: none"> 1. Department Chair, Area Coordinators, Teaching Assistants 2. Department Chair, Area Coordinators, Teaching Assistants 	<ol style="list-style-type: none"> 1. Process will run throughout 2016-17 academic year. 2. Notification and communication of learning outcomes enhancements, Winter 2017 3. Full implementation, Fall 2017
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<p>Restructure curriculum and resource allocation in the Undergraduate Theatre Studies program (Devised Theatre) to fully realize the program's potential.</p>	<ol style="list-style-type: none"> 1. Changes in degree requirements and resourcing to create a more equitable parallel to other Department programs (e.g. Acting Conservatory) 2. The creation and communication of new program name (Performance Creation and Research). 3. Develop new course offerings in community-based research, performance ethnography involving outreach in local underserved communities. 4. Initiate reallocation of resources to realize interdisciplinarity, integration of theory and praxis in Theatre Studies. 5. Begin conversation with Production/Design about merger of Performance Creation and Research and Devising/Production under a new name and the creation of a new BFA in Performance Creation. 	<ol style="list-style-type: none"> 1. Department Chair, Area Coordinators, GPD's, Assistant Dean of Advising, Associate Dean of Students 2. Department Chair, Area Coordinators, GPD's, Assistant Dean of Strategic Marketing, Communications and Recruitment, Associate Dean of Students, Teaching Commons 3. Department Chair, Area Coordinators, Assistant Dean of Strategic Marketing, Communications and Recruitment 4. Department Chair, Area Coordinators 5. Department Chair, Area Coordinators 	<ol style="list-style-type: none"> 1. Begin Fall 2016 and full implementation Fall 2017 2. Full implementation Spring 2017 3. Begin process Spring 2017 and full implementation Fall 2018 4. Begin process Spring 2017 and full implementation Fall 2018 5. Begin process Spring 2017 and full implementation Fall 2019
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<p>Develop strategy to reinvest in Full-Time Faculty Complement (new-hires/retirement replacements) reconciling the needs of historical core disciplines and student demand for new fluencies.</p>	<p>1. A prioritized list of replacement positions including Indigenous hires has been submitted to the Dean of AMPD.</p>	<p>1. Department Chair, Assistant Dean of Strategic Marketing, Communications, and Recruitment, Associate Dean of Research and Graduate, Dean of the School of the Arts, Media, Performance and Design</p>	<p>1. Request innovative new positions with Spring 2017 Faculty complement request</p>
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The Dean will submit a follow-up report on these detailed plans in June 2018 outlining progress made and the impact of any changes.

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