

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



## Report to the Full Committees

*The Sub-Committee met on October 20, 2015 and on November 19, 2016 and submits the following report to the full Committees.*

### 1. Membership and Chair for 2015-2016

The Sub-Committee's membership for 2015-2016 is as follows:

Gerald Audette (Member designated by ASCP)  
 Barbara Crow (Dean of Graduate Studies ex officio)  
 Karen Krasny (Member designated by APPRC)  
 Alice Pitt (Vice-Provost Academic ex officio)  
 Tom Scott (Member designated by ASCP)  
 George Turlakis (Member designated by APPRC)

Robert Everett (APPRC) and Cheryl Underhill (ASCP) 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). Frances Valerio (Office of the Vice-Provost Academic) helped to manage Cyclical Program Reviews in 2015. Ms Valerio has since moved to a new position, and the Sub-Committee is grateful for her contributions.

Professor Turlakis has agreed to chair the Sub-Committee again this year.

### 2. Forecast of Items for the Year

The Sub-Committee has received and accepted advice from Vice-Provost Pitt on matters that should be prioritized for the year.

**Process:** In addition to improved workflow processes to support program reviews and program development, guidelines need to be updated to reflect and align with university priorities and key performance indicators. Data resources need to be further developed.

**Governance:** The role of the Dean under YUQAP needs to be clarified and graduate program approval processes need to be established within anchor Faculties. Communication flow needs to be improved.

**Data:** Data and guidelines need to be aligned; additional information, such as alumni satisfaction, market and student interest, needs to be gathered to support the various curriculum and program review processes.

# Academic Policy, Planning and Research Committee

## Report to Senate (cont'd)

**Assessment/evaluation Criteria:** Criteria for assessing the potential of new programs and for evaluating the quality of existing programs need to be developed and communicated to assist decision making and greater clarity around expectations for program performance. A core feature of the quality assurance system adopted in Ontario is the articulation of degree and program expectations as well as the identification, communication and assessment of student learning outcomes. Programs need support if they are to strengthen their capacity to create and assess appropriate student learning outcomes.

It was recalled that the Sub-Committee had reported to APPRC and ASCP that there had been “preliminary discussions about the utility of adopting a system whereby CPRs would constitute a decision moment for new or established programs, that is they would result in a recommendation about their continuation (akin to an ORU charter). This suggestion, raised by Dean Singer, also emerged in the round of discussions with academic planners, and the Committee believed it was appropriate for the Sub-Committee to pursue this idea” (APPRC Minutes, May 14, 2015). The Sub-Committee plans to take up this matter during the year.

### 3. Quality Council Audit

The Committee prepared for its meeting with the Quality Council’s audit team in October and met with the auditors in November. Members actively participated during the site visit. We appreciated very much the contributions made by other members of ASCP and APPRC to the discussion. The auditors’ report is due imminently. It will be shared with APPRC and ASPC after it has been studied by the Sub-Committee.

### 4. Schedule of Cyclical Program Reviews

#### a. Updated Schedule of 2015-2016 Reviews

The Sub-Committee received the schedule of CPRs due in 2015-2016 – which will be a particularly busy year -- which has now been posted on the Quality Assurance Website at

<http://yuqap.info.yorku.ca/files/2015/01/ROTA-2015-16.-updated-November-11-2015.pdf>

#### b. Changes in Schedule, De-coupling of Graduate, Undergraduate Reviews

Two changes to the schedule were proposed. The Sub-Committee concurred with the Vice-Provost’s recommendations.

### 5. Status of Quality Council Decisions and General Issues Associated with Submissions in 2014-2015

#### a. New Programs and Major Modifications

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

## **Report to Senate (cont'd)**

The Sub-Committee noted a year-end report on the status of Quality Council decisions. All seven of the proposals approved by Senate in the “new and expedited” categories from November 2014 to February 2015 were approved to commence. However, the MASc and PhD programs in Mechanical Engineering MASc and PhD programs in Civil Engineering were approved to commence with a report (focusing on dedicated faculty) in May 2015.

The Sub-Committee was advised that efforts are underway to address some of the ambiguities that remain in terminology applied to various kinds of curriculum, notably the options available to graduate students within certain programs. The Sub-Committee strongly supports those efforts.

### **6. Cyclical Program Review Reports**

#### **a. Completed Cyclical Program Reviews**

Attached are the Final Assessment Reports for CPRs completed in the autumn and subsequently transmitted to the Quality Council. In some instances the Sub-Committee delayed completion of the process pending receipt of clarifications and elaborations from the Faculties involved.

The Sub-Committee continues to explore refinements to the dossiers presented. In particular, and given the detail that now appears in Final Assessment Reports, it would appear most beneficial for the Deans and Principal to highlight two or three matters that they believe warrant priority attention. This would provide the Sub-Committee with a base line by which to assess 18-month follow-up reports and, more importantly, for program and Faculty planners to ensure that key issues are prioritized.

#### **b. 18 Month Follow-up Reports**

The Sub-Committee has accepted the Vice-Provost's offer to prepare a template for 18-month follow-up reports (see also item 6 a, above).

G. Turlakis, Chair

**Business Administration, Schulich School of Business, Undergraduate and Graduate**

**Cyclical Program Review – 2005 - 2013**

**Final Assessment Report and Implementation Plan**

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

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**Program description:**

The Schulich School of Business offers a portfolio of degree programs at all three degree levels – two bachelor degrees (BBA and IBBA), three MBA degrees (MBA, IMBA, EMBA), three Masters degrees (MAcc, MF, MBAN), two stand-alone diplomas (PDAM and Financial Engineering) and a PhD program with specializations in six fields. Within the MBA, six subject-matter concentrations offer students the opportunity to earn a graduate diploma during the normal process of fulfilling their MBA requirements. Students may also pursue a combined JD/MBA or MA/MBA within York University. Schulich is predominantly a graduate business school in terms of programs offered, student fulltime-equivalent enrolment, and course offerings. Nevertheless, the bachelor degree programs are a very important part of the School’s mandate.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Undergraduate	449	1740	371
Masters	608	979	620 (plus 56 Diplomas)
PhD	10	47	8

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

Dr. Jay Handelman, Associate Dean Research and Associate Professor, Queen’s School of Business, Queen’s University

Barbara Trenholm, Professor Emeritus, Faculty of Business Administration, University of New Brunswick

Dr. Stan Shapson, Professor, Faculty of Education, York University

**Site Visit:** May 19 and 20, 2015

The reviewers met with selected key University Administrators including the Vice-Provost Academic and the Dean of Graduate Studies. Interviews were conducted with all of Schulich’s key stakeholders including the Management Committee, Directors of programs and areas of specialization, Research and Teaching support members, MBA and Master of Accounting students, and selected alumni and Schulich Advisory Board members. The review team was given full access to the both the York campus facilities of Schulich as well as the Miles Nadal Management Centre in downtown Toronto. The Review Team had the opportunity to speak to MBA and Master of Accounting students prior to classes. The reviewers felt that all participants were open, transparent, and eager to work with us for the betterment of the School.



**Outcome:** The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Follow-up report due May 2017.

**Program Strengths:**

The Schulich School of Business has a clear and focused mission and vision. The Review Team was impressed with the School's dedication to developing and adhering to its strategic plan while continually scanning its external environment for necessary changes. Schulich's competitive advantages include internationalization, innovation, and diversity. The Review Team was able to see the many ways in which the ethos "change was the norm and not the exception" is enacted throughout the School. It is this commitment to, and practice of, "continuous improvement" that allows Schulich to ensure the quality of its program curricula and successful delivery of each program's learning outcomes. The School's continuous internal review process has led Program Managers at the graduate and undergraduate level to arrive at very meaningful and insightful Degree Level Expectations that genuinely guide program development and delivery. The Review Team noted that the current building was at capacity but steps were underway to address expansion.

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

Schulich has made a significant investment in the Career Development Centre in order to provide Undergraduate and Master's students with further skill development to help them prepare for the job market, however, student satisfaction with this element of student services is low. As the student body grows, additional support may be required and how to offer that in the context of York University services will be a subject of discussion.

The Review team noted that funding for PhD students appears to be low compared to other business schools. There was a strong recommendation that there be a concerted effort be placed in the Masters programs to ensure that students appreciate the importance of ethics and codes of conduct in today's workplace and broader society.

Support for Faculty teaching will be enhanced by the Schulich Centre for Teaching Excellence. Support for research funded Tri-Council competitions as well as mentorship for new faculty would enhance research outcomes and the opportunity for knowledge mobilization.

**Decanal Implementation Plan (selected)**

Schulich has engaged a new director of the Career Development Centre (in 2014) who has taken strong action that improved the variety of firms recruiting Schulich graduates and has increased the recruitment field. In addition a reorganization of the Student Services area (2014) will lead to enhanced student service support. In 2015, software and hardware technology to support student accommodation was acquired to provide in-house support for examinations. Staff is undertaking additional training around student mental health issues.

In 2015 Schulich appointed a director of the Schulich Centre for Teaching Excellence (SCTE) and will also appoint an Associate Director support for service to and development of faculty members. Additional support will be provided by an Academic Affairs Officer,

expected in late 2015 or early 2016.

PhD student support for research and teaching development is a priority. Funding for PhD students was increased for Fall 2015 and is being further reviewed. Support for PhD writing and conference attendance is being examined in the coming year.

A number of measures are in place to support Faculty research but in the coming academic year additional support opportunities will be evaluated.

Schulich was disconcerted at the findings related to ethics and has committed to reminding faculty the importance of drawing out ethical issues in their courses, particularly through case studies and class discussion. Program committees and administrators will also be mindful of this.

The space issue which affects faculty, staff and students is being pursued actively in our plans for a new addition to the Seymour Schulich Building. The space addition has already been designed and approved by the University's Board of Governors—fund raising is under way.

### **Summary**

The Schulich School of Business has a clear and focused mission and vision. The Review Team was impressed with the School's dedication to developing, and adhering to, its strategic plan while continually scanning its external environment for necessary changes. Schulich's competitive advantages include internationalization, innovation, and diversity. The Review Team was able to see the many ways in which the ethos "change was the norm and not the exception" is enacted throughout the School. Enhancements for the programs focused on student service, in particular career development support, mental health support and funding. The Dean's Implementation Plan outlined action items for the coming year. Support for Teaching will be enhanced through the Schulich Centre for Teaching Excellence (SCTE) which hired a new director in 2014. Additional ways to support the research of Faculty and PhD students are under review.

Alice J. Pitt  
November 2015

**Economics – Undergraduate, Faculty of Liberal Arts and Professional Studies**

**Cyclical Program Review**

**Cyclical Program Review – 2004 - 2014**

**Final Assessment Report and Implementation Plan**

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

**Program description:**

The Faculty of Liberal Arts and Professional Studies was formed in 2009 as a result of the amalgamation of the Faculty of Arts and the Atkinson Faculty of Liberal Arts and Professional Studies. At that time, the Economics unit in the Atkinson Faculty of Liberal Arts and Professional Studies was merged with the Department of Economics in the Faculty of Arts.

At the undergraduate level, the Department of Economics within the Faculty of Liberal Arts & Professional Studies delivers academic programs in

1. Economics (BA, Honours BA, Specialized Honours BA)
2. Business Economics (BA)
3. Financial and Business Economics (Specialized Honours BA)

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Economics	311	856	83 Hons BA; 187 BA
Business Economics	308	730	5 Hons BA; 76 BA
Financial and Business Economics	469	787	97 Hons BA

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

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

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

The reviewers met with Alice Pitt, Vice-Provost, Academic, Kim Michasiw, Vice-Dean, Liberal Arts and Professional Studies (LAPS), the Chair and Undergraduate Program Director, Mahmudul Anam and Neil Buckley. In addition, the reviewers met with librarians from the University libraries, and full-time and contract faculty and students from both the Glendon and Keele campuses.

**Outcome:** The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Follow-up report due May 2017.

**Program Strengths**

The three streams (Economics, Business Economics and Financial and Business Economics) are built on a foundational core curriculum covering microeconomics, macroeconomics, mathematical economics and statistics/econometrics in the 90-credit degree with additional requirements fleshing out the specializations and honours degree programs. Each program has clearly articulated degree level expectations and mapped the curriculum to ensure appropriate



content mastery. The Review Report states that “[o]verall the programs are well-designed and faculty members are committed to high-quality undergraduate teaching.”

Faculty members are active researchers with strengths in all areas of the program and particular strength in applied micro- and macroeconomics. Additional resources include requisite software applications, two servers, 2 computer labs and an in-house systems analyst to support the teaching and research activities of the department.

Students benefit from a full-time academic advisor located in the department, and the program is aware of central services that support teaching and student learning and success. The department places emphasis on the professional development of students, and partners with the Career Centre to provide an internship program. There is an interest in expanding the internship program.

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

In addition to faculty renewal and the need to provide stronger mentorship for junior faculty members, the self-study identified several academic program issues that require attention.

Monitoring for pre-requisites is currently manual; an improved administrative system, as well as a program-level review, is required to enforce pre-requisites and determine transfer credit more effectively. Concern about GPA requirements was also identified in relation to program progression and the role of introductory courses initially designed for non-majors to allow students to count these courses should they decide to pursue an economics major after first year. Significant growth both in terms of the number of majors and the number of students who require introductory courses for other programs (notably in the School of Administrative Studies), along with the growth of international student enrolments has resulted in the need for greater co-ordination of first-year courses that satisfy different curricular needs. A heterogeneous student population, both in terms of background and aspirations, suggests the need for ‘fine-tuning’ or the curriculum and efforts to “cultivate excellence in the top quarter of the distribution” (Review Report).

The program proposed to review curricular alignment of the statistics/econometrics sequence as well as the role of the three programs in existence with a view to exploring the development of a program with a greater math focus. Addressing numeracy more generally is a priority for enhancing the quality of both the student experience and the quality of the suite of Economics programs.

Other issues warrant further exploration: the role of full-time faculty in introductory and upper-level courses, class-size in upper-level courses and the potential increased teaching assistant support, the demands of courses designated as ‘writing courses’, and the uneven implementation of a Senate regulation that stipulates that no more than 20% of the assessment take place during the last two weeks of class. The department understands the importance of data on graduate employment and urges the University to develop a mechanism for generating such data.

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

The Decanal Implementation Plan supports the unit’s interest in revising its curriculum in ways that will better serve students with a deep interest in Economics as their major and, in particular, the Dean’s Office will work with the unit to create a more rigorous divide between 90 and 120 credit programs. In addition, the Dean’s Office holds the view that the creation of a degree program for students with a stronger interest in business than economics and who lack the mathematical capacity to excel in existing business programs at York. Discussions have also begun with faculty from ADMS, Economics and Business and Society about the potential development of a proposal for a less mathematically exacting program which emphasized the so-called soft skills that can be cultivated in a Liberal Arts program might satisfy the needs of such students for a business-



related program. The Dean's Office would strongly support such a project.

The Department has committed to undertake improvements in the statistics/econometrics sequence, identified as a high priority in the Review Report. Increasing the role of writing in the programs was identified by the program and the reviewers as important. The review report recommended a 'writing across the curriculum' approach. The plan identified difficulties with this approach and supports the department's willingness to revisit the role of 'writing courses'. The plan further suggests that this initiative would benefit from the LA&PS Writing Department's expertise.

One outcome of curriculum revision would be transforming its 4000-level courses to serve high-achieving students in a more intimate seminar taught and evaluated by full-time faculty. The help of Associate Deans of Teaching and Learning and Faculty Relations will be enlisted to explore more effective ways of allocating TA resources. Taken together, proposed program changes might result in reduced numbers of pure Economics majors, which in turn may make an enhanced internship program viable.

A pilot project involving Area Coordinators "to create and enforce common course syllabi and other mechanisms that limit the discontinuities between and among sections of the same course and separate portions of two-part courses" will be reviewed and continued if progress is evident.

The plan is hesitant to endorse the requirement of grade 12 Calculus as an admissions requirement but will support further research in cooperation with the Registrar's Office and the Office of Institutional Research and Planning to assess the implications of such a change

In terms of faculty: student ratios, the plan does not agree that the unit is under-resourced, but it acknowledges the need for renewal and augmentation in alignment with revised curriculum needs. The plan is encouraged by the unit's willingness to explore full-time teaching-focused faculty positions (Alternate Stream) to reduce reliance on part-time and limited-term instruction and will work with the department on complement planning in light of programmatic changes.

Stronger capacity across the university to provide data on graduates and their employment outcome would benefit program reviews and on-going planning. The plan supports University-wide discussion on ways to ameliorate this gap.

Please see the accompanying chart below that enumerates the decanal implementation plan's response to recommendations, identifies dependencies and provides a timeline for each recommendation. Addressing the diverse needs and interests of a heterogeneous student population is the highest priority, and this will be accomplished through revised curriculum and strengthened academic support in numeracy and literacy. Faculty renewal remains a priority but requires a complement that aligns with future program needs.

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

Alice J Pitt, Vice-Provost Academic  
November 2015



<b>Recommendation abbreviated</b>	<b>agents</b>	<b>dependencies</b>	<b>start date</b>	<b>end date</b>
Streaming intermediate microeconomics	department; LA&PS curriculum coordinator	LA&PS curriculum committee; Registrar's Office; curricular approval chain	May 2015	Sept 2016
Enforcing prerequisites	department; records section of RO	LA&PS AD Programs; Registrar; UIT	May 2015	Sept 2016
changes to 4000-level courses	department curriculum committee; LA&PS curriculum coordinator	LA&PS curriculum committee; Registrar's Office; curricular approval chain	May 2015	Sept 2016
TA resources	department; Office of Faculty Relations	Faculty of Grad Studies; CUPE 3903	Sept 2015	Sept 2016
Quality of students	department; admissions office; LA&PS AD enrolment; Office of Institutional Policy and Analysis (OIPA)	LA&PS Dean; Provost	Sept. 2015	Winer 2017
Faculty resources	department	LA&PS Dean; Provost	Sept. 2015	Sept. 2016
Improvements to data	department; OIPA	Office of VP Advancement	Sept. 2015	Sept. 2017
internships	department; career centre; LA&PS AD Teaching & Learning	AVP Teaching & Learning	Sept. 2015	Sept. 2017
Program coordination	department; LA&PS Dean			
Statistics/econometrics sequence	department curriculum committee; LA&PS curriculum coordinator	LA&PS curriculum committee; Registrar's Office; curricular approval chain	Sept. 2015	Sept 2017
Writing courses	department curriculum committee; LA&PS curriculum coordinator; Writing Department Chair	Teaching Commons	Sept. 2015	Sept 2017
Faculty appointments	department; LA&PS AD Faculty Affairs	LA&PS Dean; Provost; Office of Faculty Relations; Human Resources & Skills Development Canada	ongoing; Fall/Winter 15-16	ongoing
Investigate the possibility of a Business Fundamentals degree	department of Economics, Business & Society program, School of Administrative Studies, LA&PS Dean	Office of the Vice Provost Academic, other business programs at York, Markham campus planning groups	Winter 2016	TBD, no earlier than Sept 2018

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

**Cyclical Program Review**

**Cyclical Program Review – 2006 - 2013**

**Final Assessment Report and Implementation Plan**

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

**Program description:**

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

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

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

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

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

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

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

**Program Strengths**

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



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

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

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

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

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

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

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

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

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

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

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

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

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

### **Summary**

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

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

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

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

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

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

Alice J Pitt, Vice-Provost Academic  
November 2015



**Health Studies, Bachelor of Health Studies (BHS), MA and PhD, Faculty of Health  
 Cyclical Program Review – 2005 - 2013  
 Final Assessment Report and Implementation Plan  
 Reported to Joint-Committee on Quality Assurance: November 2015**

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**Program description:**

The School of Health Management and Policy offer the following programs in the in Health Studies:  
 Bachelor of Health Studies, Specialized Honours, Health Policy (stream)  
 Bachelor of Health Studies, Specialized Honours, Health Management (stream)  
 Bachelor of Health Studies, Specialized Honours, Health Informatics (stream)  
 Bachelor of Health Studies, Honours  
 Bachelor of Health Studies, 90 credit degree  
 Health Informatics Certificate

At the graduate level the MA and PhD in Health offer one specialized field in Health Policy and Equity. The PhD admitted its first students in 2009.

Program	New Registrations (heads) 2013	Enrolment FTES 2013	Degrees Awarded 2013
Health Studies	329	985	93 (Hons) 75 (90 credit) 7 certificates
MA	10	12	9
PhD	4	19	0

**Reviewers appointed by Vice Provost Academic:**

Gail Donner, Professor Emeritus, Lawrence S. Bloomberg Faculty of Nursing, University of Toronto  
 Lynn McIntyre, Professor, Dept. of Community Health Sciences and Associate Scientific Director, O'Brien Institute for Public Health, Cumming School of Medicine, University of Calgary  
 You-Ta Chuang, Associate Professor of Management, School of Administrative Studies, York University

**Site Visit: September 18 and 19, 2014**

During a two day site visit the reviewers met with senior university administration and School of Health Policy and Management [SHPM] Undergraduate and graduate program directors and former Acting and incoming SHPM Chairs. The reviewers spoke with the Dean via teleconference. Insights were provided through meetings with two representatives of the Library, full-time and contract faculty for the undergraduate program and graduate faculty. The reviewers also had several opportunities to meet and speak with undergraduate and graduate students.

**Outcome:** The Joint-Committee on Quality Assurance concluded that the Decanal response addressed the many of the reviewers' recommendations. A follow-up report from the graduate and undergraduate programs will be due in May 2017 to outline progress made towards the recommendations and plan development noted in this Final Assessment Report.



### **Program Strengths:**

#### Undergraduate

- The undergraduate program uses a variety of strategies to deliver the courses and meet the desired learning outcomes;
- Students find the professors excellent and have gained a broadened understanding of health;
- Learning technologies offer good support to students and faculty;
- Contract faculty with professional experience bring unique expertise to the classroom.

#### Graduate

- The Health Librarians provide excellent support for faculty and students alike;
- The graduate program attracts interesting students with a richness of backgrounds;
- Completion times for the master's program are in line with expectations.

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

#### Undergraduate

- Review promotional material to ensure accurate reflection of opportunities for employment after the bachelor's degree as well as limited opportunities for medical school without additional course work;
- Conduct a comprehensive curricular review which might result in the addition of more health content to the program, additional experiential education opportunities, reduction of some of the overlap between courses;
- Enhance space for students together;
- Develop stronger links with alumni.

#### Graduate

- Add course requirements in health policy development and analysis as well as training in approaches to literature synthesis;
- Create linkages with health institutions to provide exposure for graduates to employment opportunities;
- Create opportunities for graduate students to engage with each other about research;
- Improve graduate space;
- Develop a strategic research plan for the School and a human resources complement plan.

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

The Dean's Implementation Plan focuses on activities already underway as well as future plans. A three-year faculty complement plan is being completed by the Chair and the Dean and three searches have been approved for 2016. Increased office space and student space (graduate and undergraduate) will be available in Stong College in 2016 when other departments are relocated.



## **Summary**

The Health Policy and Management programs use a variety of strategies and learning technologies to deliver the courses and meet the desired learning outcomes. Students at the graduate level come from a rich array of backgrounds and complete the program in good time. The Dean's implementation plan focuses on faculty complement and on space for faculty members and students; some of these initiatives are well under way.

Alice J Pitt, Vice-Provost Academic  
November 2015





## International Studies, Undergraduate, Glendon College

Cyclical Program Review – 2002 - 2012

### Final Assessment Report and Implementation Plan

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

OFFICE OF THE  
VICE PROVOST  
ACADEMIC

#### Program description

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

4700 Keele St.  
Toronto Ontario  
Canada M3J 1P3  
Tel 416 736 5498  
Fax 416 736 5876

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

#### Reviewers:

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

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

#### Site Visit: November 20, 2012

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

#### Outcome:

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

## **Program Strengths**

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

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

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

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

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

## Decanal Implementation Plan

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

The following recommendations are in the process of being implemented:

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

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

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

## Summary

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

Alice J Pitt, Vice-Provost Academic  
April 2015



**Mathematics and Statistics, Undergraduate, Faculty of Science**

**Cyclical Program Review – 2006 - 2014**

**Final Assessment Report and Implementation Plan**

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

**Program description:**

The Department of Mathematics and Statistics offers BA, Honours BA, BSc and Honours BSc degree programs in six subject areas.

- applied mathematics
- computational mathematics (Honours BSc only)
- mathematics
- mathematics for commerce (BA and Honours BA only)
- mathematics for education
- statistics

Program	New Registrations (heads) 2013	Enrolment FTES 2013	Degrees Awarded 2013
Applied Mathematics	41 (2014)	103 (2014)	9 (Hons) 7 (Bachelor)
Computational Mathematics	4	11	3
Mathematics for Education	28	76	17
Mathematics for commerce	46	140	14 (Hons) 5 (Bachelor)
Mathematics	19	82	5 (Hons) 9 (Bachelor)
Statistics	11	40	6 (Hons) 6 (Bachelor)

**Reviewers appointed by Vice Provost Academic:**

Yvan Saint-Aubin, Professor, Département de mathématiques et de statistique, Université de Montréal

Peter Taylor, Professor, Department of Mathematics and Statistics, Queen’s University

Paula Wilson, Undergraduate Program Director & Senior Lecturer, Department of Biology, York University

**Site Visit:** March 19, 20, 2015

The reviewers spent two days at York University where they met with key administrative personnel, including the Vice-Provost Academic. On the Keele campus the reviewers met with Associate Deans from the Faculty of Science, the Chair of the Department, the Undergraduate Program Director and coordinators for Mathematics for Education, Pure Mathematics and for Statistics. In addition they met with the Faculty of Education Coordinator for Mathematics as a teachable subject and the Science Librarian. There were opportunities to meet with faculty members and groups of students. At the Glendon campus on March 20<sup>th</sup>, the reviewers met with the Vice-



Principal Academic the Chair of the Department. Lunch was held with students from the Glendon Mathematics program.

**Outcome:** The Joint-Committee on Quality Assurance concluded that the Decanal response addressed the most salient of the reviewers' recommendations. A follow-up report will be due in May 2017 to outline progress made towards the recommendations and plan development noted in this Final Assessment Report.

**Program Strengths:**

Learning outcomes for each of the mathematics programs are clearly laid out. Overall the programs provide strong and diverse curriculum in key aspects of mathematics education. The faculty members are dedicated to teaching and have expertise that covers many fields. The innovative course MATH 1200, *Problems, Conjectures and Proofs* has great potential, as does the two week math tutorial offered prior to term. Students benefit from the excellent Math-Stats Lab as well as coop and summer research opportunities

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

Faculty workload distribution between junior and senior faculty members needs to be reviewed. Some faculty members provide courses at Glendon, and this may be becoming a burden on the Department. The structure of the department with three streams seems to work well, in spite of the fact that faculty members are housed in various areas of the campus.

Program structures need to be simplified. The common first year could be extended to a year and a half allowing students to cover more foundational work before selecting a stream. The computational program should be phased out as well as the international dual degree program. The statistics program should consider not having streams. Analysis of big data is a growing field and an opportunity for the Mathematics and Statistics department to explore. A new stream in financial mathematics, combining the strengths of existing streams, could be of great interest to students. All programs have higher level courses in which more attention can be paid to problem-solving, group work, student presentations and one-on-one interaction.

**Decanal Implementation Plan (selected)**

The Dean's Implementation Plan offers a summary of the strength and weakness highlighted in the self-study and by the reviewers and outlines clear plans for a number of the recommendations, many of which will be undertaken in 2015 and 2016, others which will extend through to 2018.

The Department of Mathematics will begin the governance processes to close Computation Mathematics and the international dual degree programs in 2015. Restructuring of the programs has been discussed by the Executive Committee and work on this through committees and Faculty Council (and ultimately Senate) will begin in 2015 and continue through to 2017. Consideration of a single 90-credit degree program will begin in 2016. This will coincide with work on expanding the common year to a year and a half and a review of capstone courses with a view to increase experiential educational opportunities. Faculty complement plans will be finalized over the next two or three years.

### **Summary**

Overall the programs are very good offering diversity in mathematics education. The faculty members are dedicated to teaching and have expertise that covers many fields. The external reviewers felt that the program structures could be simplified and made a number of specific recommendations related to streams and courses. The Dean's Implementation Plan outlines clear plans for a number of the recommendations, with action to be undertaken between 2015 and 2018. In addition, a faculty complement plan will be finalized over the next two or three years.

Alice J Pitt, Vice-Provost Academic  
November 2015



**Mathematics/Mathématiques, BA and IBA, Glendon**

**Cyclical Program Review – 2006 - 2014**

**Final Assessment Report and Implementation Plan**

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

**Program description:**

The Mathematics BA and IBA options at Glendon include Specialized Honours, Honours, Bachelor (BA only) and an Honours minor option. Mathematics may also form part of a double major. The first year core courses are offered in French and in English each year. The mathematics program offers courses that are an important support for Glendon’s other programs and is one of the teachable subject options for students pursuing the BEd.

Program	Accepts 2014	Enrolment FTEs 2014	Degrees awarded 2014
BA Hons	2	20	

**Reviewers appointed by Vice Provost Academic:**

Yvan Saint-Aubin, Professor, Département de mathématiques et de statistique, Université de Montréal  
 Peter Taylor, Professor, Department of Mathematics and Statistics, Queen’s University  
 Paula Wilson, Undergraduate Program Director & Senior Lecturer, Department of Biology, York University

**Site Visit:** March 19, 20, 2015

The reviewers spent two days at York University where they met with key administrative personnel, including the Vice-Provost Academic. On the Keele campus the reviewers met with Associate Deans from the Faculty of Science, the Chair of the Department, the Undergraduate Program Director and coordinators for Mathematics for Education, Pure Mathematics and for Statistics. In addition they met with the Faculty of Education Coordinator for Mathematics as a teachable subject and the Science Librarian. There were opportunities to meet with faculty members and groups of students. At the Glendon campus on March 20th, the reviewers met with the Vice-Principal Academic the Chair of the Department. Lunch was held with students from the Glendon Mathematics program.

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

**Program Strengths:**

- The program level expectations are clearly laid out and include some “emerging competencies” that focus on the ability to apply mathematics to real world problems
- Students clearly appreciate the small class size at Glendon and the ability for interactive discussions with faculty members.
  - The program has developed courses at upper levels to support Economics program requirements as well as a course that supports both majors and students in the Concurrent B. Ed (French Immersion) program.





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

- While classical teaching methods are effective, Glendon seems to be ideal for project based learning which will readily support the “real world problem” approach and build practical collaboration and team work skills.
- The 3000 and 4000 level courses are well chosen but do not prepare students for further studies in mathematics.
- Although the department has been creative in ensuring necessary courses are offered at Glendon and facilitates students taking courses at the Keele campus, the current program is not sustainable with the current faculty complement.
- Several options for realignment of the program could be considered but each presents its own challenges for the depth and breadth of offerings and for the capacity of the unit to advance professors' scholarly careers in mathematics.

**Principal's Implementation Plan (selected)**

The program response to the review report provided detailed discussion of various options that demonstrates a solid understanding of the context and the implications of the various options. Principal's Implementation Plan focusses primarily on the sustainability of the Mathematics program at Glendon. Because of the complementarity with other programs at Glendon, such as the new BSc in Biology, closure of the program is not being contemplated. The administrative merging of the Mathematics Department with the Economics Department at Glendon is anticipated in 2016. The Principal's Implementation Plan also notes that there is an option for some introductory mathematics to be taught by new hires in other programs. Glendon will work with the Keele Mathematics program to ensure clarity around courses at Keele that can count towards the Glendon degree. A Mathematics preparatory “camp” offering foundation tutorials for new students is being explored for 2016/2017.

An update on the action items of the Mathematics program implementation plan will be provided in the March 2017 follow-up report.

Alice J Pitt, Vice-Provost Academic  
November 2015



**Music, Undergraduate**

**(School of Arts, Media, Performance and Design - formerly the Faculty of Fine Arts)**

**Cyclical Program Review – 2004 - 2012**

**Final Assessment Report and Implementation Plan**

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

**Program description**

The Department of Music at York University offers an innovative, comprehensive program which integrates academic studies and studio training across a wide range of musical cultures and traditions.

The program is designed to help students develop the knowledge and skills required to perform, research and create music in a variety of styles and contexts. While the curriculum is grounded in traditional western concepts and practices, it also incorporates new and alternative approaches to musical understanding and creativity. Along with classical music, jazz, world musics, contemporary repertoire, and electronic and digital applications all figure prominently in the program.

York University's Faculty of Fine Arts offers degree programs in Music leading to:

- Bachelor of Fine Arts Honours (BFA Hon),
- Bachelor of Arts Honours (BA Hon), and
- Bachelor of Arts (BA) degree.

Students concentrating in studio work (performance or composition) graduate with a BFA Honours degree. Those concentrating in music history and theory graduate with the BA or BA Honours degree.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Major 1, Major 2, Minor	132	589	104 (BA Hon), 5 (BA)

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

Dr. Debra Cairns, University of Alberta (External)

Prof. Michael Cabianca, Department of Design, York University (Internal)

**Site Visit:** March 13-14, 2013

**Outcome:** The Joint-Committee on Quality Assurance concluded that a meeting with the Dean of the School of Arts, Media, Performance and Design and representatives of the Music Department would clarify action items, responsibilities and timelines. This meeting took place on May 21, 2015. An additional Dean's Implementation Plan was submitted on June 19, 2015. A follow up report is due in December 2017.

**Program Strengths:**

- The review report notes significant strengths in jazz and world musics with studio studies (voice, guitar, piano) as emerging strengths; ethnomusicology and composition also distinguish the program;
- The diversity of offerings and curricular flexibility are noted strengths (with caveats noted below), and experiments that integrate music with other arts practices within AMPD are promising;



- Degree level expectations and student learning outcomes are clearly articulated and conceptually strong;
- Space resources are very good in terms of rehearsal, studio and performance space as well as computer and keyboard labs. The planned addition of a combined resource/teaching/research room dedicated to the creation of music in response to a visual sources may differentiate York and is applauded;
- The music library resources are excellent with impressive collection of print and recording (aural and visual) sources that create substantial body of offerings in jazz, world music and classical and that are being made available online;
- The creation of the Oscar Peterson Chair has added new vitality and is a coup for York;
- The program has well-developed materials to direct students to employment/career opportunities.

### **Opportunities for Program improvement (selected)**

The review report has provided detailed recommendations in a number of areas that are summarized here:

- The diversity of the program, a traditional strength, may not be sustainable, and clear strategic directions need to be established in a context of fierce competition in the Toronto area in order to distinguish York;
- While students appreciate the breadth of offerings, they also seek greater concentration in upper years in order to build their capacity and make them more competitive for graduate level studies;
- In combination with curricular revision to focus the program, an adjusted complement plan with aligned priorities needs to be developed;
- More effective means for maintaining and renewing instruments needs to be created, and solutions for suitable and sufficient practice space for students and teaching space for performance instructors need to be generated;
- The practice of offering individual lessons to non majors as well as the number and range of ensembles need to be reconsidered;
- The program would be well-served by establishing clearer governance structure for its departmental and committee meetings and membership;
- Attention must be given to student concerns, raised in the student survey, that they are not always treated with respect and that professors do not always set an acceptable professional example.

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

Dean Sellers-Young's decanal implementation plan noted that the implementation of the plan would unfold in the context of a university academic program review and a new budget model. Further noting that providing new practice rooms or sound-proof offices could not be contemplated at this time, she focuses her plan on three areas summarized below:

#### **Curriculum/Strategic Planning**

- The plan encourages the program to continue its efforts towards integrating classical music performance with the areas of strength in order to take advantage of entrepreneurial innovation that is currently characterizing a vibrant Toronto scene;

elaborating studio performance curriculum holds promise for expanding the institutional possibilities of 'symphony' and 'opera' into a vibrant freelance scene with a focus on small ensembles and collaborative multi-disciplinary frameworks.

- It also sees value in developing inter-departmental studies in films, music composition and video-gaming composition in order to create distinctive and differentiating program strengths.
- The plan endorses the Department's interest in developing a framework for music education aimed at studio teaching and community arts programs in recognition of a global music industry with intersecting influences of traditional, popular and world music on music studies and composition.

#### Student Success and Satisfaction:

- The plan endorses the department's interest in developing an e-learning opportunity to close the gap between some student's background and the core curriculum as well as an opportunity for students to demonstrate mastery and waive requirements.
- The department is in the process of developing upper year areas of concentration that responds to student interest, revising the student handbook to better articulate program requirements, and creating certificate programs in collaboration with other departments in AMPD and with Seneca.
- The plan encourages the department to expand and formalize internship opportunities, particularly in light of developments in music education, entrepreneurship, and composition for digital venues.
- The dean requires the Music Department to communicate to faculty the expectation that students be treated with respect and to include a statement in printed material directing students to the appropriate resources if necessary.

#### Governance:

- The plan notes that the department has, over the past three years, undertaken some of the suggestions made in the review report. The dean encourages further evolution in this regard.

Program members and Dean Brixey, who assumed his role in July 2014, met with the Joint Sub-Committee on Quality Assurance, and Dean Brixey was asked for an updated implementation plan. The implementation plan submitted in June 2015; it builds on the earlier plan, but important details have emerged. Specifically, the articulation and promotion of the Department of Music's distinctiveness amongst its competitors will be strengthened and new programs developed, specifically in Composition and Sound Design for Films, Games, and Motion Media, reinforcing the department's interdisciplinary connections within the School. The Department will explore program opportunities with Seneca College with a focus on the new Markham campus. Plans also include the allocation of core courses to full-time faculty and a focus on faculty complement renewal. A focus on mentorship, experiential opportunities, clarified areas of study and opportunity for electives are the focus of student-centred curriculum plans.

#### Summary

The program boasts significant strengths in jazz and world musics with studio studies (voice, guitar, piano) as emerging strengths; ethnomusicology and composition also distinguish the program. The diversity of offerings and curricular flexibility are noted strengths (with caveats noted below), and experiments that integrate music with other arts practices within

AMPD are promising. Future plans for the Department focus on student needs, including experiential opportunities. New programs that reinforce the department's interdisciplinary connections within the School and opportunities for collaboration with institutional partners at the new Markam Campus will be a part of the programs plans to articulate and promote the Department of Music's excellence and its distinctiveness amongst its competitors.

Alice J. Pitt, Vice-Provost Academic  
July, 2015

**Social Work, Undergraduate (BSW), Faculty of Liberal Arts and Professional Studies**

**Cyclical Program Review – 2004 - 2012**

**Final Assessment Report and Implementation Plan**

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

**Program description**

the School of Social Work confers honours social work degrees at the bachelor’s level (BSW) through the Faculty of Liberal Arts and Professional Studies. The BSW Undergraduate Program includes two streams: BSW Direct Entry (for students from high school or with a college diploma) and BSW Post Degree Entry.

The full-time Direct Entry BSW stream, started in 2001-02, accepts students directly into first year and offers courses during the day and evening. The program is normally completed in four years. The Post Degree program requires a university degree to be admitted. This program offers courses in the day and evening and could take a minimum of two years to complete. The Post Degree program was developed for university graduates who are social work practitioners and wish pursue a career in social work.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Social Work	205	503	129

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

Dr. Ken Barter, School of Social Work, Memorial University, St John’s, Newfoundland  
 Dr. Don Dippo, Faculty of Education, York University

**Site Visit:** March 20-21, 2014

The site visit included meetings with senior academic leadership at York University, including Vice-Provost, Alice Pitt; Vice-Dean of LA&PS, Kim Michasiw; Undergraduate Program Director, Atsuko Matsuoka; and Director, Barbara Heron. The reviewers also met with faculty members, field instructors, several groups of students and staff members.

**Outcome:** The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Follow-up report due May 2017.

**Program Strengths:**

- The review report states, “ The School of Social Work, given its mission, strategic planning values and objectives, adequately reflects the University’s Mission Statement in action through being dynamic, innovative, diverse, [and through] critical exploration and commitment to social justice and equity.” A faculty-led initiative, New Opportunities for Innovative Student Engagement (NOISE) was identified as an “excellent indicator of the school’s mission in action.” The school’s mission and objectives are “intricately embedded in curriculum, teaching and student learning.”
- The School has excellent facilities, and its faculty members are committed to ongoing review of curriculum and responsive to student concerns.



- The relationship between the School and the Library is excellent; the Library is well-resourced and “librarians pointed out that social work students and faculty are among the most frequent and knowledgeable users of Scott Library.” Librarians were also commended on their support for students requiring accommodations and their high level of expertise on social work topics.
- Field instructors provided very positive comments and describe students as well-prepared for placements; these instructors value the school’s critical perspective and anti-oppressive framework.
- The school’s data base for field education that outlines agencies, field instructors, learning contracts, timelines, evaluation dates, etc. was described as “truly impressive” and relatively unique in schools of social work.

#### **Opportunities for Program improvement (selected)**

- Given the diversity of the student population, comprised of direct entry, post-program and college transfer students, the report recommended that the gateway course for direct entry students (SOWK 1011) be completed prior to admission to Social Work.
- Concerns were raised by students about overlap or repetition in course content; they also identified gaps in the curriculum in relation to Aboriginal, disability and self-care content. Students also expressed an interest in more opportunities to develop practical skills in their coursework.
- A more active student association was encouraged to deepen student engagement and provide a forum for improving student experience in relation to accommodations. The report also encouraged development of a Field Instructor Association as a way to strengthen field instructors’ engagement with the program.
- The report encouraged exploration of placements in two years of the program rather than one extended placement.
- The large course format for first year courses provides a good use of resources and opportunities for tutorials led by graduate students; however, the report recommends that caps upper-level core and elective courses be reduced to improve student experience.
- Additional full-time tenure stream faculty members are needed to maintain complement strength in face of retirement.

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

The program provided a fulsome response to the report’s suggestions and recommendations and further demonstrated its commitment to strategic and ongoing planning and review. The program has made significant progress towards addressing the gaps in curriculum and has clear plans for addressing the perception of overlap/repetition in course content as well as the issue of ‘practical skills’. The Joint Sub-Committee encourages review of student learning outcomes to improve students’ understanding of development in areas where concepts and issues are returned to over the course of the program. The student association has been revitalized and is working with the program and Counseling and Disabilities Services to improve support.

The program, with the support of the Dean’s Office, will evaluate the role of SOWK 1011, a relatively new initiative, in terms of its role to provide a foundation for direct entry students.

The program's ongoing assessment of its diverse student population indicates that college transfer and post degree students do demonstrate prior learning that justifies their exemption from this course. The program has also provided a compelling rationale for maintaining a single 700-hour placement on pedagogical grounds and good reasons, given the difficulty of securing sufficient high quality placements, for continuing this practice. The Dean is satisfied with the program's position and suggests that the suggestion may be taken up again if other logistical issues are resolved.

On issues relating to curriculum and student experience, the Decanal Implementation Plan endorses the program's ongoing initiatives, offers support, and indicates that the Dean's Office will monitor progress.

The plan acknowledges the staffing needs of the unit, points out resources that have been provided and indicates its support of a complement replacement plan to ensure a the maintenance of the current size of the complement; additional full-time faculty will be added as warranted by growth in enrolment.

The plan cites an initiative within LA&PS to provide on-site technical support and commits to providing the resources necessary to maintain and improve the data base.

The plan identifies the possibility of appointing some or field instructors as formal adjunct faculty as one way to further enhance the school's relationship with these important colleagues. The Dean's Office has engaged the Office of Faculty Relations in this discussion.

### **Summary**

The review report states, " The School of Social Work, given its mission, strategic planning values and objectives, adequately reflects the University's Mission Statement in action through being dynamic, innovative, diverse, [and through] critical exploration and commitment to social justice and equity." The School has excellent facilities, and its faculty members are committed to ongoing review of curriculum and responsive to student concerns. The review recommended the restructuring of some courses to avoid overlap and that the gateway course be completed prior to admission to the program. Other recommendations focused on ways to deepen student engagement and the student experience. The Dean's Implementation plan outlines specific actions and timelines for a review of the curriculum and plans to address the faculty complement renewal.

Alice J. Pitt, Vice-Provost Academic  
November, 2015