



Joint Sub-committee on Quality Assurance

Report to the Full Committees

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

The Sub-Committee met on 23 May 2024 and submits the following report to the full Committees.

1. Final Assessment Reports

Attached are the Final Assessment Reports (FAR) for recently completed CPRs as listed below. The FARs are transmitted to APPRC, ASCP (and through them to Senate), the Board of Governors Academic Resources Committee, and the *Ontario Universities Council on Quality Assurance*.

Master of Accounting (Schulich School of Business)

Master of Finance (Schulich School of Business),
including the following graduate Diplomas

- Graduate Diploma in Intermediate Accounting
- Graduate Diploma in Advanced Accounting
- Graduate Diploma in Financial Engineering

Theatre, BA and BFA (AMPD)

Theatre and Performance Studies, MA, MFA and PhD (AMPD)

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

In this rotation, the Schulich School of Business adopted the approach to cluster complementary programs for review under one set of external reviewers for the advantages of efficiency and time management of the comprehensive exercise. The Sub-committee noted process enhancements for the model going forward to ensure all aspects of the CPR procedures are effectively and rigorously implemented.

2. Follow-up Reports

The Sub-Committee received and reviewed the 18-month follow-up reports from:

Kinesiology and Health Science (Undergraduate and graduate programming)
Health Policy Management (Undergraduate and graduate programming)

The Sub-committee is satisfied that the programs have paid due regard to recommendations arising from the CPR process and are making good progress toward implementation of the defined actions.

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3. Facilitating the Timely Completion of Cyclical Program Reviews

At the beginning of the 2023-2024 year, the Sub-committee scheduled regular meetings in anticipation of a steady flow of cyclical program reviews owing primarily to pandemic-related process delays. While the Sub-committee convened five times this year, the agendas were lighter than expected and several of the planned meetings were cancelled as there was insufficient business ready to proceed. The Vice-Provost Academic advised the Sub-committee at its May meeting that this year there has been a significant challenge in getting the CPR material from Deans' offices, creating the domino effect of overall process delays in completing the reviews in a timely manner.

Most certainly, this has been an atypical and challenging year at the University, with competing demands and difficulties for Faculties to navigate. However, it should be noted that regular requests for needed documentation for the program reviews are often not being answered. In addition to York's accountability processes being affected, there is growing concern that the University's timely reporting on its completed CPRs to the *Ontario Universities Council on Quality Assurance* is being compromised.

In discussion of the circumstances with the Vice-Provost Academic, the Sub-committee suggests it would be helpful for a joint communication from its Chair together with the Chairs of APPRC and ASCP to be sent to the Deans reminding them of the importance of the QA process, from an institutional as well as an external perspective, and encouraging prompt attention by those with outstanding requests for material. We look forward to hearing the parent Committee's views on this suggestion.

4. Thanks to Members Completing Their Term

The May meeting being the final one for members Mina Singh and Qiang Zha as they complete their terms on the Sub-committee, thanks and appreciation were extended to them for their commitment, wise counsel and for consistently providing valuable contributions.

T. Peridis, Chair



Joint Sub-committee on Quality Assurance

Report to the Full Committees

Academic Policy, Planning and Research Committee

Academic Standards, Curriculum and Pedagogy

The Sub-Committee met on 18 March 2023 and submits the following report to the full Committees.

1. Final Assessment Reports

Attached are the Final Assessment Reports (FAR) for recently completed CPRs as listed below. The FARs are transmitted to APPRC, ASCP (and through them to Senate), the Board of Governors Academic Resources Committee, and the Quality Council:

Master of Public and International Affairs (Glendon)

Bachelor of Commerce (LA&PS), including Professional Certificates in the following areas:

- Accounting
- Financial Planning
- Health Services Financial Management
- Information Technology
- Auditing & Assurance
- Investment Management
- Logistics
- Management
- Marketing

Graduate Diploma in Professional Accounting, Type 3/standalone (LA&PS)

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

A focus for the Sub-committee remains emerging trends or recurring themes observed and any recommendations made that have broad academic planning and / or resource dimensions to share with the parent Senate committees. It should be noted that recruitment support for programs to help address enrolment challenges has been a common theme is recent program reviews, and it rose again in the Master of Public and International Affairs degree program.

T. Peridis, Chair

YORK UNIVERSITY

Final Assessment Report

Master of Accounting, Graduate (MAcc)

Master of Finance, Graduate (MFin)

**Financial Engineering, Graduate Diploma
(FinEng)**

**Intermediate Accounting, Graduate Diploma
(DIAc)**

Advanced Accounting, Graduate Diploma (DAAc)

Schulich School of Business

Cyclical Program Review – 2015-2021

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

Program(s) Reviewed:

Master of Accounting, Graduate (MAcc)
Master of Finance, Graduate (MFin)
Financial Engineering, Graduate Diploma (FinEng)
Intermediate Accounting, Graduate Diploma (DIAC)
Advanced Accounting, Graduate Diploma (DAAc)

Reviewers appointed by the Vice-Provost Academic:

Janet Morrill, Senior Scholar, Department of Accounting and Finance, Asper School of Business, University of Manitoba.

Lynette Purda, Associate Dean (Graduate Programs), Professor and RBC Fellow of Finance, Smith School of Business, Queen's University.

Dr. Justin Podur, Associate Dean Teaching and Learning & Professor, Office of the Dean, Faculty of Environmental and Urban Change, York University, Toronto, Ontario, Canada

Cyclical Program Review Key Milestones:

Cyclical Program Review launch: September 15, 2021

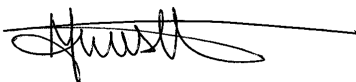
Self-study reports submitted to Vice-Provost Academic: September 21, 2023

Date of the Site Visit: October 30 - November 2, 2023

Review Report received: December 14, 2023

Dean's response and Program Response received: April 29, 2024

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, May, 2024.



Submitted by Marcia Annisette, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Protocol, August 2020.

SITE VISIT: October 30 – November 2, 2023

The Schulich School of Business offers one undergraduate program and numerous graduate programs. The external reviews were organized around four groups of programs: Accounting and Finance, General Business Administration, Marketing and Real Estate, and Operations Management and Information Systems. The virtual site visits for all program groups were organized over a five-day period from October 30 to November 2, 2023.

All of the reviewers for the Schulich groups met with the following individuals:

- Marcia Anisette, Vice-Provost Academic
- Alice MacLauchlan, Vice-Provost and Dean of Graduate Studies,
- Dean of the Schulich School of Business, Detlev Zwick
- Schulich Associate Deans, Kevin Tasa, Associate Dean, Academic; Kiridaran Kanagaretnam, Associate Dean, Students; Eileen Fischer, Associate Dean, Research; Theodore Noseworthy, Associate Dean, External Relations; and Ashwin Joshi, Associate Dean, Programs
- Sarah Coysh, Associate Dean Digital Engagement and Strategy and Angie Liann, Schulich's Associate Librarian, Teaching and Learning.
- Administrative staff from the Office of Student Services and International Relations, the Centre for Career Design, the Professional Development and Experiential Education Office, the office of Information Services and Technology, and the Office of the Associate Dean Academic.

The reviewers for the programs in the Accounting and Finance group met with the following individuals and groups from those programs:

- Viswanath (Shanker) Trivedi, Graduate Program Director and Marisa Morell, Associate Director, MAcc.
- Full-time faculty members
- Part-time faculty members

In their report, the reviewers note that they did not meet with any students from the four programs and that “the student surveys provided represent graduate students from all programs, with minimal direct information for the programs included in this specific review. Thus, we are limited in our ability to provide feedback or recommendations for some aspects these programs”.

Note: It is regrettable that the reviewers did not have the opportunity to gain insight into the student perspective as part of this review process. Student input is important for understanding the programs and the learning experience as well as considering the recommendations from the reviewers. While securing student involvement in a program review can be a challenge, programs are encouraged to employ particular strategies (e.g., working with student governments, etc.) that can be effective for increasing

participation. The University will learn from this experience to ensure involvement of students in the review process moving forward.

OUTCOME:

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

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (in November 2025).

The next Cyclical Program Review will begin in the Fall of 2029 with a site visit expected in the Fall of 2030 or Winter of 2031.

PROGRAM DESCRIPTION

The Schulich School of Business offers a large and growing portfolio of degree programs at all degree levels. These include a BBA, an MBA (offered in Canada and in India), a joint EMBA with the Kellogg School of Business at Northwestern University, eight specialized master's degrees, eleven stand-alone diplomas, and a PhD program with specializations in seven disciplines. The master's programs are designed for people who wish to obtain professional qualifications. Some of these unique and innovative programs at the master's level were among the first of their kind in the world (e.g., Real Estate & Infrastructure, Master of Management in Artificial Intelligence).

The Accounting and Finance programs review group included the Master of Accounting, the Diploma in Advanced Accounting, the Master of Finance, and the Graduate Diploma in Financial Engineering.

The objective of the Master of Accounting (MAcc) is to ensure that recent graduates of business degrees, primarily the Schulich BBA, have the training and preparation needed to ensure success on the CPA Common Final Exam. Achievement of the CPA designation is difficult. The Diploma in Intermediate Accounting offers a bridge to the MAcc degree.

The reviewers note in their report that, "The students completing the program have performed well on the professional accounting examination after finishing their program, attesting to the quality of the program design, faculty teaching and assessments". The reviewers add, ".....we applaud the MAcc in its articulation of how research is incorporated into the program", despite the fact that the Schulich programs are professional master's degrees without a substantive research requirement.

The Master of Finance (MFin) program offers graduates of business and non-business degrees an advance understanding of concepts in Finance. While not the primary focus of the degree, students who choose the Capital Markets stream may be prepared to

write professional examinations for the DFA designation, and the Financial Risk management streams prepares students for exams leading to the FRM designation. In their report, the reviewers note, “Particular program innovations present for the MFin program are the inclusion of new technologies for data analysis and machine learning such as R and Python. We applaud the highly technical and rigorous nature of the program”. They suggest that the program consider broadening the ESG and sustainability content.

Students completing both the MBA and the Graduate Diploma in Financial Engineering take advanced quantitative and technical financial courses. Students are able to develop new financial instruments and understand the role of various instruments in financial risk management. The reviewers suggest the program consider carefully the intended outcomes for students participating in this program.

The Accounting and Finance programs use, as noted by the reviewers, “...a combination of full-time, research-oriented faculty and part-time or adjunct faculty with a practitioner orientation. The combination appears to work well for students”.

The reviewers also noted that “The programs show good strength in ensuring the curriculum is up to date and incorporat[ing] recent advances in technology and tools of analysis while staying aligned with the professional designations and examinations they serve.”

In response to the recommendations, the Dean also noted that “The School will continue to rely on its internal program review and accreditation processes to support monitoring of progress or the need to revise plans/timelines. Each Schulich program is evaluated annually to assess the quality of input, throughput, and output. This process helps with monitoring the input mix (domestic versus international), updating the curriculum and out indicators such as pass rates and employment data.” As indicated in the responses below, programs are reviewed on an ongoing basis and curricula are updated to accord with professional standards and incorporate new topics, such as ESG, data analytics and visualization and artificial intelligence.

RECOMMENDATIONS:

Recommendation 1:

As mentioned in our first section, the curriculum of the MAcc and MFin programs align with preparing students for various professional exams. It can be challenging for programs strongly geared towards an external certification to exercise much innovation or creativity: ultimately, students enrol in these programs to prepare them for their desired credential, they are focussed on that goal, and have little time or energy to devote to any material that they view as extraneous to their targeted objective. Nevertheless, preparing the students well for that objective is seen as a strength. We suggest having some balance as new areas come up, such as ESG, sustainable finance, evolution of disclosure requirements etc. which would help to differentiate the Schulich programs from its competitors and capitalize on York University and Schulich's reputation for excellence in this important area.

Recommendation 2:

Consider whether the requirement for non-Schulich Accounting students to begin the MAcc program at term 0, while Schulich Accounting majors begin at term 1, is warranted.

Recommendation 3:

While Schulich's library resources seem excellent (for example, having the Bloomberg resources), it appears that more library personnel would be a valued addition if resources permit. We also recommend that resource needs of international students (library, career services, professional development, and otherwise) be considered carefully should admissions grow through the India campus or other international initiatives.

Recommendation 4:

Diploma in Financial Engineering: We recommend that a more reflective analysis of the program be undertaken. It is unclear to outsiders how the program aligns with Schulich's other offerings, how it relates to the school's strategy, and what the outcomes for its students are. Given the very small enrollment in the program, its continuation should be carefully contemplated so that it contributes meaningfully to both the school and the student's experience. Information on how the designation enhances students' career prospects or ensures they are job-ready would be useful.

Recommendation 5:

Often full-time personnel have developed more customized materials (to which they have intellectual property rights) but are often willing to share them with other personnel teaching the course. Where possible, have full time (tenured/tenure track) personnel teaching with part time in each session, to avoid part time personnel having to use slide decks. This may be more easily accomplished in the future than it was in the past due to Schulich's plan to create more undergraduate "super sections": thus, many of the full-time personnel that were previously needed to cover

multiple undergraduate sections of courses may now be able to be deployed to the professional master's programs. We recommend that the programs be very attentive to unintended consequences that changes to the BBA program may have for graduate programming.

Recommendation 6:

We note that many of the students in the programs are international, and this is likely to be an important growth area particularly with the course offerings now taking place in India. We heard that dedicated resources are not provided to international students, and while many are very "tech savvy", they lack the extra polish on the professional development side. We suggest considering developing an extra workshop series, available to all students, sensitizing both domestic and international students to cultural differences in the workplace. Excellent resources include:

- a. Laroche, L., "Managing Cultural Diversity in Technical Professions", Butterworth Heinemann: New York, 2003.
- b. Goldman, L., "You're Hired...Now What?", Oxford University Press: Canada, 2010.
- c. Laroche, L. and D. Rutherford, "Recruiting, Retaining and Promoting Culturally Different Employees", Elsevier: New York, 2007.

INSTITUTIONAL IMPLEMENTATION PLAN

Recommendation:	Internal Response	Action	Timeline:	Person(s) responsible
1. That the curriculum of the MAcc and MFin incorporate new areas such as Environment, Social and Governance (ESG), sustainable finance, evolution of disclosure requirements, etc. to help differentiate the Schulich programs from competitors and capitalize on Schulich's reputation for excellence.	Agree x Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/>	MAcc: The program plans to incorporate additional course material in the MAcc curriculum, including ESG, data analytics and visualization and artificial intelligence, and additional changes that might come from the CPA Ontario/Canada. MFin: The program should assess whether there are additional opportunities in course work to integrate this content so that students have opportunities to reinforce and synthesize their knowledge in this area before taking the CFA exam.	MAcc: Receive direction from CPA Ontario/Canada in first half of 2024; develop curriculum proposals to respond to direction in second half of 2024. Proposed changes to take effect in 2025. MFin: Fall 2024. Proposed changes to take effect in 2025.	MAcc: Program Director and Associate Program Director in consultation with SSIR and ADA's Office, governance committees. MFin: Program Director in consultation with SSIR and ADA's Office, governance committees.
2. That the requirement for non-Schulich accounting students to begin the MACC program at term 0 be reviewed.	Agree <input type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle x Do not agree <input type="checkbox"/>	The program, while continuing to admit non-Schulich students to Term 0 and Term 1, should continue to explore the admission of accounting students from comparable competitor programs to Term 2 of the MAcc program.	Ongoing	MAcc Program Director, Associate Program Director, admissions team.
3a. That additional library personnel be engaged as	Agree <input type="checkbox"/> Agree if resources	No action to be taken on the part of the program or School, as budgetary authority lies	n/a	n/a

resources permit.	permit x Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/>	elsewhere.		
3b. That the needs of international students (library, career services, professional development, etc.) be carefully considered should international admissions grow.	Agree <input type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle x Do not agree <input type="checkbox"/>	No action required by the program. The administrative teams continue to monitor the diverse needs of international students as they continue to change.	Ongoing	Schulich Student Services and International Relations; Schulich Centre for Career Design; Office of the Associate Dean Academic
4. That the School undertake a reflective analysis of the Diploma in Financial Engineering to determine how the program aligns with Schulich's other offerings, the School's strategy and what the outcomes for students are.	Agree x Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/>	The program will review the current curriculum with the Department of Math and Statistics in the Faculty of Science as appropriate. An enrolment plan is required by the end of 2024 in light of low enrolment.	Collaborate with Math and Stats on the development of a plan by the end of 2024.	Program Directors, Graduate Diploma in Financial Engineering
5a. That full-time and part-time personnel teach alongside each other in each session when	Agree x Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/>	The program will ensure course coordinators are either tenure track professors or contract faculty with extensive teaching experience, and monitor how part-time	Ongoing. AACSB Assurance of Learning plans (e.g. meeting with instructors to discuss alignment	Program Director, Associate Program Director, program faculty and instructors, AACSB project team, Associate

feasible.		instructors are mentored, guided and supported.	of materials, outcomes, assessments) are underway in 2024.	Dean, Programs.
5b. That the programs be attentive to the impact of curriculum and delivery changes in the BBA program.	Agree x Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/>	The program will monitor changes to the BBA and make changes to the graduate program if required.	Ongoing; 2024-2026	Program Directors, Associate Dean Academic
6. That Schulich consider developing an additional workshop series to sensitize domestic and international students to cultural differences in workplace.	Agree x Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/>	The programs will continue efforts to support international students, along with the offerings of the student-focused services offered by Schulich's non-academic departments.	Ongoing; design implementation of student co-curricular success tracking application underway in 2024 for piloting in F/W 2024/25.	Program Directors, Associate Dean Programs, various administrative teams within the School (IST, ADA, CCD, SSIR).

APPENDIX A – PROGRAM AND DEAN RESPONSE SUMMARY

Completed by: Shanker Trivedi, Marisa Morriello, Melanie Cao, Kathryn Doyle

Deans: Detlev Zwick, Kevin Tasa, Ashwin Joshi

RECOMMENDATION	TO BE COMPLETED BY PROGRAM IN CONSULTATION WITH DEAN	PROGRAM'S DETAILED RESPONSE	DEAN'S RESPONSE	TIMELINE: <i>(TO BE COMPLETED BY THE PROGRAM IN CONSULTATION WITH THE DEAN)</i>	PERSON(S) RESPONSIBLE: <i>(TO BE COMPLETED BY THE PROGRAM IN CONSULTATION WITH THE DEAN)</i>
<p>1. That the curriculum of the MAcc and MFin incorporate new areas such as Environment, Social and Governance (ESG), sustainable finance, evolution of disclosure requirements, etc. to help differentiate the Schulich programs from competitors and capitalize on Schulich's reputation for excellence.</p>	<p>Agree <input checked="" type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/></p>	<p>MAcc Response: The areas of Environment, Social and Governance (ESG), and the evolution of disclosure requirements are important. We already do cover many of these areas in courses such as auditing, management accounting and advanced accounting. Additionally, we are waiting for the Competency Map 2.0 recommendations from CPA Canada before we make radical changes to the MAcc program incorporating the above subject areas in addition to other important subject areas like data analytics and visualization and artificial intelligence in its curriculum.</p> <p>MFIN Response: For the MF</p>	<p>We agree with this recommendation and note the timeline indicated for the MAcc, including that there are some constraints in terms of waiting on the Competency Map 2.0 and direction from CPA Ontario/Canada. As Professor Cao notes, there is ESG content contained in the online prep course for the CFA because knowledge of ESG is assessed in the CFA exam.</p>	<p>MAcc: Receive direction from CPA Ontario/Canada in first half of 2024; develop curriculum proposals to respond to direction in second half of 2024. Proposed changed to take effect in 2025. MFin: No timeline.</p>	<p>MAcc: Program Director and Associate Program Director in consultation with SSIR and ADA's Office, governance committees.</p> <p>MFin: n/a</p>

		<p>program, students who will take the CFA exam will learn ESG from the CFA online course since ESG is a part of the CFA exam.</p>	<p>We would encourage the program to assess whether there are additional opportunities in MFin course work to integrate this content so that students have opportunities to reinforce and synthesize their knowledge in this area before taking the exam.</p>		
<p>2. That the requirement for non-Schulich accounting students to begin the MACC program at term 0 be reviewed.</p>	<p>Agree <input type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input checked="" type="checkbox"/> Do not agree <input type="checkbox"/></p>	<p>MAcc response: We agree that non-Schulich accounting students should have the opportunity to be admitted to more advanced terms/semesters, and not just to Term 0. In fact, currently we do admit qualified non-Schulich accounting students to Term 1. However, there is a heavy emphasis on the use of the case method in Schulich accounting courses, an important factor behind the success of our graduates on the CFE and in their later professional lives. Thus, admitting non-Schulich accounting students, who are not sufficiently familiar with the case method, on par with</p>	<p>We agree with the program's response to this recommendation. Their current approach is principled and is an important way that the School supports student success in our programs.</p>	<p>Ongoing</p>	<p>Program Director, Associate Program Director, admissions team.</p>

		<p>Schulich accounting students, into Term 2 will only be detrimental to the success of the former groups of students in the program. We are currently open to admitting graduates from competitor accounting programs such as those in Waterloo and the University of Toronto into Term 2 on par with our Schulich accounting graduates.</p> <p>Action: We will continue to admit non-Schulich accounting students not only into Term 0, but also to Term 1 of the MAcc program. Furthermore, we will continue to explore the possibility of admitting accounting students from comparable competitor programs such as Waterloo and University of Toronto into Term 2 of the MAcc program.</p>			
<p>3a. That additional library personnel be engaged as resources permit.</p>	<p>Agree <input type="checkbox"/> Agree if resources permit <input checked="" type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/></p>	<p>The programs agree to this recommendation in spirit and if library resources permit.</p> <p>Action: No action to be taken by the programs. The ADA's Office is aware of this recommendation and will look for opportunities to collaborate further with the libraries when program innovation and curricular development initiatives are being discussed</p>	<p>We agree in principle with this recommendation. If the spirit of the recommendation is to increase the resourcing of York University Libraries, we note that neither the program nor the School have budgetary authority.</p>	<p>As opportunities allow (i.e. in line with the expansion of Library resources).</p>	<p>York University Libraries</p>

<p>3b. That the needs of international students (library, career services, professional development, etc.) be carefully considered should International admissions grow.</p>	<p>Agree <input type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input checked="" type="checkbox"/> Do not agree <input type="checkbox"/></p>	<p>within the School. The programs agree that international students have needs that are distinct from those of domestic students, so this recommendation is welcome. The administrators in Schulich’s service matrix are well informed of the changing needs of international students who receive tailored support, for example, in navigating immigration processes, job search and career development, and academic advising. Action: No action to be taken by the programs. The School’s administrative offices are aware of this recommendation and will continue to monitor the needs of international students as they continue to change.</p>	<p>We agree in principle with this recommendation and the programs’ response that the School’s administrative teams are well informed of and committed to serving international students’ diverse needs.</p>	<p>Ongoing</p>	<p>Schulich Student Services and International Relations; Schulich Centre for Career Design; Office of the Associate Dean Academic</p>
<p>4. That the School undertake a reflective analysis of the Diploma in Financial Engineering to determine how the program aligns with Schulich’s other offerings, the School’s strategy and what the outcomes for students are.</p>	<p>Agree <input checked="" type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/></p>	<p>The FinEng Diploma program is a program offered with the Department of Math and Statistics. Although the enrollment for the Schulich MBA students is low, there is sufficient demand from the MA math students. Action: We will carefully review the current curriculum with the Department of Math and Statistics and incorporate more concurrent topics. We have discussed the low enrollment</p>	<p>We support this recommendation and encourage the program to articulate and commit to a specific timeline for formulating a plan with Math and Stats to address the low enrolment as well as the program’s identity within the School’s culture and</p>	<p>Collaborate with Math and Stats on the development of a plan by the end of 2024.</p>	<p>Program Directors</p>

		<p>issue with the Director of FinEng program from the Department of Math and Statistics, will formulate a plan soon.</p>	<p>mission.</p>		
<p>5a. That full-time and part-time personnel teach alongside each other in each session when feasible.</p>	<p>Agree <input checked="" type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/></p>	<p>MAcc Response: We agree that using customized materials as opposed to stock slide decks provided by the publishers of textbooks is essential and ideal in master level courses. Most of the instructors in the MAcc are either tenure track professors or contract faculty. Many of the latter group are regularly nominated for and winners of teaching awards. Furthermore, the practice in the MAcc program, to the extent it is feasible, is to have the same contract faculty teach a particular course over multiple years. Many of these contract faculty members have created their own extensive customized materials, often reviewed, and critiqued by tenured faculty. While contract faculty and tenure track professors may not always teach together, there is ongoing communication between the two groups throughout the term. More specifically, course coordinators are either tenure track professors or contract faculty. Part-time faculty assigned to</p>	<p>We agree with this recommendation and support the program’s response. We note that the School’s accreditation strategy—specifically its assurance of learning plan for each program in the AACSB self-evaluation report—will provide additional structure for tenured faculty to consult with and mentor part-time instructors to ensure that course content and pedagogical approaches are consistent and that part-time instructors are getting opportunities for professional development in teaching.</p>	<p>Ongoing. AACSB Assurance of Learning plans (e.g. meeting with instructors to discuss alignment of materials, outcomes, assessments) are underway in 2024.</p>	<p>Program Director, Associate Program Director, program faculty and instructors, AACSB project team, Associate Dean, Programs.</p>

		<p>teach MAcc courses operate under the direction of these course coordinators. The latter often share their customized materials with and provide guidance to the former.</p> <p>Action: We will ensure that course coordinators are either tenure track professors or contract faculty with extensive teaching experience. We will monitor the extent to which the course coordinators mentor, guide and share their materials with part-time instructors.</p>			
<p>5b. That the programs be attentive to the impact of curriculum and delivery changes in the BBA program.</p>	<p>Agree <input checked="" type="checkbox"/></p> <p>Agree if resources permit <input type="checkbox"/></p> <p>Agree in principle <input type="checkbox"/></p> <p>Do not agree <input type="checkbox"/></p>	<p>Our understanding is that changes to the BBA program will affect only the lower-level core courses and not the upper-level accounting/finance courses. Thus, the impact of the changes in the lower-level BBA core courses will become apparent in these upper-level accounting courses. Remedial action, if necessary, will therefore be first taken in these upper-level BBA accounting courses. Additional remedial action, if necessary, will be taken at the MAcc/MFin level.</p> <p>Action: We will monitor for any unintended consequences arising from the introduction of the super-sections in the lower-level core courses of the BBA</p>	<p>Changes to the enrolment of first- and second-year core BBA courses should not affect Schulich graduate programs. We agree with the programs' approach of ongoing monitoring over the next few academic years.</p>	<p>Ongoing; 2024-2026</p>	<p>Program Directors, ADA</p>

		<p>program and take any remedial action that may be required.</p>			
<p>6. That Schulich consider developing an additional workshop series to sensitize domestic and international students to cultural differences in the workplace.</p>	<p>Agree <input checked="" type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/></p>	<p>MAcc Response: We agree that it is important to focus on the all-round development of our international students to ensure that they succeed not only academically in the program and on the CFE but also in their later professional life. Being cognizant of this fact, we have instituted a separate orientation program for our India DIAC students and other international students. Furthermore, we are closely monitoring international student progress in terms of professional development alongside with the progress of other international students admitted to the Toronto DIAC program. We emphasize to these students the importance of taking full advantage of the facilities offered by the Career Centre for Design (CCD) and of attending as many networking sessions as possible. We have also met some of these students on a one-on-one basis to identify any measures/support that can be taken/provided to enhance their professional development. Furthermore, we are collaborating with the CCD to implement workshops and</p>	<p>We appreciate the programs' initiatives to sensitize students to cultural differences as part of career readiness. Several of the School's administrative teams are currently involved in a cross-functional collaboration under the leadership of the Associate Dean, Programs to develop a student co-curricular progress tracking system to help students, staff, and faculty at the School better understand and account for individual students'—both domestic and international—progression through the already-robust set of offerings available through the Centre for Career Design,</p>	<p>Ongoing; design and implementation of student co-curricular success tracking application underway in 2024 for piloting in F/W 2024/25.</p>	<p>Program Directors, Associate Dean Programs, various administrative teams within the School (IST, ADA, CCD, SSIR).</p>

		<p>resources exclusive to the international group. The MF program has introduced a weekly professional seminar series to help students develop business communication and network building skills. We also created a Buddy system, pairing every new student with an experience MF alumnus. The experienced MF alumnus not only provide tips to new students on course work, but also guide new students through their career building process.</p> <p>Action: We will continue to explore whether additional measures that support the professional development of our international students are required, including the development of extra workshops and implement such measures as and when required. We will continue to work with the staff at the CCD to create customized workshops sensitizing students to cultural differences in the workplace.</p>	<p>Student Services and International Relations, and Alumni Engagement.</p>		
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PROGRAM'S ADDITIONAL COMMENTS:

The programs' responses were shared with the deans.

DEAN'S ADDITIONAL COMMENTS:

The deans will share the completed RRRS with the program leaders for their reference. The School will continue to rely on its internal program review and accreditation processes to support monitoring of progress or the need to revise plans/timelines. Each Schulich program is evaluated annually to assess the quality of input, throughput, and output. This process helps with monitoring the input mix (domestic versus international), updating the curriculum and out indicators such as pass rates and employment data.

YORK UNIVERSITY

Final Assessment Report

Theatre, Undergraduate (BA, BFA) – 2016 - 2022
**Theatre and Performance Studies, Graduate (MA,
MFA & PhD) – 2015 - 2022**

**School of Arts, Media, Performance and Design
(AMPD)**

Cyclical Program Review

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

Program(s) Reviewed:

Theatre (BA, BFA)

Theatre and Performance Studies (MA, MFA, PhD)

Reviewers appointed by the Vice-Provost Academic:

Dr. Ramón H. Rivera-Servera, Effie and Marie Cain Regents Professor of Fine Arts and Dean, College of Fine Arts, The University of Texas at Austin

Dr. Melissa Blanco Borelli, Associate Professor of Theatre and Dance and Director of the Program in Dance, Northwestern University

Dr. Barbara Evans, Associate Professor, Department of Cinema & Media Arts, School of the Arts, Media, Performance & Design, York University

Cyclical Program Review Key Milestones:

Cyclical Program Review launch: September 15, 2022

Self-study undergraduate program submitted to Vice-Provost Academic: August 15, 2023

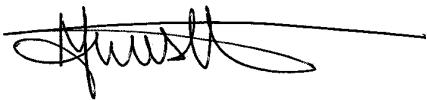
Self-study graduate program submitted to Vice-Provost Academic: August 31, 2023

Date of the Site Visit: October 18-19, 2023

Review Report received: February 8, 2024

Dean's and Program Response received: March 28, 2024

Implementation Plan and FAR received by Joint Sub-Committee on Quality Assurance, May 23, 2024.



Submitted by Marcia Annisette, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Protocol, August 2020.

SITE VISIT: October 18-19, 2023

The virtual site visit including meetings with the following individuals and groups:

- Marcia Annisette, Vice-Provost Academic
- Alice MacLachlan, Vice-Provost and Dean of Graduate Studies
- Sarah Bay-Cheng, Dean, School of the Arts, Media, Performance and Design
- Sarah Parsons, AD Research
- Gabriel Levine, AD Academic
- Eric Armstrong, Chair of the Department
- Ian Garrett, Graduate Program Director
- Sheril Hook, Associate Dean, Teaching and Learning, University Libraries
- Mary Kandiuk, Program Support Librarian
- Full-time faculty members
- Part-time faculty members
- Departmental administrative staff
- Undergraduate and graduate students

OUTCOME

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

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (in November 2025).

The next Cyclical Program Review will begin in the Fall of 2030 with a site visit expected in the Fall of 2031 or Winter of 2032.

PROGRAM DESCRIPTION

The Department of Theatre & Performance, within the School of the Arts, Media, Performance and Design (AMPD), is home to six undergraduate and two graduate Programs in Theatre.

The undergraduate programs lead to the BA or a BFA. Specialized streams in the Theatre programs include Performance Creation, and in the BFA, streams in Production and in Acting. Minor options are also available.

The MA and PhD programs were established in 2005, and the first graduate students were accepted in 2006. The degree name was originally "Theatre Studies," but was later changed to "Theatre and Performance Studies" (or "T&PS") in 2012 to better reflect the interdisciplinary curricular and faculty research strengths in the program. In

2023, the programs were combined with the MA Dance and PhD Dance Studies to form the current program in “Theatre, Dance, and Performance Studies” (or “TDPS”) to reflect the overlapping areas of research, instruction, and supervision across the programs.

The MFA in Theatre is currently on hiatus as the suite of programs offered by the Department is evaluated and programs evolve.

The reviewers “note the ways in which the unit has advanced significant progress since the last review on matters of securing broader representation and to ensure the programs are culturally responsive. Strategic hiring to this end, the curricular and programmatic advancement of devised performance, and the increasing move toward interdisciplinary integration with curriculum in dance and, as we recommend in this document, media, point towards a future well aligned with contemporary practice and with the stated diversity goals.” The areas the reviewers highlight for continued focus include exploring potential for curricular efficiencies through integration with other programs, enhancing resources and curricular planning in support of professional development and career planning, and focusing graduate curriculum around methodology instead of direct content expertise.

RECOMMENDATIONS:

The Review Report, in addition to suggestions and comments throughout, listed the following recommendations for consideration by the program and the Dean. The Program and the Dean reviewed the recommendations and outlined a plan of action for responding to the report’s comments.

The Programs and Dean’s responses to the recommendations are included as an appendix to this Final Assessment Report.

The Institutional Implementation Plan, for which the program and Dean are responsible, follows the recommendations below. As noted above, a Follow-Up Report on the Institutional Plan will be submitted 18 months from when this Final Assessment Report is accepted by the Joint Subcommittee on Quality Assurance.

RECOMMENDATION 1:

Continue to explore integration with other programs to secure both staffing and curricular efficiencies. It is important that courses be refreshed to remain relevant to the expanding range of practices students in the increasingly integrated multi-genre classrooms are pursuing as potential artistic platforms and career opportunities. Key to this will be the mainstreaming of core training that might serve theatre artists (in Theatre, performance, and dance) to those producing content and performance for media venues. Some key opportunities we identified include the exploration of meaningful collaborations with film, television, and other media producing units around common curricular and production needs (including a more intentional offering of courses that may support both live performance and media production) and the

development of a culture around performance and storytelling that is expansive in its understanding of multi-platform migration of content and the ways makers navigate across industry and community expectations with increased dexterity and interdisciplinary proficiency.

RECOMMENDATION 2:

Enhance resources and curricular planning in support of professional development/career planning. Offering more explicit curricular and co-curricular opportunities focused on understanding of the career pathways available to students in the programs, and articulation of the economies they will need to navigate a creative career and the business skills they will need to do so, seems incredibly important to support recruitment, retention, and clarity of postgraduate path for students in the programs. If acting faculty will not be replaced perhaps a BIPOC target hire for an industry professional project manager to oversee professional development/placement strand of the curriculum might help fulfil this suggestion.

RECOMMENDATION 3:

Focus Graduate Curriculum Around Methodology instead of Direct Content Expertise: A reprioritization of course offerings would allow students to see how any faculty can potentially be their supervisor without feeling like only the one faculty member who does e.g., theatre history pre-1900 can be their supervisor.

INSTITUTIONAL IMPLEMENTATION PLAN

RECOMMENDATION:	ACTION	TIMELINE:	PERSON(S) RESPONSIBLE
<p>1. That the Department continue to explore integration with other programs to secure both staffing and curricular efficiencies</p>	<p>1a. Work on streamlining and amalgamating resources in the newly merged department will continue through the summer and into next year. 1b-c. Overseen by the department executive, faculty will identify all existing integrations within our areas, and reach out to other AMPD departments, to establish new connections and to streamline our offerings across performance and media. 1d. Areas, coordinated by the executive, will look for ways to develop partnerships and exchanges further. 1e. The Chair and the Transition Advisor, working with the staff and the executive, will update articulation agreements and simplify degree pathways where possible. 1f. The Acting & Performance area and the Performance Creation area will collaborate to develop further opportunities for Directing and Acting for Camera within current offerings. 2. The program will use the new website to more effectively communicate with students about events, offerings, pathways, and career opportunities.</p>	<p>Summer 2024; ongoing. Website: revisions underway; expected May 2024</p>	<p>Chair; Department Exec; Associate Dean Academic; Dean</p>
<p>2. That the Department and programs enhance resources and curricular planning in support of professional development/career planning.</p>	<p>1. The Theatre program will clarify & promote existing opportunities in THEA 3150 and 4150, THEA 4020 and 4021, and expand them across areas and disciplines. 2. The Department will take steps to highlight the range of professional development and career planning opportunities available to students via the department website, social media, and related communications. 3. The Department will continue to develop Work Integrated Learning (WIL) offerings through new grants (expanding on previously successful CEWIL and AIF grants) and seek to offer more community and workplace experiential education opportunities in all programs. 4. The Department will continue to apply for and offer job opportunities through the Work Study and Research at York (RAY) programs.</p>	<p>Planning in Summer 24; Search in 2024-25. Review options in Summer 24 for shared curriculum offerings with professional development across the Faculty (e.g., 'in/outs') and potential for core</p>	<p>Chair; Assoc Dean-Academic; Dean</p>

	<p>5. The Department will continue to invite alumni to classes and events, including Prime Time, to discuss career pathways and provide networking opportunities for students in all years of study.</p>	<p>curriculum.</p>	
<p>3. That the graduate program focus curriculum around methodology instead of direct content expertise.</p>	<ol style="list-style-type: none"> 1. The program will enhance its outreach to cross-appointed faculty with the goal of inviting more substantial engagement with the program and its students. 2. The program will clarify embedded methodologies in course titles and descriptions. 3. The Department will provide support for GPD continuity with initiatives and conversations at the AMPD Grad Committee level as a revision to the program administration manual, and through onboarding and mentorship at program and faculty levels. 4. The Department will seek new hires in the department to address needed methodology instruction and supervision. 5. Through the AMPD Graduate Committee, advocate for and support searches for FGS-appointable faculty across AMPD that looks to facilitate cross-program supervision through normalization across programs, and shared prioritization of methodologies. 6. The Department will build supports for non-AMPD program appointed faculty to be better integrated into program administration and primary supervision in ways that respect the impact on overall service commitments. 7. Continue to build and rebuild non-curricular opportunities for connection between students and faculty which leverages our program colloquium, AMPD-level colloquium, student governance structures, and social events. 	<p>Review of curriculum in Summer/Fall 24; implementation of actions outlined in 24/25.</p>	<p>GPD; Associate Dean Research; Dean</p>

Appendix A

The chart below contains the responses to the Review Report recommendations from both the Theatre Program and the Dean of AMPD, along with the proposed action plan for program enhancement, suggested timelines and the individuals responsible for ensuring follow through on the items.

Completed by:

Eric Armstrong, Chair; Ian Garrett, GPD; Departmental Executive, Aaron Kelly, Jamie Robinson, Marlis Schwietzer; Sarah Bay-Cheng, Dean

April 2024

RECOMMENDATIONS	TO BE COMPLETED BY PROGRAM IN CONSULTATION WITH DEAN.	PROGRAM'S DETAILED RESPONSE	DEAN'S RESPONSE	TIMELINE: (TO BE COMPLETED BY THE PROGRAM IN CONSULTATION WITH THE DEAN)	PERSON(S) RESPONSIBLE: (TO BE COMPLETED BY THE PROGRAM IN CONSULTATION WITH THE DEAN)
<p>Recommendation 1: That the Department continue to explore integration with other programs to secure both staffing and curricular efficiencies.</p>	<p>Agree <input checked="" type="checkbox"/></p> <p>Agree if resources permit <input type="checkbox"/></p> <p>Agree in principle <input type="checkbox"/></p> <p>Do not agree <input type="checkbox"/></p>	<p>Continuing to pursue multiple forms of integration will be critical to our programs' future success.</p> <p>1a. We are excited that our upcoming merger with Dance, as of May 1st, puts us on track to integrating with our closest "cognate" within the Performance aspect of AMPD. As a result of this merger, many staffing and curricular efficiencies are already underway.</p> <p>1b. We will continue our work to de-silo within the department and interconnect across our UG programs.</p> <p>1c. Through the new connections that we're establishing with CMA (e.g. Motion Capture), VAAH (Drawing), Music</p>	<p>1a. I concur with the Department's response. I have been pleased with the collegiality and progress in the Theatre & Performance and Dance merger. As noted, many efficiencies are already underway.</p> <p>1b. I support this and am happy to support as may be needed. The Department has done significant work in this regard and should be further supported.</p> <p>1c. I support this.</p>	<p>Summer 2024; ongoing Website: revisions underway; exp. May 2024</p>	<p>Chair; Department Exec; Assoc. Dean Academic; Dean</p>

		<p>(Performing Arts in the Community), and IA (access to our programs), we will seek efficiencies and opportunities to integrate across programs.</p> <p>1d. Partnerships with UAL Wimbledon, other partners like YRDSB (Experiential Arts Mentorship Program), and professional companies, such U.N.I.T. Productions' Morro & Jasp, will be expanded upon to offer increased training opportunities for students.</p> <p>1e. Articulation agreements with partner schools will be revised and updated. We will simplify degree pathways and seek to clarify how they are communicated in documentation and on the web.</p> <p>1f. The department will look to find ways to expand further opportunities for Directing and Acting for Camera, potentially with the goal of identifying new integration opportunities across AMPD and the university more broadly.</p> <p>2. The department will work to clarify its communications through social media, email, and our departmental website, to more effectively communicate with applicants, students, partners, and potential donors.</p>	<p>1d. These efforts are to be commended. With the many changes in Toronto theatre, there may be value in establishing connections with local theatres. I would recommend that we look for residency models for artists or theatre companies in residence.</p> <p>1e. I support this.</p> <p>1f. I support this and would recommend connecting with Media Arts and Digital Media Games Design and animation.</p> <p>2. Agreed and will support as best we can. The Faculty website is undergoing substantial revision (due: May 2024) and will be better able to communicate on behalf of the new combined Department of Theatre, Dance & Performance.</p>		
		<p>Action: 1a. Work on streamlining and amalgamating resources in the newly merged department will continue through the summer and into next year.</p> <p>1b-c. Overseen by the department executive, faculty will identify all existing integrations within our areas, and reach out to other AMPD departments, to establish new connections and to streamline our offerings across performance and media.</p> <p>1d. Areas, coordinated by the executive, will look for ways to develop partnerships and exchanges further.</p> <p>1e. The Chair and the Transition Advisor, working with the staff and executive, will update our Articulation Agreements.</p> <p>1f. The Acting & Performance area and the Performance Creation area will collaborate to develop further opportunities for Directing and Acting for Camera within our offerings.</p> <p>2. We will use the new website to more effectively communicate with students about events, offerings, pathways, and career opportunities.</p>			

<p>Recommendation 2: That the Department and programs enhance resources and curricular planning in support of professional development/career planning.</p>	<p>Agree <input type="checkbox"/> Agree if resources permit <input checked="" type="checkbox"/> Agree in principle <input type="checkbox"/> Do not agree <input type="checkbox"/></p>	<p>While we offer students many supports for professional development/career planning embedded in the program in the form of units within courses and a career management course (THEA4150), many students don't encounter these supports until the final year of study. That said, our unique Prime Time offering to all first-year Theatre & Performance students includes a series of conversations with industry professionals and/or alumni, often with an emphasis on identifying career pathways. Other public events, including symposia, workshops, job fair visits, alumni-focused gatherings held pre-COVID, give students in all years an opportunity to network. And of course, most of our courses invite guest artists to visit classes, while we regularly hire directors for our mainstage shows. Students also gain valuable professional development and career planning opportunities through the Work Study and Research at York programs. Most of these activities are available to students across all four years of study.</p> <p>The reviewers (and possibly the students they spoke with) are under the impression that these supports are quite limited, when in fact this perception may be the product of our communication strategy. Our focus on developing foundational skills in the first three years of training and saving professional development/career planning to the end of the third and fourth year is not unusual in programs of this nature. The suggestion that we should focus on a new hire overlooks the very present need to address the more pressing gaps in teaching the core of our programs and the service demands of running them, where we've needed to rely on CLAs. Having an appropriate new tenure-track faculty member join us with skills that can both address our needs and increase our coverage of these areas would be ideal. However, we also see value in highlighting these career opportunities more explicitly for students via department emails, website, social media, and other forms of communication</p>	<p>The Department's plan for professional development is sound and I agree that with the rationale that more tenure-stream hires are needed. However, given the challenges in recruiting, budget and anticipated enrolments, the timeline for hiring may not be possible in 2024/25.</p> <p>It may also be helpful to engage with resources connecting alumni with students, such as YU Connect. We are also hoping to create more Faculty-wide professional & career resources for artists, designers and other creators.</p> <p>Finally, at the Faculty level, it may be advisable to revisit the role of in/out requirements and to consider developing a core curriculum across the Faculty that would focus on needs specific to the disciplines of AMPD, including Theatre & Performance, and would address the specialized knowledge and professional needs of Theatre & Performance graduates.</p>	<p>Planning Summer 2024; Search 2024-25 (👉) Review options for shared curriculum offerings with professional development across the Faculty (e.g., 'in/outs') and potential for core curriculum.</p>	<p>Chair; Assoc Dean-Academic; Dean</p>
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		<p>Action: 1. We will clarify & promote existing opportunities in THEA 3150 and 4150, THEA 4020 and 4021, and expand them across areas and disciplines. 2. We will take steps to highlight the range of professional development and career planning opportunities available to students via the department website, social media, and related communications. 3. We will continue to develop our Work Integrated Learning (WIL) offerings through new grants (expanding on previously successful CEWIL and AIF grants) and seek to offer more community and workplace experiential education opportunities in all our programs. 4. We will continue to apply for and offer job opportunities through the Work Study and Research at York (RAY) programs. 5. We will continue to invite alumni to classes and events, including Prime Time, to discuss career pathways and provide networking opportunities for students in all years of study.</p>			
<p>Recommendation 3: That the graduate program focus curriculum around methodology instead of direct content expertise</p>	<p>Agree <input type="checkbox"/> Agree if resources permit <input type="checkbox"/> Agree in principle <input checked="" type="checkbox"/> Do not agree <input type="checkbox"/></p>	<p>We appreciate the time the reviewers spent with us and members of the TDPS community through the CPR Visit. As well, we appreciate the comments regarding the focus on methodology versus topic expertise in how the program position. If possible, we would appreciate clarification or additional detail/guidance on how to interpret this recommendation. Graduate, if not all, education requires a combination of topic expertise and research methodology. Faculty may be experts in specific topics, but they are also experts in specific methodologies, and this is embedded in many courses, even though we may only identify one course each year as our Methodologies course, this is not intended to indicate that it is our only supported methodology.</p> <p>As an action, we will look at course names and descriptions to bring clarity to the Methodologies embedded regardless of if the primary purpose of the course is to educate on a methodology itself. We already identify alternative methodology courses to our own from across the university and do consider even more courses on a case-by-case as befits the students and will also look to clarify the why and how of how students engage with methodologies beyond our own given our small size.</p>	<p>There are two connected but distinct issues here: 1) curriculum focused on specific research areas or methodology; 2) supervisory capacity. It is not clear from the Graduate Program CPR that the challenge in supervisions is related to disciplinary focus among current faculty or the availability of faculty supervisors. It may be that the Program needs to focus recruitment for graduate students that align with the capacity and research needs of the research-active faculty. This may require a different approach to recruitment and evaluation of graduate students.</p> <p>I agree with the Program that the specific implementation of this recommendation would benefit from further clarification. I wonder whether the reviewers intend to</p>	<p>Review of curriculum in summer/fall 2024; Implementation of actions outlined in 24/25.</p>	<p>GPD, Assoc Dean-Research Dean</p>

		<p>Following on this, and as we've felt that we've recently been directed to limit methodologies like research creation, it would be helpful to understand which methodologies would be appropriate to focus on and how we can collaborate with our AMPD colleagues and beyond to best support diverse approaches to research.</p> <p>As another action we can take, this is something we hope to see emerge from participation in the AMPD Graduate Committee and collective work done through SENSORIUM, especially in supporting continuity from GPD to GPD and looking at onboarding if not mentorship within the faculty-level committee.</p> <p>As this recommendation seems to be at least in part in reference to addressing strains on faculty supervision capacity, another action to address this would be the same as indicated in the self-study. While there is the appearance of a large pool of appointed faculty, those outside of the resource department (Theatre, Dance, and Performance) or, at minimum, the resource faculty (AMPD) may have the necessary expertise (which is why they are appointed) but can struggle to navigate the administrative aspects of supervision in the program. Therefore, the department requires additional faculty who are appointed to our programs, supported, and qualified to serve as primary supervisors to students. Be these hires based on expertise in topics or methodologies, someone needs to provide this instruction and do this supervision and current structures in the university make this necessary to be someone appointed to the resource department, or at least AMPD. We are open to supervision by those from outside of the department, we would seek to explore how those appointed to the program, but not the department, balance the added service required to be active in the program and sufficiently familiar with the</p>	<p>suggest a reduction in research creation methodologies or whether they advocate a different approach to methodology and integration in the Program.</p> <p>In the meantime, however, and in the absence of clear direction from the reviewers, it may be preferable to examine the curriculum from the perspective of supervisions: what are the core strengths of the Program and its associated faculty? What methodologies are taught in what domains of expertise? How can we promote the distinct skills and areas of strength to potentially interested graduate students while ensuring the supervisions are evenly distributed across the available faculty members?</p> <p>Regarding the actions proposed, I support the Program's approach. Certainly new hires would expand supervisory capacity, but given the financial resources of the Faculty, this may not be possible in the near term. The suggestions regarding the Dean's rep and other directions for the recruitment of future faculty members are duly noted for the future.</p>		
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		<p>administrative aspects of primary supervision within the program to effectively fulfill that role.</p> <p>As an associated action we can take in this regard, should resources to hire additional faculty that address the supervision needs from either a topic or methodology perspective, we would look to work at the AMPD-level to norm program administration to allow for portability of faculty capacity across AMPD programs. This is in part underway through the shared approach to PhD colloquium, and we expect this will continue to grow, and we can bring this goal to that body for conversation. We would also like to suggest and advocate for an approach to any searches which expect appointment to FGS, that there is language in postings and an eye from a role like the Dean's choice on those committees that seeds support for future supervision and alignment with methodological needs across AMPD programs.</p> <p>Knowing that many of our actions may take time to execute as they require the time to work through committees and the academic hiring process, we also propose action in the shorter term which addresses the concern about exposure to the variety of faculty who can supervise students and work within a variety of methodologies. As outlined in our self-study work is already underway in (re)building the program community. As we noted, closures related to the pandemic challenged the cohesion of our program, eliminating casual opportunities to connect outside of schedule courses and meetings. Through the combination of programs into TDPS, as we return to work in shared space, we have worked to re-establish active student governance, bring more opportunities for connection into things like our program colloquium and coordination with the AMPD level colloquium, and other opportunities for social gathering. Immediate before reading week in the 2024 Winter term, the first program social night</p>			
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		<p>since 2019 was organized. Working on establishing and re-establishing social and less formal points of connection are essential for connecting students with faculty for potential supervision, given the limited coursework a small program is given leeway to offer.</p>			
		<p>Action: ■ 1. The program will enhance its outreach to cross-appointed faculty with the goal of inviting more substantial engagement with the program and its students. 2. Clarify embedded methodologies in course titles and descriptions. 3. Support for GPD continuity with initiatives and conversations at the AMPD Grad Committee level as a revision to the program administration manual, and through onboarding and mentorship at program and faculty levels. 4. Seek new hires in the department to address needed methodology instruction and supervision. 5. Through the AMPD Graduate Committee, advocate for and support searches for FGS-appointable faculty across AMPD that looks to facilitate cross-program supervision through normalization across programs, and shared prioritization of methodologies. 6. Build supports for non-AMPD program appointed faculty to be better integrated into program administration and primary supervision in ways that respect the impact on overall service commitments. 7. Continue to build and rebuild non-curricular opportunities for connection between students and faculty which leverages our program colloquium, AMPD-level colloquium, student governance structures, and social events.</p>			

YORK UNIVERSITY
Final Assessment Report

Master of Public and International Affairs (MPIA)

Glendon Campus/Campus Glendon

Cyclical Program Review – 2013 to 2021

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

PROGRAM REVIEWED:

Master of Public and International Affairs (MPIA)

REVIEWERS APPOINTED BY THE VICE-PROVOST ACADEMIC:

Emmanuel Brunet-Jailly, Professor and Jean Monet Chair, School of Public Administration, University of Victoria, Victoria, BC

Brooke Geffrey, Professor, Faculty of Political Science, Concordia University, Montreal, Quebec

Markus Biehl, Professor, Management Science Specialization, Schulich School of Business, York University, Toronto, Ontario

CYCLICAL PROGRAM REVIEW KEY MILESTONES:

Cyclical Program Review launch: September 15, 2021

Self-study submitted to Vice-Provost Academic: March 21, 2023

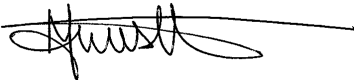
Date of the Site Visit: April 24-25, 2023

Review Report received: June 30, 2023

Program Response received: October 16, 2023

Dean's Response received: November 8, 2023

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, March 18, 2024.



Submitted by Marcia Annisette, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Protocol, August 2020.

SITE VISIT: APRIL 24-25, 2023

The Review Committee met virtually with the following groups and individuals, beginning with Lyndon Martin, Vice-Provost Academic and Thomas Loebel, Dean and Associate Vice-President, Faculty of Graduate Studies. The Principal's Office at Glendon was represented by Audrey Pyee, Associate Principal Academic, and Swann Paradis, Associate Principal Research and Graduate Studies. The reviewers met with Francis Garon, Chair of the MPIA and with a group of MPIA full-time faculty members, a group of part-time faculty members and a group of graduate students. Librarians who met with the reviewers were Andrea Kosavic, Associate Dean, Digital Engagement and Strategy and Leigh E. Jackson, Content Development Librarian, Glendon College.

Marco Fiola, Principal of Glendon College, had to cancel the scheduled meeting with the Review Committee.

OUTCOME:

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

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months (October 2025) after the review of this report by the York University Joint Sub-Committee on Quality Assurance.

The next Cyclical Program Review will begin in the Fall of 2029 with a site visit expected in the Fall of 2030 or Winter of 2031.

PROGRAM DESCRIPTION AND STRENGTHS

The bilingual Master of Public and International Affairs was established in 2008. Students have three options for completing the two-year degree: course work only, course work with a major research paper, or course work with study abroad, through exchange programs. Students may also pursue internships with a term abroad. The reviewers noted core innovations in the program which include the summer internship and teaching by professionals in related areas of specialization in the public sector.

The reviewers said, however, that there is a need for better clarity for students about degree options, the major research paper and the experiential learning options in the program.

The reviewers note that the faculty complement of the MPIA program is strong and carries a research program that is clearly above average. Noting that there are few law or public administration scholars, the reviewers indicate that disciplinary representation is good. The reviewers note that there is a need for coordination in the program to ensure engagement by faculty members with the broader degree program.

Regarding the program's bilingualism, the reviewers noted that "the linguistic balance favours courses being taught in English." They further suggest that "the 'international' public affairs focus of the program is underdeveloped" as it is uniquely focussed on one option of studies in France. The reviewers also noted that, the program's leadership "should not lose sight of the MPIA's original design, which remains excellent: It brings together academic/theoretical knowledge and practice. Students' work is likely to bring together practice-informed theory in almost all of their research done in classes and resulting in the Major Research Papers stream."

The reviewers provided both formal and informal recommendations in their report, all of which will be considered carefully by the program. The formal recommendations, with the response of the program and the Principal, are below.

RECOMMENDATIONS AND RESPONSES

The recommendations are organized in two categories: (1) governance and leadership, (2) program goals/objectives, and alignment of program with goals and student information.

GOVERNANCE AND LEADERSHIP

RECOMMENDATION 1

The MPIA program's leadership structure should be considered to ensure its focus is on the program core goals: academic, experiential, and policy and research. The MPIA needs unified leadership focused on the program core goals: academic, experiential, and policy and research.

PROGRAM RESPONSE

The program will explore how to strengthen the governance and the leadership structure of the program. The program is already focused on the above-mentioned dimensions, but there might be some adjustments that could be put in place in terms of coordination.

The academic dimension is achieved through a course offering that reflects what similar programs offer; the program recognizes that specific courses still need to be put in place (Ethics and Data Analytics). The fact that the program doesn't have any dedicated faculty, i.e., it draws from different departments to teach courses (see below), doesn't help the coordination on that front.

The experiential dimension is achieved through a diversity of activities, mainly the mandatory internship programs between year 1 and 2, but also through the Weekly Colloquium, the Annual Case Study Competition, and the workshops that are organized (how to write briefing notes, mock interviews for internships). As for the internship, we have a dedicated resource (CUPE 3.0 credits) that help the students starting in

September until placement in May.

The policy dimension is also achieved through a diversity of activities such as the Weekly Colloquium, the speakers' series in which students engage with former politicians, diplomats, civil servants, etc., that address every week from September to April a diversity of concrete policy issues, both domestic and international. Students who are choosing the coursework stream do the Capstone Seminar, which consists of preparing a memorandum du Cabinet according to an actual template. Students are also introduced to briefing notes, the main way to communicate information in the policy world. Competent and dedicated practitioners associated with the program conduct workshops on briefing notes every year.

Finally, the research dimension is more limited for students since most of them, as said in the self-study, are interested in the practical aspect of the program. However, those who are interested in research can do the major research paper in their final semester. The program will consult with colleagues to see how these "core goals" could be reinforced and better coordinated.

PRINCIPAL'S RESPONSE

A number of issues raised in the reviewers' report point to the fact that very few faculty members are dedicated members or participants in the MPIA. The Principal is very sensitive to this, and believes the MPIA is, in spite of its small faculty complement, a flagship program at Glendon and has the potential to become even more important over the next few years. The lack of dedicated faculty is something that could be addressed, at least in part and as first step, through the current repositioning exercise at Glendon. Since the planned restructuring of academic units will involve the re-affiliation of faculty to departments and programs within the new structure, the Principal would like to work with faculty and the MPIA leadership to ensure that some of those who are currently loosely associated with the MPIA have a more direct affiliation and predictable participation in the leadership of the program.

RECOMMENDATION 2

Plans to re-establish the School of Public and International Affairs should be reconsidered. Re-establishing the School may add to the existing confusion and be an excuse to pass the buck even further re. admitted and fully funded candidates deciding to join competitor programs.

PROGRAM RESPONSE

The (part-time) position of the Director of the GSPIA has just been filled. Susan Pond, former NATO executive, accepted the position and began the work in September 2023. Her role includes raising the profile of the GSPIA and the MPIA by organizing events and cultivating contacts in public and private organizations. The objective will be to connect students (incoming, potential, and current) to key stakeholders in public affairs through events, networks, and internship opportunities.

The program is still trying to get the necessary support for recruitment, which has always been an issue for the MPIA. However, starting this recruitment cycle, the program intends to directly contact all the accepted candidates to convince them to come into the program. The program usually loses 3-4 strong candidates every year to other programs or due to change of career plans. However, it is known that most students apply to different programs and later decide which one to pick. That being said, more efforts will be dedicated to the conversion of those accepted.

PRINCIPAL'S RESPONSE

Recruitment and conversion are front of mind for all programs at Glendon, but perhaps due to their relative weight compared to undergraduate programs, or because they report more directly to another Faculty, over the past few years, graduate programs have often been left more or less on their own to recruit new students, which is unfortunate. Glendon has unique programs that need to be fully promoted. The lack of visibility is something that needs work. The newly appointed Director of the GSPIA is already doing excellent work to increase Glendon's visibility, with new partnerships and events planned for the Fall of 2023 and next Winter.

Glendon's MPIA is unique in Canada, and it should be easy to convince potential students to make the right choice and come to Glendon. Conversion efforts – from application to enrolment – must be intensified, something that applies both to undergraduate and graduate programs. Inviting potential students to meet current students, guest speakers, and fellows, or to attend public events organized by the GSPIA could be all that it takes to tip the scale. In the end, graduates are the best ambassadors and, given Glendon's bilingual mandate, the Principal is committed to looking for additional funding to promote the GSPIA and the MPIA among both official language communities.

RECOMMENDATION 3

The MPIA staff and faculty should meet at least once a term to better coordinate the major components of the program in terms of intent, execution and expected outcomes, for example, possibilities for better integration and coordination between the streams, and better integration of the MRP and the internship.

PROGRAM RESPONSE

The program agrees that MPIA staff and faculty should meet at least once a term. That will begin in the Fall of 2023. The program doesn't understand what the reviewers mean by a "better integration and coordination between the streams", and a "better integration of the MRP and the internship". The 3 streams exist to give students different options: coursework (more practical), MRP (research experience), and exchange (experience abroad). The MRP is a research project that students conduct on a topic of their choice, so it is not clear how this could be integrated with the internship, which is a practical experience within an organization. Colleagues in the program will be consulted on what such a "better integration" could look like.

PRINCIPAL'S RESPONSE

The Principal believes that the reviewers feel that the three program options co-exist side by side, instead of being different ways to achieve – and degrees of achievement of – the learning objectives of the program. One stream is not less or more than the others, and all should be defined, presented and structured as being fully *the program*, not as *means* to circumvent some of the learning objectives. Perhaps it is already the case, but this might be made more explicit, maybe through a curriculum mapping exercise.

Having all-faculty meetings would be an opportunity to demonstrate how each course, event, internship and activity is meant to initiate, develop or reinforce learning objectives. Having a general overview and understanding of the program's objectives is key to ensure that faculty grasp how important it is to achieve specific learning objectives in their own course or activity.

RECOMMENDATION 4

The program should make information on all its components readily available, including recommended timetables, key program milestones and tasks, and resources about where they can obtain help.

PROGRAM RESPONSE

The program gives all the relevant information to the students every year on orientation day. The three streams are presented, as well as the program structure and other opportunities. Information sessions are also organized every year for dual degree/exchanges to inform students about the process and the deadlines; preparation for internships starts in September with meetings with the person responsible (CUPE 3.0 credits). Students are provided with all the internship opportunities as they come along. Finally, the three streams are also clearly defined on the program's website (<https://www.glendon.yorku.ca/gspia/current-students/streams-and-degree/>). The program recognizes that the guidelines for the MRP should be revamped and made clearer.

The program is currently building a new eClass website for students, colleagues and staff with all the relevant information regarding the program. The eClass site will also contain the timetables and deadlines associated with each component/activity of the program.

PRINCIPAL'S RESPONSE

It does sound like the Program is doing everything possible to make the necessary information available to future and current students. The Glendon website is constantly being improved, including the pages relevant to the MPIA. The Graduate Program Assistant has been trained to complete the regular maintenance of the page.

PROGRAM GOALS AND ALIGNMENT WITH GOALS AND STUDENT INFORMATION

RECOMMENDATION 5

The program should conduct a review of its goals with an eye to a potential redesign of the program. This review should consider the program's goals, differentiation from competitor programs, target student populations, and leadership structure. It is not clear whether the program's original goals are still achieved, and whether these original goals are still appropriate. Furthermore, target student population and their educational differentiation from competitor programs are not defined.

PROGRAM RESPONSE

During the consultation with colleagues for the CPR, the program did not hear that the main goals of the program should be reviewed. The main goal is to prepare students to be bilingual leaders in public and private organizations within the field of public and international affairs. The high placement rate after graduation indicates that the program achieves this goal.

The specificities of the MPIA are: 1) only fully bilingual (French/English) program in public and international affairs in Canada, 2) interdisciplinary, 3) and a balance of theory and practice (as reflected in the course offering and the activities of the program). The first aspect, bilingualism, sets the program apart from its competitors. The program agrees that more effort should be dedicated to better target the bilingual and francophiles students across Canada (re. recruitment). The MPIA is a relatively small program which allows students to be in close contact with professors and practitioners, which should be more emphasized in our promotion material. In short, the program intends to streamline recruitment materials and efforts to reflect these pillars and goals and how they offer a unique program for potential policy students. The program will conduct consultation with faculty and students to explore a "potential redesign" and the "leadership structure".

PRINCIPAL'S RESPONSE

The Principal agrees with the Director of the Program. External reviewers make this recommendation without connecting it directly to a problem that was identified in the CPR process. It is unclear whether this is related to enrolment/recruitment, or reputation.

There is work to be done with recruitment/enrolment, but the Principal does not think that a link can be made between recruitment/enrolment and program goals.

RECOMMENDATION 6

Consider possible mechanisms for streamlining curriculum changes, including new course offerings.

PROGRAM RESPONSE

The problem with course offering is not bureaucratic burden, but the lack of resources within Glendon. The courses that the reviewers seem to be referring to are those for which the program couldn't find professors despite many efforts (i.e., colleagues who accepted to teach those courses but left Glendon). The program is committed to finding solutions for a course on Ethics and one on Data Analytics.

More generally, it has to be noted that the program does not have specific faculty members dedicated to the MPIA. All colleagues who are teaching in the program come from different departments, and most of them also teach in other graduate programs at the Keele campus. Despite these challenges, the program has designed and implemented a number of new courses that are highly relevant to the current international and policy context (International Development, The Environmental Crisis, Social Policy, Surveillance Policy, Migration Policy). The program will continue to enhance the curriculum through new course development on issues of policy importance.

PRINCIPAL'S RESPONSE

See Principal's comments for Recommendation #1.

RECOMMENDATION 7

Review the balance of English and French in terms of the number of courses taught in each language and also within individual courses. Consider:

- Better linguistic balance across courses, in particular,
- Better representation of courses taught in French.
- In courses taught in French, better presence of French research / literature.

PROGRAM RESPONSE

The ratio of English/French courses over the last three years has been 8 (English) to 5 (French). Most of Faculty and Adjunct (practitioners) have English as their mother tongue or preferred language. However, the program will make an effort to provide parity. As for the readings in French courses, a message will be sent to instructor teaching French courses to try to better integrate French readings in their courses.

PRINCIPAL'S RESPONSE

Over the past three years, Glendon has looked at making its undergraduate degree language requirements more flexible, in order to preserve the integrity of the programming while alleviating perceived obstacles for students who might find the undergraduate bilingual degree requirements too demanding. Perhaps the MPIA could look at how bilingualism can be presented less like a *requirement* and more like an *advantage* that requires some effort on the part of students. Whether courses are taught in French or in English, students would greatly benefit from reading texts in both official languages for their courses and assignments.

If bilingualism is an advantage in this program – and the Principal believes that it is -- then it must also be recognized that learning, using and becoming fluent in a language requires effort on the part of the learners.

RECOMMENDATION 8

Consider enhancing the integration of the internship and the MRP with the broader educational goals of the program, in addition to the incidental development of professional skills.

PROGRAM RESPONSE

The program doesn't understand how the internship and MRP could be "integrated". The internship is a mandatory component of the program, that allows students to gain practical experience within an organization, whereas the MRP is an option for students, in their last semester, who are interested in having a research experience. Also, it is not clear why the two streams (coursework and MRP) would be "polarizing". It is two different choices for students who have different interests. The program will consult the membership to see if and how it would be possible to integrate these two components of the program.

PRINCIPAL'S RESPONSE

See the Principal's comments for Recommendation #3.

RECOMMENDATION 9

Each pathway should strengthen the complementarity of the policy and research outcomes of the program: students doing the Major Research Paper should be required to attend the Capstone Seminar and to work on a policy question coming from a public sector organization; the pathway requiring the Major Research Paper should be granted credits. Reports should be available to the public. The Study Abroad should also lead to a Major Research Paper or Report.

PROGRAM RESPONSE

Within the current structure, it is not possible for students to do both the MRP and the Capstone. The MRP consists of a research paper that students need to write in their final semester, and the expectations are such that students need to be committed to it full time. However, the program will consult with colleagues to see if the MRP could be structured around a "policy question coming from a public sector organization" to determine whether this may be an appropriate direction for this aspect of the program.

PRINCIPAL'S RESPONSE

While the Principal agrees with the Director about the two streams not being mutually inclusive by design, the point regarding the whether the results of the Study Abroad and of the MRP could be made available to the public, i.e., future and current students remains. MRPs are meant to be available to the graduate community of York, for

consultation. Perhaps making the results of these research efforts public in a different form could be considered, for example as part of an annual colloquia.

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in March 18, 2024

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That the leadership structure of the MPIA be reviewed to ensure a unified focus on the core goals of the program.	<p>The program will work with the Principal's Office to ensure that colleagues who are currently loosely associated with the MPIA have a more direct affiliation and predictable participation in the leadership of the program.</p> <p>The program will explore mechanisms to strengthen governance and leadership of the program.</p>	Director, MPIA Principal	Implementation by the end of Fall 2024.
2.	That plans to re-establish the School of Public and International Affairs be re-examined so that confusion for prospective students is not compounded and recruitment / conversion efforts are not impeded.	<p>A decision has already been made to re-establish the GSPIA and the (part-time) position of the Director of the GSPIA has just been filled as of September 2023.</p> <p>The program will work with the Communications Office at Glendon and the Associate Director Graduate Communications and Recruitment (FGS) to intensify conversion and recruitment efforts. The</p>	Director, MPIA Director, CEBD Glendon; Executive Director, Strategic Communications and Community Engagement Associate Principal, Research and Graduate Studies	December 2023 to June 2025

		program will also work with the Director of Continuing Education and Business Development to identify funding opportunities for recruitment initiatives.		
3.	That faculty and staff in the MPIA program meet at least once per term to better coordinate the major components of the program in terms of intent, execution, expected outcomes and alignment with the goals of the Program.	Faculty and staff will meet at least one per term to discuss the opportunities and challenges in the program and ensure that all faculty understand the how courses and activities contribute to the achievement of the Program Learning Outcomes. This should happen on an ongoing basis.	Director, MPIA, with support of Associate Principal, Research and Graduate Studies	Fall 2023 and ongoing
4.	That information on all components of the program be made readily available, including timetables, key program milestones and tasks, as well as resources for students.	The program will finalize the eClass site that includes all relevant program information, including clear guidelines for the MRP, working with the Executive Director, Communications and Community Engagement to ensure that the site is clear and readable.	Director, MPIA Graduate Program Assistant, MPIA Executive Director, Strategic Communications and Community Engagement	December 2023 to June 2024
5.	That the program review its goals with an eye to a potential redesign of the	Rather than program redesign, recruitment and conversion efforts should be	Director, MPIA Executive Director, Strategic Communication	See recommendation 2 and ongoing.

	program to differentiate it from competitors	reinforced. See also Recommendation 2 above. Consultations for ongoing enhancements to the program should continue on an ongoing basis and changes flow through established governance processes.	and Community Engagement	
6.	That the process for curriculum changes and course development be streamlined.	<p>It has been noted that the bottleneck is in finding appropriate faculty to teach new courses, rather than with their development and approval.</p> <p>The program will work with the Principal's Office to find colleagues whose affiliation could be linked to the program to ensure that newly developed courses can be offered (See Recommendation 1).</p>	Director, MPIA Principal	Implementation by the end of Fall 2024.
7.	That the balance of English and French within the program be reviewed.	In order to support the development of bilingual graduates, the program will ensure that readings in both official languages are part of all courses, especially those taught in French. The program will consider including messaging framing	Director, MPIA	Immediately and ongoing

		bilingualism as an advantage.		
8.	That the program explore how to better integrate the internship and MRP with the program goals.	See Recommendation 3	See Recommendation 3	See Recommendation 3
9.	That the complementarity of the policy and research outcomes of the program be strengthened, in each of the three program options.	<p>The program will consult colleagues about the possibility of orienting the MRP topics toward policy questions coming from the public sector.</p> <p>The program will consider mechanisms to broaden the impact of MRPs and Study Abroad reports.</p>	<p>Director, MPIA Graduate Program Assistant Executive Director, Strategic Communications and Community Engagement, Glendon</p>	For Fall 2023/Winter 2024 and ongoing.

YORK UNIVERSITY

Final Assessment Report

Cyclical Program Review

**Bachelor of Commerce, Undergraduate (BCom)
2014 - 2021**

Professional Certificates 2013 - 2021

**Graduate Diploma in Professional Accounting
(PACC) 2017 - 2022**

**School of Administrative Studies
Faculty of Liberal Arts and Professional
Studies**

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

PROGRAM(S) REVIEWED:

Bachelor of Commerce (BCom)

Professional Certificates: (Accounting, Financial Planning, Health Services Financial Management, Information Technology, Auditing & Assurance, Investment Management, Logistics, Management, and Marketing)

Graduate Diploma in Professional Accounting (PACC)

REVIEWERS APPOINTED BY THE VICE-PROVOST ACADEMIC:

Professor Jane Bowen, FCPA, FCA, Associate Teaching Professor, Accounting, Faculty of Business and Information Technology, Ontario Tech University, Oshawa, Ontario

Dr. Camillo Lento, FCPA, FCA, Associate Professor, Department of Business Administration, Lakehead University, Thunder Bay, Ontario

Dr. Neil Buckley, Undergraduate Program Director, Associate Professor, Department of Economics, Faculty of Liberal Arts and Professional Studies, York University, Toronto, Ontario

CYCLICAL PROGRAM REVIEW KEY MILESTONES:

Cyclical Program Review launch: September 15, 2021

Self-study submitted to Vice-Provost Academic:

Bachelor of Commerce (BCom): December 19, 2022

Professional Certificates: October 25, 2022

Graduate Diploma in Professional Accounting: October 28, 2022

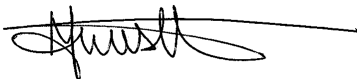
Date of the Site Visit: March 20-22, 2023

Review Report received: May 31, 2023

Program Response received: August 4, 2023

Dean's Response received: February 8, 2024

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, March 18, 2024.



Submitted by Marcia Annisette, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Protocol, August 2020.

SITE VISIT: MARCH 20-22, 2023

The site visit took place virtually over three days, beginning with a meeting with the Vice-Provost Academic, Lyndon Martin and the Dean of the Faculty of Graduate Studies, Thomas Loebel. The reviewers met with the Dean of the Faculty of Liberal Arts and Professional Studies, JJ McMurtry, followed by a meeting with the Associate Dean, Programs, Maggie Quirt, the Associate Dean, Teaching and Learning, Anita Lam, and the Associate Dean, Graduate Studies Ravi da Costa. The reviewers met with the executive team of the School of Administrative Studies, including Director, Nelson Waweru and Undergraduate Program Director, Cristobal Sanchez-Rodriguez and also with area coordinators for the BCom. In-depth talks were held with the Graduate Diploma in Professional Accounting (PACC) coordinator, Joanna Jones. and the previous coordinator, Sandra Iacobelli. The reviewers noted their “lively discussion” with a group of full-time BCom faculty members, followed by a second group to allow for smaller groups. A meeting was also organized for part-time faculty members from the BCom program. Open discussions were held with staff supporting the programs. The reviewers discussed research and study resources and spaces with the York Library’s Associate Dean, Teaching and Learning, Sheril Hook, and Scholarly Communications Librarian, Stephanie Quail.

An “energetic” group of undergraduate students met with the reviewers, as well as a group of “very engaged” BCom alumni, and an “exciting group” of current students and alumni from the PACC program.

OUTCOME:

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

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months (October 2025) after the review of this report by the York University Joint Sub-Committee on Quality Assurance.

The next Cyclical Program Review will begin in the Fall of 2029 with a site visit expected in the Fall of 2030 or Winter of 2031.

PROGRAM DESCRIPTION AND STRENGTHS:

The School of Administrative Studies (SAS) offers the following undergraduate business programs:

- Bachelor of Commerce (BCom), 90 credit
- BCom, Specialized Honours with eight stream options: Accounting, Business Research, Business Technology Management, Finance, Human Resources Management, Management, Marketing and Supply Chain Management
- Professional Certificates:
 - Accounting
 - Financial Planning
 - Investment Management
 - Health Services Financial Management
 - Information Technology Auditing and Assurance
 - Logistics
 - Management
 - Marketing

Students pursuing majors in any Honours degree may add the Business Minor or the Marketing Minor. A new stream of the BCom, Entrepreneurship and Innovation, will be launched at the Markham Centre Campus in Fall 2024.

The Graduate Diploma in Professional Accounting (PACC) was launched in January 2017 as a stand-alone diploma consisting of five courses. It is one of the few diploma programs accredited by the CPA Ontario that covers all four CPA elective modules. The Diploma may be taken on a full-time or part-time basis. Courses are offered evenings and weekends to accommodate work schedules.

The Bachelor of Commerce is intended to provide traditional business education in combination within the context of a liberal arts education. As such, students take a combination of business discipline courses in marketing, finance, decision sciences, accounting, information systems, management, and liberal arts courses in humanities, social sciences and natural sciences.

The Chartered Professional Accountants of Ontario (CPA Ontario) has approved BCom courses as CPA prerequisite courses for entry into the CPA Professional Education program, and the combination of the BCom Specialized Honours Accounting Stream and the Graduate Diploma in Professional Accounting as an accredited program. Financial Planning Canada has approved specific courses in the BCom and the Professional Certificate in Financial Planning as satisfying its Core and Advanced Curriculum requirements leading to the Qualified Associate Financial Planner (QAFFP) and Certified Financial Planner (CFP) designations.

The reviewers strongly support a planned curriculum review to improve student learning. The reviewers also note that major changes to the CPA Canada Curriculum Map are forthcoming and suggested that “in undertaking a curriculum review, faculty

and administration must work together to ensure that faculty are engaged and that administrative processes do not limit faculty engagement.”

Noting a declining number of graduates with certificates over the past decade, the review report notes that while the certificates provide additional opportunities to professional learning for various subject areas, they may be too complicated for most students to pursue.

The review report included suggestions for mechanisms to increase student and faculty engagement outside of the classroom. The fact that most courses are offered only in the evening and the lack of physical space to create a sense of community were noted as impediments to creating a sense of community.

Regarding the Graduate Diploma in Professional Accounting (PACC), the reviewers noted in their report, “the Coordinators and faculty are the core strength of this program.” The success and students and their overall satisfaction with the program is a testament to the strength of the program.”

RECOMMENDATIONS AND RESPONSES

Throughout the report, commentary and suggestions were made in various sections for the consideration of the School and the administration. The reviewers concluded the report by noting, “in summary, while the current programs have many strengths, we proposed five recommendations to improve learning and quality.” These recommendations are below, along with the responses of the program and the Dean.

RECOMMENDATION 1: BCOM

Strengthen the alignment between the Program Learning Objectives [Outcomes] (PLOs) and the University and School missions.

PROGRAM RESPONSE

The School agrees with the recommendation. The School has established an ad hoc committee that has been looking at the strategic direction for the School. This will include the revision of the School’s mission statement. Once this mission statement is developed, the BCom curriculum map will be revised to align the PLOs with the School and University missions.

DEAN’S RESPONSE

The Dean supports the School’s plan to strengthen the alignment between the Program Learning Outcomes (PLOs) and the University and School missions, with a note of clarification.

There are three conceptual elements here to be (re)considered:

1. the School’s mission statement

2. Program Objectives for the BCom, each of the Professional Certificates, and the Graduate Diploma in Professional Accounting
3. Program Learning Outcomes for the BCom, each of the Professional Certificates, and the Graduate Diploma in Professional Accounting

As SAS embarks on the initial step of revising its mission statement, the Dean suggests that the strategic direction of the school should be considered relative to not only the University's mission, but the Faculty's mission as well (outlined in the LA&PS Academic Plan, 2021-2026, Rising Together: Building a Better Future Through Excellence and Inclusion). Finally, the Dean emphasizes that the third implementation step (communicating the PLOs to students via course outlines) should be undertaken in a consistent and coordinated manner.

RECOMMENDATION 2: BCOM

Further develop the BCom's assurance of learning processes.

PROGRAM RESPONSE

The School agrees with the recommendation. As recommended by the reviewers, the school will refine the PLOs to be concise and measurable. This process will include the use of program goals (broader) and program objectives (more focused) to add more precision. Direct measures will be developed, in the form of a rubric or a specific technical question, for each PLO to facilitate the data-gathering process. The established rubrics will be communicated with faculty assessing a given PLO to ensure that students have a consistent message of the requirements for each PLO.

DEAN'S RESPONSE

The Dean's Office agrees with the spirit of this recommendation, noting only the need for consistency and clarity in distinguishing between –

- Program Objectives (high level goals of the program), and
- Program Learning Outcomes (more specific articulations of what students should know and be able to do after completing the program in its entirety)

In keeping with the nomenclature assigned by the Ontario Universities Council on Quality Assurance, this would most appropriately be articulated as a relationship between a Program Learning Outcome and its various forms of assessment.

In other programs, success has been achieved in similar alignment exercises by keeping tasks related to the assessment of Program Learning Outcomes manageable and realistic for course instructors. Such an approach corresponds with what the reviewers recommend in the discussion under Implementation Step #3 in their report, and the Dean's Office would support tracking that is mapped out over a series of terms and academic cycles.

The School should avail themselves of expertise in the Dean's Office for support with this task; the Associate Director, Faculty Curriculum, will be an excellent resource in this regard.

RECOMMENDATION 3: BCOM

Incorporate more data-based decision-making in the BCom, particularly around issues related to retention.

PROGRAM RESPONSE

The School agrees with the reviewer's recommendation. A School ad-hoc committee or taskforce will be formed with the participation of the Director or UPD to look at student retention. This committee/taskforce will also make use of the other forms of data analyses suggested by the reviewers.

DEAN'S RESPONSE

The Dean's Office supports the School's commitment to incorporate more data-based decision making in its efforts to improve student retention. Various portfolios of the Dean's Office actively participate in retention activities at the Faculty and University level. Unit level data can be compared to higher level metrics to identify particular challenges faced by SAS students.

RECOMMENDATION 4: GRADUATE DIPLOMA IN PROFESSIONAL ACCOUNTING

Formalize the position of Director and/or increase stipend and create a 3-year plan for implementation to facilitate the continuation of the accreditation program by allocating resources to participate in and/or monitor the new Certification 2.0 program and to keep administration and faculty aware of the project.

PROGRAM RESPONSE

The school has had discussions with the Dean on this matter and notes that the Dean is still discussing the formalization and stipend with JCOAA. The School will require resources to work towards establishing the 3-year plan for accreditation and/or to monitor the new Certification 2.0 program.

DEAN'S RESPONSE

The Dean is committed to continuing his support moving forward.

RECOMMENDATION 5: PROFESSIONAL CERTIFICATES

Undertake a comprehensive review of the certificates' value proposition.

PROGRAM RESPONSE

The School agrees with the reviewer's recommendation and will review all professional certificates to evaluate their value proposition, feasibility, and sustainability.

DEAN'S RESPONSE

The Dean's Office supports the School's plan to review its certificate offerings.

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in March 18, 2024.

In addition to these formal recommendations, the reviewers made a number of suggestions for implementation in the body of the Report, which the Program will review and consider.

	Recommendation	Action	Responsible for Follow-up	Timeline
	BACHELOR OF COMMERCE (BCOM)			
1.	That the alignment between the Program Learning Objectives [Outcomes] (PLOs) and the University's and the School's missions be strengthened.	<p>After finalizing the reviewed mission statement relative to the aligned strategic goals of the Faculty of Liberal Arts and Professional Studies and the University, the school will review the BCom Program Objectives, Program Learning Outcomes (PLOs), and curriculum map.</p> <p>PLOs will be communicated to students via course outlines in a consistent and coordinated manner.</p>	<p>School Director Undergraduate Program Director (UPD) LA&PS Associate Director, Faculty Curriculum LA&PS Associate Dean Programs</p>	<p>Revisioning complete by April 2024; curriculum mapping and updated courses for September 2024, where possible, and no later than for the Fall/Winter 2025 session.</p>
2.	That the Program Learning Outcomes be refined and their assessment be further developed.	<p>The School will refine the Program Learning Outcomes and curriculum map and develop a clear structure for the assessment of the Program Learning Outcomes. This work will be supported by resources in the Dean's Office.</p>	<p>UPD Area Coordinators LA&PS Associate Director, Faculty Curriculum LA&PS Associate Dean Programs</p>	<p>Begin in Spring 2024 and extend into the 2024/2025 academic year as required.</p>

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3.	That data-based decision-making be employed for decisions related to the BCom, particularly around issues related to retention.	<p>The School, in collaboration with relevant individuals in the Dean’s office, will regularly compile and analyse retention data and intake data.</p> <p>An ad-hoc committee or taskforce will be formed, with the participation of the Director or UPD, to address issues related to student retention.</p>	<p>School Director UPD Dean’s Office LA&PS Associate Dean Programs LA&PS Associate Dean Students LA&PS Associate Dean Teaching and Learning LA&PS Director, Academic Advising, Student Petitions & Student Relations LA&PS College Heads</p>	Begin in Spring 2024 and extend into the 2024/2025 academic year to identify relevant data sources and analysis supports.
	GRADUATE DIPLOMA IN PROFESSIONAL ACCOUNTING			
4.	That the position of Director be formalized and an implementation plan for the revised Certification 2.0 program be established, including mechanisms to keep faculty and administration aware of this program.	The program will continue work on the plan for accreditation and the new Certification 2.0 program. The Dean and School will meet regarding the position of Director and related discussions with the Joint Committee on the Administration of the Agreement (JCOA).	<p>School Director Program Coordinator Dean’s Office</p>	Winter term 2024 and ongoing
5.	That a comprehensive review of the value proposition of the School’s certificates be undertaken.	The School will assess the value of each of its certificate offerings to determine if some	<p>UPD Area Coordinators Associate Dean Programs LA&PS Associate Dean</p>	The assessment of certificates to be completed by April 20, 2025.

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		certificates should be eliminated or revisited.	Programs LA&PS Associate Director, Faculty Curriculum	
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