ONTARIO UNIVERSITIES
COUNCIL on QUALITY ASSURANCE

SUMMARY OF AUDITORS' REPORT ON THE SCOPE OF YORK UNIVERSITY'S RESPONSE TO THE QUALITY ASSURANCE AUDIT

SEPTEMBER 2017

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SUMMARY OF THE ONE-YEAR FOLLOW-UP RESPONSE ON THE QUALITY ASSURANCE AUDIT OF YORK UNIVERSITY

The Ontario Universities Council on Quality Assurance (Quality Council) undertook an Audit of Quality Assurance at York University in 2015-16. As with all such audits, the purpose was to assess the extent to which York complies with its own Institutional Quality Assurance Processes (outlined in the York YUQAP) and to affirm that the institution's IQAP is consistent with the Quality Assurance Framework that governs quality assurance activities at publicly assisted Ontario Universities.

A team of three Quality Council auditors was assigned to conduct the audit. They prepared a report based on a desk audit of documents submitted by York and a two-day site visit to the institution in November 2015. The Report on the Quality Assurance Audit of York (Audit Report) was approved by the Quality Council and sent to the University in May 2016.

The Quality Assurance Framework requires that each institution submit a One-Year Follow-Up Response to the Quality Council in which it describes the steps it has taken to address the Recommendations in the Audit Report. This Response is reviewed by the auditors, who then prepare a Report to the One-Year Follow-Up Response as well as a Summary of that Report, for consideration by the Audit Committee and, ultimately, by the Quality Council. Upon approval of the Institutional One-Year Follow-Up Response by the Quality Council, the Institutional One-Year Follow-Up Response and the Summary of the Auditor's Report are published on the Quality Council website.

In May 2017, York submitted its One-Year Follow-Up Response, which included explanations of how it had addressed each of the Recommendations. While not required to do so by the Quality Assurance Framework (QAF), York had also addressed each of the Suggestions. The auditors reviewed the documentation and conferred in the drafting of their Report and Summary.

The 2016 Audit Report for York contained 11 Recommendations (listed below) and 12 Suggestions. Recommendations are made when auditors have identified practices that are not in compliance with an institution's IQAP or when they have noted instances where an institution's IQAP is not consistent with the Quality Assurance Framework. Institutions are obliged to respond to the Recommendations in their One-Year Follow-Up Response. Suggestions are made when auditors think there are ways in which the quality assurance practices at an institution could be improved. As noted above, institutions are not obliged to respond to Suggestions in their One-Year Follow-Up Response.

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

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

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

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

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

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

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

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

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

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

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

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May 26, 2017

Dr. Brian Timney
Executive Director, Quality Assurance
Ontario Universities Council on Quality Assurance
180 Dundas Street West, Suite 1100 Toronto, ON M5G 1Z8

Dear Dr. Timney,

I am pleased to provide you with the York University Institutional Follow-up Report as our response to the Report on the Quality Assurance Audit of York University provided to us on May 20, 2016.

As specified in the Quality Assurance Framework (QAF 5.2.9), we are submitting this report which serves to inform the auditors, through the Secretariat, of the steps we have taken to address the recommendations. In addition, we have provided some comments on the suggestions which we hope that you will find helpful.

We at York (my office and the members of the Joint Sub-Committee on Quality Assurance, as well as other key individuals at York) found the audit experience provided us with a great deal of insight to our processes, both the good and the challenging. The Audit Recommendations have been discussed at length and in a variety of collegial contexts.

We continue to contemplate changes to be made to the York University Quality Assurance Procedures (YUQAP), and we anticipate that some small changes will come forward in the 2017-2018 academic year. Our focus has been on the improvement of standard operating procedures, with an emphasis on ensuring documentation of steps and decisions, and improved templates and guidelines that better support and align with YUQAP.

We are committed to continuing to improve our processes and our support for Quality Assurance at York University.

Yours sincerely,

Alice Pitt
Vice-Provost Academic

**York University Institutional Follow-up Report to the
Report on the Quality Assurance Audit of York University
May 26, 2017**

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

York University is committed to retaining complete and accurate documentation for each stage of all quality assurance processes.
Standard Operating Procedures have been put in place to ensure that all documentation is captured. This includes e-mail correspondence which may include formal acknowledgement or authorization to proceed to the next stage.

Particular attention has been paid to the documentation related to external reviewers, including matters relating to selection and to maintaining records of what was provided to external reviewers and when.

The Office of the Vice-Provost Academic has a shared directory that allows multiple staff members to see and store documentation related to program reviews and approvals. Standard Operating Procedures have been established to ensure consistent nomenclature for documents and standard practices for storage.
York University has acquired a curriculum management tool (August 2016) and the Office of the Vice-Provost Academic will be a key participant in the deployment of the governance structures and business rules for this system over the next three to five years (beginning in 2016-2017). The initial focus will be on course approvals, but the Office of the Vice-Provost is assured that elements of this tool will eventually be applied to program approvals and the Cyclical Program Review Process as well as the approval processes for new programs. It should be noted that this same system is currently used by the University of Toronto, and it is expected that the shared experience will benefit both as the systems and tool evolve.

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

The YUQAP will be amended to indicate that programs *"are required to initiate a review at least once every eight years".* York University's records for program review are tied to the initiation year rather than the site visit or other elements.

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

A Data Kit has been prepared for each program as a support for Self-Study preparation and will be included in the appendices of the Self-Study reports. The self-study template has been revised to ensure that all aspects of criteria are addressed. For example, the Program Learning Outcomes are now to be included as a specified criterion in the template for the Self-Study.

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

Standard operating procedures have been put in place to ensure that a review of self-studies is undertaken and documented prior to distribution to the External Reviewers.

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

Standard Operating Procedures for the maintenance of documentation related to the recommendations, ranking and commissioning have been established. Additional information is outlined in the response to Recommendation 8 below.

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

Effective September 2016, the Vice-Provost Academic has established the practice of meeting alone with reviewers at the start of the site visit. Reviewers are provided with all documentation related to the site visit, normally via electronic distribution.
In addition, the Vice-Provost Academic has established the practice of a pre-site visit telephone meeting with the reviewer(s) when desirable.

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

The Office of the Vice-Provost has established guidelines for selection of the internal reviewer. In addition, Standard Operating Procedures have been put in place to ensure documentation related to the appointment of an internal reviewer is maintained.
Note: the YUQAP does not provide for an internal reviewer for new programs.

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

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

The information provided to programs on the YUQAP website in the prior to the 2016 CPR cycle, which suggested wording for initial contact with reviewers, has been removed. Initial contact with recommended reviewers now lies exclusively with the Vice Provost Academic. This protocol also enhances the practical assurance that the selections of external reviewers are informed of the requirements of the role (see recommendation 6).

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

The Senior Academic Lead from the program is indeed responsible for the arrangements of the site visit itinerary. The programs are supported by the Office of the Vice-Provost who finalizes the site visit dates in consultation with the reviewers, the Vice-Provost and the program, who coordinates with the relevant Deans. Once the date is set, the Senior Academic Lead sets the schedule for the day other than the initial breakfast meeting with the Vice-Provost. The Office of the Vice-Provost reviews the itinerary to ensure the requisite meetings have been scheduled.

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

The Final Assessment Report has been improved and now includes the charts that outline the prioritized Dean's Implementation Plan activities with associated dates and responsible parties. Descriptions of the Reviewer's recommendations and suggestions are incorporated into the FAR section "Opportunities for Enhancement."

After some experimentation, the Final Assessment Reports are now more robust and reflect the Dean's Agenda of Concerns, the thorough recommendations of the External Reviewers Report, and the rich discussion of the Program Response. The Final Assessment Report contains a significant section that is dedicated to the Dean's Implementation Plan.

The Final Assessment Reports include all the programs under review, for example, the International BA programs that follow the BA program expectations and supplemented with additional requirements. There is no separate self-study expected for these programs, and steps are in process to clarify the relationship between the iBA and the BA in relation to Degree Level Expectations, Learning Outcomes and assessment.

Note: Senate approval of the iBA as a distinct degree credential is under review with a view to normalizing the credential as an augmented, as opposed to distinct, credential within the BA Degree Level Expectations.

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

York University is a large institution with over 150 undergraduate programs and close to 60 graduate programs. In addition to these programs there are certificates, graduate diplomas and iBA options.
The newly established Access Data Base includes all programs and also includes information on the associated certificates and graduate diplomas, as well as inter-institutional relationships.

The annual ROTA that is published in the spring for programs that will launch their Cyclical Program Review has been reviewed with the goal of providing the details of all programs and degrees, as well as intra and inter-institutional programs to be included in a review.

CPR and the associated ROTA require units to clarify offerings with clear expectations about alignment between the academic calendar and the review process.

SUGGESTIONS from the Quality Assurance Audit Report

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

As outlined in the response to Recommendation 4 above, standard operating procedures have been created to ensure that the Vice-Provost Academic has reviewed and approved the Self-Study prior to distribution to the reviewers. The SOPs also provide for retention of the statement of approval.

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

Changes to the process for selection of external reviewers (see recommendation 8) provide better opportunity for the Vice Provost to convey the expectations of the review. In addition, a revised template has been developed to align criteria.

In practice, the Vice Provost has often been consulted by reviewers as they craft their report, and such consultations have often been productive. On other occasions, we have deemed that a more productive approach entails a collaboration between the dean/s and the units in a strong effort to engage with underlying issues.

The example the audit committee identifies is an indication of 'uneven development' whereby the reviewers' expertise may not have been aligned with our expectations while otherwise offering good advice.

Our experience indicates that it is incumbent upon our full process to address the unit's self assessment, the decanal response and 'agenda of concerns' and the reviewers' report with recommendations in our final assessment report.

We respect the integrity and expertise of our reviewers and appreciate their input. As important as their role is, we also insist that they play an advisory role and, as such, we place primary responsibility on the units, the deans and university administration to respond to review reports.

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

Communication with the program has been enhanced to ensure that in addition to the Launch Meeting held in the fall, there are individual meetings prior to the site visit, followed by an individualized memo, drawing attention to the process and timelines. Standard operating procedures have been established to ensure that all key communication with the programs is kept, including the distribution of the Final Assessment Report to the Deans, the Academic Lead in the program and the relevant Senate committees.

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

The Office of the Vice-Provost discusses student participation in the CPR at the Launch meeting, the Individual meetings, through review of the Site Visit Itinerary. The Office of the Vice-Provost Academic funds the development, distribution and reporting for student survey in programs where there are sufficient numbers and, in addition, a small amount of funding is available for student meetings during the Cyclical Program Review.

The Idea of a student guide to quality assurance is an intriguing one and may be explored at a future date, when staff resources permit. In the meantime, the fact that York University has student representation on all of its approval bodies ensures that student input is possible and valued.

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

As outlined above in the response to Recommendation 8, this has been completed.

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

The Office of the Vice-Provost Academic has reviewed the timelines and noted that some issues related to efforts to align cognate programs and graduate and undergraduate programs. In addition, efforts have been made to align new program offerings with units with existing programs on established timelines. The strong principle of an eight year cycle has been enforced even when this means that some programs will be reviewed within a shorter timeframe. There have been interruptions to our process due to labour disruptions and other considerations at the program level; we have made and continue to make every effort to ensure that cycle timelines are respected. As an example, requests for deferral on the part of well-established programs due to off-cycle program major program revision processes have been incorporated into the review process with good success. The Office of the Vice-Provost Academic has now established a comprehensive reminder system and this is expected to improve timeliness.

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

The internal reviewer is expected to be a guide to the culture of the University for the external reviewers. The internal reviewer is a signatory to the review report, and we will establish this as distinct from the author role played by the external reviewers.

York will establish more clarity for the role: in addition to providing guidance to the external reviewers about culture, the internal reviewer will be responsible for making introductions at meetings, taking some high level notes to share with external reviewers, communicating with parties any requests for additional materials, and reviewing and

providing input to the draft review report. The internal reviewer should be satisfied that review criteria have been addressed and that the report reflects the perspectives of the meetings under the auspices of the review.

This information will be shared in through our internal documents and consideration will be given to what modifications may be required for the YUQAP over the coming year.

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

Cyclical Program Review templates for the Self-Study have reviewed and revised to ensure contemplation of and reflection on the data provided.
At the individual meetings with programs, discussion about the involvement of students, staff, employers, faculty and alumni is discussed to ensure full participation.

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

This is an excellent suggestion and has been incorporated in to the database for the Periodic Review Schedule and will be included as the ROTA as published.

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

The Office of the Vice-Provost Academic has undertaken to elaborate the participation of the Dean of Graduate Studies in all stages, not only the Early Notification stage.

In addition, the Office of the Vice-Provost Academic is working to establish some guidelines for response to the Notices of Intent to ensure a robust response. Standard Operating Procedures are also being elaborated to ensure consultation and information exchange from the time of receipt of an NOI to the approval statement.

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

The Office of the Vice-Provost Academic has taken this suggestion under consideration and, as the role of our Faculty of Graduate Studies evolves, will elaborate on the committees that have oversight or approvals of proposals.

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

The Office of the Vice-Provost Academic is in the process of reviewing this and will establish guidelines in the coming year to assist with making the determinations and clarifying the roles of those involved with those decisions.

A new template has been developed by the Senate's on Academic Standards, Curriculum and Pedagogy to support proposals that fall somewhere in between major and minor modifications.

York University Response to Informal Comments about the Quality Assurance Audit Response, July 13, 2017

1. Recommendations 1, 4, 5, and 7: The responses to these recommendations make references to new Standard Operating Procedures that have been established to ensure adherence to these recommendations. Please clarify in your response whether these SOPs are formally documented. In addition, could you indicate whether they are part of a master document or are they a compilation of the templates and guidelines? Could you provide examples of these documents?

> **The staff in the Office of the Vice-Provost Academic, including the Director, Academic Programs and Policy and the Quality Assurance Coordinator, have undertaken to write out the standard steps to be followed for the various procedures. We refer these to SOPs. Currently this provides an informal guide for the YUQAP Coordinator, and the plan is to establish a more formal manual that includes SOPs, templates and sample letters. In addition, templates for routine or repeated correspondence have been created. Examples of the information related to the Recommendations identified are below.**

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

> **Each Cyclical Program Review or New Program Proposal has a folder stored in a shared and secure Directory. In addition to formal documents, relevant e-mails are converted to PDF files and saved with the program documentation. An Excel spreadsheet is maintained to document each stage of the review and a checklist is used to document each review. Appendix A outlines the standardized nomenclature used to identify documents in the official directory of YUQAP documents.**

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

> **Our practices have been clarified internally and a standardized SOP for this is under development. The initial review by the YUQAP Coordinator, under the direction of the Director, Academic Program and Policy, reviews submissions to ensure all sections have been completed. The Vice-Provost Academic undertakes a further qualitative review of the self-study documents before they are forwarded to reviewers. Issues at either stage may discussed with the Chair of the Department or the identified Academic Lead. A sign-off cover sheet is under development to track dates of submission, revisions and approvals.**

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

> **Appendix B to this document includes the External Reviewer Nomination Form and a sample invitation letter to an External Reviewer from the Vice-Provost Academic. A significant change in our procedures, as suggested by the audit report, is that we no longer ask the programs to initiate contact with potential reviewers. Programs complete the nomination form to the best of their ability using institutional web-based information. We have piloted this procedure this year and, thus far, have been satisfied with the information provided in relation to our criteria. We can also report**

that we have been able to secure qualified individuals who not only meet our criteria but are also willing to serve based our timelines.

As we develop procedures for initiating contact from the Office of the Vice-Provost, we may determine a need to revise YUQAP to introduce an earlier timeline for submission of nominations from the programs. As the VPA gains experience in terms of responsibility for initiating contact with potential external reviewers, we contemplate the need to adjust our process to include invitation to nominees who are willing to serve to submit cv's as the basis for deans to provide input to the Vice-Provost. We contemplate these additional measures in anticipation of the possibility that program nominations may not yield sufficient availability for review teams requiring two (or three for complex multi-program reviews) externals within a time frame. We are committed to ensuring that programs have strong input on the selection of external reviewers, and we may confront the need to return to them for additional nominations. This need must be balanced with the need to complete reviews within an acceptable time frame.

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

Please see Number 5 below for information about the guidelines for selecting the internal reviewer. In the coming year we will be considering what revisions are necessary for the YUQAP.

2. Recommendation 2: Please provide the updated schedule for the cyclical program reviews as part of the response.

Attached as Appendix C are the Cyclical Program Review program rota lists that have been extracted from the Access Database that has been established to store information about programs and the cyclical program review cycle. The list for the upcoming year is posted at the beginning of each May when programs receive their invitation to the annual "Launch" meeting held in mid-September. The Coordinator and Director maintain the database to ensure new programs are added once approved and their first cyclical program date is established. The Coordinator and Director respond to queries about the timing of upcoming or past reviews.

3. Recommendation 3: This recommendation refers to the information provided for both cyclical program reviews and new programs. Please can you confirm in your response whether the Data Kits will also be available for the new proposals. In addition, can you provide a copy of the revised templates as part of the response?

The Data Kit is available for the Cyclical Program Reviews. There is no Data Kit provided for new programs as there is no enrolment, teaching or funding information at the proposal stage for new programs.

The Data Kit includes the following information and is normally available in December after the Launch Meeting of Cyclical Program Reviews. The information is compiled for distribution by the YUQAP office by the Office for Institutional Planning and Analysis (OIPA).

1. Academic Program Report – enrolment and graduation data compiled by OIPA. Available online at any time: http://oipa.info.yorku.ca/i-need-data/
2. Student Profile Report (undergraduate only)
3. Course Instructors and enrolments for last eight years

4. NSSE results – (OIPA – results by program or by program grouping) (undergraduate only)
5. Alumni data
6. Core Institutional Questions results by Faculty and by Department (broken down by year level) – available through the Online Course Evaluation System (ONCE): http://courseevaluations.yorku.ca/
For Graduate Programs the following data will be provided in the Data Kit:
• Faculty Research Funding
• Cohort Data showing Retention, Withdrawal and Time to Completion
• Financial Support for Graduate Students
• Graduate Student Research Funding

Attached please find the Cyclical Program Review Self-Study Templates (Appendix D: undergraduate and Appendix E: graduate) being used for the undergraduate and graduate programs which launched their Cyclical Program Review in September 2016 (site visits to occur in the academic session of 2017-2018). Some information that had previously been embedded in the template has now been moved into our Guide to the Cyclical Program Review (Appendix F), which is available, along with the templates, on the YUQAP website.

Based on feedback from the preparation of this cycle of Self Study briefs, there may be some minor tweaks to these templates in the next cycle.

York is committed to providing user friendly data for program planning and QA. As companion to the Data Kit, our Office for Institutional Planning and Analysis and the Institute for Social Research (charged with student surveys) provide support for programs as they engage with data.

Over the upcoming year, we will turn attention to the development of data for new programs as they develop proposals.

4. Recommendation 6: Could you provide some detail about the areas that are covered in the discussions with the external reviewers before the site visit begins. If you have any documented guidelines, could you provide them.

The breakfast meeting is the formal launch of the Cyclical Program Review, and the discussion includes the following topics:

1.   **Welcome and introductions. A brief description of the role of the site visit and review report in the context of Quality Council. Discussion of a learning outcomes orientation to curriculum development and assessment is often required along with a reminder that that the review turns on criteria of quality of the program. The role of the Provost in the process is also clarified.**

2.   **Roles and responsibilities: Discussion of the role of the internal review team member (for CPR only). The internal member provides insight into York culture and academic planning processes. He/she is a full member of the review team; however, she/he is not expected to draft the report/s, but should comment on the draft and sign off. The internal member can play a role in seeking further information and providing clarification on behalf of the external member/s. In terms of the site visit, discussion revolves around possible use of the internal member to manage introductions at meetings involving faculty, students and staff, describe the purpose of the meeting in relation to the CPR, and ensure confidentiality for participants. With the review team, we discuss whether or not the internal member is willing to take notes to be shared with the external reviewer/s.**

3.   **Some time is reserved for members of the review team to ask questions about the materials they have reviewed prior to the site visit.**

4.   **Time is also reserved for the Vice Provost to draw attention to the review report template (provided in advance) and discuss the necessity to adhere to the template. Attention is given to the importance of distinguishing between commentary in the report and clear and actionable recommendations that should be clearly articulated in the final section of the report. Review teams are reminded that advice about resource allocations must refer to quality criteria. Our process includes program assessment of areas for enhancement as well as decanal agenda/s of concerns: both should be taken into account. Advice about management options for preparing review report/s when a CPR involves graduate and undergraduate programs and/or Keele and Glendon programs is provided.**

5.   **York will provide for an exit interview with the review team for site visits that will be held in 2017/2018. This will allow the Vice-Provost Academic to address and concerns and remind review teams of their mandate, timelines, etc. The Vice-Provost Academic indicates her availability should concerns arise during the site visit and an invitation to bring concerns, questions and requests for additional data to her attention at any time prior to the submission of the review report.**

6. **Beginning with 2017-2018 CPR reviews, in addition to letters confirming appointments to review teams (revised to reflect change in procedures), we will create an email introduction of the review team members, with discussion of the roles and formally invite them to be in conversation prior to the site visit.**

5. Recommendation 7: Could you provide more information about the guidelines for the selection of an internal reviewer?

Under YUQAP, units identify 3 names of York colleagues they see as providing good insight into the program/s under review in relation to York's mandate. Internal reviewers should be tenured associate or full professors (and may be emeritus/a) and at arm's length from the program (i.e. not affiliated or joint-appointed). Deans are asked to rank the internal candidates. The Vice Provost makes the final decision and ensures arm's length/absence of conflict of interest.

Given that the internal member is, on the one hand, not expected to author the report, and, on the other hand, expected to review the draft and sign off, we are exploring the possibility of creating a 'fellows' model for identification of a pool of York colleagues with broad administrative and collegial experience, including membership on major Senate committees, as a way to enlarge the conversation on quality assurance both within York and Ontario. Over the next academic year, we plan to develop this initiative. The audit has drawn attention to the need to provide more clarity on the role, and, as an interim measure, we have developed revisions to our template to distinguish authorship on the part of the external reviewer/s and sign off on part of the internal reviewer. To date, our process has served us well, even if not well documented. What we propose may well meet internal challenges, but we see great value in pursuing the project.

Appendix G is a sample letter to an Internal Reviewer for the 2017-2018 site visits.

6. Recommendation 8: Could you show how these guidelines have been revised (ideally in track changes or an overview document detailing where and how the changes were made)?

The guidelines for External Reviewer Nominations were revised to eliminate any suggestion that the program should connect with potential reviewers prior to submission of nominations to the Dean and Vice-Provost Academic. This change was made for both the External Reviewer recommendation process for new programs and for Cyclical Program Reviews.

The new guidelines for External Reviewer Nominations are attached; however we do not have track change documents to show the changes. Governance for procedures is held with the Vice-Provost Office as operational and provided to the Joint Sub-Committee for Quality Assurance for discussion and endorsement. For information, the memo for reaching out to reviewers that had been part of the guidelines has been deleted. In addition, all references in the guideline to the external reviewer CVs have been eliminated as CVs would not normally be available to programs unless posted on a website.

Appendix B (mentioned above in response to comment 1), is the External Reviewer Nomination information form and letter of invitation from the Vice-Provost Academic. This information is available for programs on the YUQAP website: http://yuqap.info.yorku.ca/home/procedures/protocols/cyclical-program-review/

Appendix A – File nomenclature guide for YUQAP

Appendix B – External Reviewer Nomination Form and sample letter of invitation from Vice-Provost Academic

Appendix C – Program Rota Lists for CPR - 2016, 2017, 2018, 2019, 2020, 2021, 2022 and 2023

Appendix D – Undergraduate Cyclical Program Review Self-Study Template

Appendix E – Graduate Cyclical Program Review Self-Study Template

Appendix F – Guide to the Cyclical Program Review

Appendix G – Sample Invitation letter for Internal Reviewer

Acronyms for Cyclical Program Reviews

1. CPR-SS_UG - (Self-Study Undergraduate Program)

2. CPR-SS_GR - (Self-Study Graduate Program)

3. CPR-DAC/PAC - (Dean's/Principal's Agenda of Concern)

4. CPR-SVI - (Site Visit Itinerary)

5. CPR-SV – (Site Visit)

6. CPR-RR – (Reviewers' Report)

7. CPR-PR_RR - (Program Response to the Reviewers' Report)

8. CPR-DIP/PIP - (Dean's/Principal's Implementation Plan)

9. CPR-PLO – Program Learning Outcomes

10. CPR-DLE – Degree Level Expectations

11. CPR-SLO- Students Learning Outcomes

Examples:

CPR-SS_UG –English (GL) – Self Study Undergraduate Program English Studies Glendon

CPR-SS_UG English –Self Study Undergraduate Program English Studies

Acronyms for New Program Reviews

12. NPR-PB_UG - (Program Brief Undergraduate Program)

13. NPR-PB_GR - (Program Brief Graduate Program)

14. NPR-DAC/PAC - (Dean's/Principal's Agenda of Concern)

15. NPR-SVI - (Site Visit Itinerary)

16. NPR-SV – (Site Visit)

17. NPR-RAR – (Reviewers' Appraisal Report)

18. NPR-PR_RAR- (Program Response to the External Reviewers' Appraisal Report)

19. NPR-DIP/PIP - (Dean's/Principal's Implementation Plan)

20. NPR-PLO – Program Learning Outcomes

21. NPR-DLE – Degree Level Expectations

22. NPR-SLO- Students Learning Outcomes

Examples:

NPR-PB_UG –English (GL) – Program Brief_ Undergraduate Program English Studies Glendon

NPR-PB_GR-English –Program Brief Graduate Program English Studies

Overview

One of the principal components of the cyclical review process is external evaluation (peer review) with report and recommendations on program quality improvement. Normally, the external evaluation will be conducted by a Review Committee composed of at least:

- One external reviewer for an undergraduate program;
- Two such reviewers for a graduate program qualified by discipline and experience to review the program(s);
- Two such reviewers for the concurrent review of an undergraduate and graduate program;
- One further reviewer, either from within the university but from outside the discipline (or interdisciplinary group) engaged in the program, or external to the university.

External reviewer nominees should have a strong track record as academic scholars, normally associate or full professors, and ideally should also have had academic administrative experience in such roles as undergraduate or graduate program coordinators, department chair, dean, graduate dean or associated positions. This combination of experience allows a reviewer to provide the most valuable feedback on program proposals and reviews. Further, the nominees should be at arm's length from the program under review. Guidelines for choosing arm's length reviewers are provided below.

Additional discretionary members may be assigned to the Review Committee if required by the complexity of the program(s) or other factors. Such additional members might be appropriately qualified and experienced people selected from industry or the professions, and/or, where consistent with the institution's own policies and practices, student members.

Nomination Process

The senior academic lead (typically a Chairperson/Director) is responsible for submitting recommendations for external and institutional reviewers to the Dean(s)/Principal of the resource/anchor Faculty(ies) by June 1st of the calendar year in which the program is up for review. Consultation must be undertaken with the relevant Director(s)/ Chair(s), Graduate Program Director, and Undergraduate Program Director if the undergraduate and graduate programs are being reviewed together so as to ensure that the needs of both programs are addressed. Further, if there is more than one department or school involved either at one campus or at different campuses, consultations should be undertaken to produce a comprehensive list of reviewers that are supported by the different program(s) and/or unit(s).

The submission of External Reviewer nominations to the Dean(s)/Principal must consist of a cover memo that includes the names of eight external reviewer nominations and the names of three institutional reviewer nominations. The institutional reviewer nominations must be from outside the discipline (or interdisciplinary group) engaged in the program, and ideally should also have had academic administrative experience in such roles as undergraduate or graduate program coordinators, department chair, dean, graduate dean or associated positions.

If appropriate, the external reviewer nominees may be grouped into categories reflecting particular areas of expertise, specialization or fields. Further, the following information must be provided for each external reviewer nominee. As much information about the external reviewer nominee should be provided. The Office of the Vice-Provost recognizes that some information may not be available without a CV but often a significant amount of information is available online.

- Name
- Rank
- Institution (including mailing address, telephone, and e-mail address)
- Degrees (including university, discipline and date)
- Areas of specialization (relate these to the program(s) undergoing review)
- Experience/expertise relevant to the service as a reviewer (academic administrative experience in such roles as undergraduate or graduate program coordinators, department chair, dean, graduate dean or associated positions; academic recognition)
- Recent scholarly activity (if possible cite 3 to 5 recent publications giving title, date, kind of publication, journal, or publisher if book)
- Previous affiliation with York, if any (The existence of some previous relationship with York or its faculty will not necessarily rule out selection as a consultant; however, nominees should not normally have close recent affiliations with the University, or close collegial or working relations with faculty members in programs to be reviewed.)

A template for external reviewer nominees is provided below.

For the institutional reviewer nominees, the following information must be included in the cover memo: full name, rank, academic unit(s). A brief description in the cover memo of the nominees' experience/expertise relevant to the service as a reviewer should be submitted to the Vice-Provost Academic.

An approved list of eight external reviewer nominations and three institutional reviewer nominations must be submitted by the Dean(s)/Principal to the Office of the Vice Provost Academic by June 1st of the calendar year in which the program is up for review. As outlined above, the approved list of nominations must include a cover memo, as well as the template for each external reviewer nominee. This information should be sent in a single document as an e-mail attachment.

Based on the nominations submitted by the Dean(s)/Principal, the Vice Provost Academic will confirm the membership of the Review Committee, in consultation with the Associate VP Graduate/FGS Dean for graduate programs.

Through the nomination and selection process, as well as the site visit, the Vice Provost Academic will ensure that members of the review team are aware of and understand their role and obligations. Further, members of the review team will be provided with a Review Report template, which is available on the York University Quality Assurance Procedures (YUQAP) Website.

Guidelines for Choosing Arm's Length Reviewers

(The following information has been taken directly from the *Guide to the Quality Assurance Framework* prepared by the Ontario Universities Council on Quality Assurance.)

Best practice in quality assurance ensures that reviewers are at arm's length from the program under review. This means that reviewers/consultants are not close friends, current or recent collaborators, former supervisor, advisor or colleague.

Arm's length does not mean that the reviewer must never have met or even heard of a single member of the program. It does mean that reviewers should not be chosen who are likely, or perceived to be likely, to be predisposed, positively or negatively, about the program. It may be helpful to provide some examples of what does and does not constitute a close connection that would violate the arm's length requirement.

Examples of what does not violate the arm's length requirement:
- Appeared on a panel at a conference with a member of the program
- Served on a granting council selection panel with a member of the program
- Author of an article in a journal edited by a member of the program, or of a chapter in a book edited by a member of the program
- External examiner of a dissertation by a doctoral student in the program
- Presented a paper at a conference held at the university where the program is located
- Invited a member of the program to present a paper at a conference organized by the reviewer, or to write a chapter in a book edited by the reviewer
- Received a bachelor's degree from the university (especially if in another program)
- Co-author or research collaborator with a member of the program more than seven years ago
- Presented a guest lecture at the university
- Reviewed for publication a manuscript written by a member of the program

Examples of what does violate the arm's length requirement:
- A previous member of the program or department under review (including being a visiting professor)
- Received a graduate degree from the program under review
- A regular co-author and research collaborator with a member of the program, within the past seven years, and especially if that collaboration is ongoing
- Close family/friend relationship with a member of the program
- A regular or repeated external examiner of dissertations by doctoral students in the program
- The doctoral supervisor of one or more members of the program

Template for External Reviewer Nominees

1. Name of Proposed Reviewer:

2. Rank:

3. Institution: (include mailing address, telephone, and e-mail address)

4. Degrees:

Degree	University	Discipline	Date

5. Area(s) of Specialization: (relate these to the program(s) undergoing review)

6. Experience/expertise relevant to the service as a reviewer:(academic administrative experience in such roles as undergraduate or graduate program coordinators, department chair, dean, graduate dean or associated positions; academic recognition)

7. Recent scholarly activity: (if possible cite 3 to 5 recent publications giving title, date, kind of publication, journal, or publisher if book)

8. Previous affiliation with York, if any: (The existence of some previous relationship with York or its faculty will not necessarily rule out selection as a consultant; however, nominees should not normally have close recent affiliations with the University, or close collegial or working relations with faculty members in programs to be reviewed.)

**OFFICE OF THE
VICE PROVOST
ACADEMIC**

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Toronto Ontario
Canada M3J 1P3
Tel 416 736 5396
Fax 416 736 5876

vpacademic.yorku.ca

Date

Dr. Name
Associate Professor
Department of
University of
Address Street #, name, City, Province

RE: Invitation - External Reviewer
Cyclical Program Review, <u>Program Name</u>

Dear Dr. Last Name,

I am writing to invite you to act as one of two academic external reviewers for the <u>Program Name</u> at York University.

In accordance with York University's Quality Assurance Procedures (YUQAP) the program has prepared a Self-Study Brief which includes details about the program, its delivery and its learning outcomes, as well as the curriculum vitae of the faculty who teach in the program.   In addition to this document, reviewers are provided with University planning documents and the previous Review Committee Report, where applicable.

We expect the site visit to be two days and to take place during the month of ___ 2017. Should you accept this role, Nina Unantenne, York's Quality Assurance Coordinator, will be in touch with you to arrange the specific site visit dates. As we get closer to the actual date of the site visit, we will also confirm details related to the on-site itinerary.

During the site visit you will meet with the Deans, faculty members, program leads and students. There will also be an opportunity to tour York's facilities. The external reviewers will be given time to meet alone to begin work on their report during the visit. There will also be an internal member of the review team who will serve primarily as a guide to the culture of the University. This individual is also a signatory to the Review Committee Report.

The reviewers will submit their report to the Office of the Vice-Provost Academic within two months of the site visit. The report will be based on a template which includes specific evaluation criteria.

The Review Committee Report plays an important role in the program reviews which are governed by the Quality Council of Ontario Universities' protocol for Cyclical Program Reviews.

York University offers an honorarium of **$1500.00 CAD** for external academic reviewers undertaking a combined review of the undergraduate and graduate programs. The University will also cover travel and accommodation costs related to the site visit.

I would be happy to discuss this request if you would find that helpful.

Yours sincerely,

Alice Pitt
Vice Provost Academic

ROTA 2016/17

Faculty	Department	Program	Degree Type
LA&PS	Anthropology	Anthropology	BA, iBA
LA&PS	Anthropology	Anthropology – Social (Social Anthropology)	MA, PhD
LA&PS	Equity Studies	Human Rights & Equity Studies	BA
LA&PS	Equity Studies	Multicultural and Indigenous Studies	BA
Glendon	Multi-Disciplinary Studies	Canadian Studies	BA, iBA
Glendon	Multi-Disciplinary Studies	Environmental & Health Studies	BA, iBA
Glendon	Multi-Disciplinary Studies	Individualized Studies	BA, iBA
Glendon	Philosophy	Philosophy	BA, iBA
LA&PS	Philosophy	Cognitive Science	BA
LA&PS	Philosophy	Philosophy	BA
LA&PS	Philosophy	Philosophy	MA, PhD
LA&PS	SAS	Financial Accountability	MFAc
Health	School of Health Policy & Management	Critical Disability	MA, PhD
Science	STS	Science and Technology Studies	MA, PhD

Science	STS	Science and Technology Studies	BA, BSc

ROTA 2017/18

Faculty	Department	Program	Degree Type
Education	Education	Bachelor of Education	BEd, includes BEd Tech and BED with (concurrent); with Ryerson and colleges
Education	Education	Education	MEd, PhD, Post Graduate Diploma
Glendon	Multi-Disciplinary Studies	Environmental and Health Studies	BA, iBA, Bilingual and Trilingual
Lassonde	Earth & Space Science & Engineering	Geomatics Engineering	BEng
Lassonde	Earth and Space Science & Engineering	Space Engineering	BEng
Lassonde	Electrical Engineering & Computer Science	Software Engineering	BEng
Lassonde	Earth and Space Science & Engineering	Earth and Atmospheric Science	BSc
Lassonde	Earth and Space Science & Engineering	Earth and Space Science	MSc, PhD

June 2, 2017

ROTA 2018/19

Faculty	Department	Program	Degree Type
AMPD	Visual Arts & Art History	Art History & Visual Culture	PhD
AMPD	Visual Arts & Art History	Art History	MA, MBA, Graduate Diploma in Curatorial Studies in Visual Culture
AMPD	Visual Arts & Art History	Studio Art (formerly Visual Arts)	BFA
AMPD	Visual Arts & Art History	Art History	BA
AMPD	Visual Arts & Art History	Visual Arts	MFA, MBA, PhD

ROTA 2019/20

Faculty	Department	Program	Degree Type
AMPD	Design	Design	MDes
AMPD	Design	Design	BDes
Glendon	French Studies	Études francophones	PhD
Glendon	French Studies	Études françaises	MA
Glendon	French Studies	French Studies	BA, iBA
Glendon	International Studies	International Studies	BA, iBA
Glendon	Multi Disciplinary Studies	Linguistics and Languages	BA
Glendon	Hispanic Studies	Hispanic Studies	BA, iBA
Health	School of Health Policy & Management	Health	MA, PhD
Health	School of Health Policy & Management	Health	BHS
Health	School of Health Policy & Management	Critical Disability	MA, PhD
LA&PS	French Studies	French Studies	BA, iBA
LA&PS	Languages, Literature and Linguistics	Linguistics & Applied Linguistics	MA, PhD
LA&PS	Languages, Literature and Linguistics	Linguistics	BA

Faculty	Department	Program	Degree Type
LA&PS	Languages, Literature and Linguistics	Italian Studies	BA, iBA
LA&PS	Languages, Literature and Linguistics	German Studies	BA, iBA
LA&PS	Languages, Literature and Linguistics	Japanese	BA
LA&PS	Languages, Literature and Linguistics	Portuguese Studies	BA
LA&PS	Languages, Literature and Linguistics	Spanish	BA
LA&PS	Languages, Literature and Linguistics	Undergraduate Certificate TESOL	Certificate

ROTA 2020/21

Faculty	Department	Program	Degree Type
Glendon	History	History	BA, iBA
Glendon	Mathematics	Mathematics	BA, iBA
Glendon	School of Translation	Translation Studies	MA
Glendon	School of Translation	Translation Studies	BA, iBA, Certificate
Glendon	School of Translation	Conference Interpreting	MCI
Glendon	Sociology	Sociology	BA, iBA
Health	Nursing	Nursing	PhD
Health	School of Kinesiology & Health Science	Kinesiology & Health Science	MSc, MA, MFSC, PhD
Health	School of Kinesiology & Health Science	Kinesiology & Health Science	BA, BSc, Certificate
LA&PS	History	History	MA, PhD (Ancient History with UoT)
LA&PS	History	History	BA, iBA, Certificate
LA&PS	Human Resources Management	Human Resources Management	MHRM, PhD
LA&PS	Human Resources Management	Human Resources Management	BHRM, Certificate
LA&PS	Information Technology	Information Systems & Technology	MA

Faculty	Department	Program	Degree Type
LA&PS	Information Technology	Information Technology	BA,BAS, Certificate
LA&PS	Sociology	Sociology	MA, PhD
LA&PS	Sociology	Sociology	BA, Certificate
Science	Mathematics & Statistics	Applied Mathematics	BA, BSc, Certificate
Science	Mathematics & Statistics	Computational Mathematics	BSc, Certificate
Science	Mathematics & Statistics	International Dual Degree in Mathematics and Statistics	BSc, Certificate
Science	Mathematics & Statistics	Mathematical Biology	BSc
Science	Mathematics & Statistics	Mathematics for Commerce	BA, BSc, Certificate
Science	Mathematics & Statistics	Mathematics for Education	BA, BSc, Certificate
Science	Mathematics & Statistics	Mathematics	BA, BSc, Certificate
Science	Mathematics & Statistics	Mathematics: Applied & Industrial	MSc
Science	Mathematics & Statistics	Mathematics & Statistics	MA, PhD
Science	Mathematics & Statistics	Statistics	BA, BSc, Certificate

Faculty	Department	Program	Degree Type
Science	Science	Science	BSc, Certificate

ROTA 2021/22

Faculty	Department	Program	Degree Type
AMPD	Dance	Dance	BA, BFA, Certificate
AMPD	Dance	Dance	MFA, MA
AMPD	Dance	Dance Studies	PhD
AMPD	Music	Music	BA, BFA
AMPD	Music	Music	MA, PhD
Glendon	Economics	Business Economics	BA, iBA
Glendon	Economics	Economics	BA, iBA
Glendon	Gender and Women Studies	Gender and Women Studies	BA, iBA, Certificate
Glendon	Public and International Affairs	Public and International Affairs	MPIA
Health	Global Health		BA, BSc
Health	Nursing	Nursing	MScN
LA&PS	Economics	Business Economics	BA, Certificate
LA&PS	Economics	Economics	BA, Certificate
LA&PS	Economics	Economics	MA, PhD

Faculty	Department	Program	Degree Type
LA&PS	Economics	Financial and Business Economics	BA, Certificate
LA&PS	Gender, Sexuality and Women's Studies	Gender and Women Studies	BA, Certificate
LA&PS	Gender, Sexuality and Women's Studies	Gender, Feminist & Women's Studies	MA, PhD
LA&PS	Gender, Sexuality and Women's Studies	Sexuality Studies	BA, iBA, Certificate
LA&PS	Public Policy & Administration	Public Administration	BPA, Certificate
LA&PS	Public Policy & Administration	Public Policy, Administration & Law	MPPAL
LA&PS	Social Work	Social Work	BSW, Certificate
LA&PS	Social Work	Social Work	MSW, PhD
Lassonde	Electrical Engineering & Computer Science	Electrical Engineering	BEng
Osgoode	Osgoode	Law	JD
Osgoode	Osgoode	Law (OPD)	LLM (Professional and International Program)
Osgoode	Osgoode	Law	LLM, PhD
Schulich	Schulich	Accounting	MAcc

Faculty	Department	Program	Degree Type
Schulich	Schulich	Accounting	Graduate Diploma Type 3
Schulich	Schulich	Accounting	Graduate Diploma Type 1
Schulich	Schulich	Business	PhD
Schulich	Schulich	Business	Graduate Diplomas
Schulich	Schulich	Business Administration	BBA, IBBA
Schulich	Schulich	Business Administration	MBA, iMBA, MBA in India, Executive MBA
Schulich	Schulich	Business Analytics	MBAN
Schulich	Schulich	Real Estate and Infrastructure	MREI
Schulich	Schulich	Finance	M of Finance
Schulich	Schulich	Master of Management	MMgt
Science	Chemistry	Chemistry	BSc, Certificate
Science	Chemistry	Chemistry	MSc, PhD

ROTA 2022/23

Faculty	Department	Program	Degree Type
AMPD	Digital Media	Digital Media	BA
AMPD	Film	Cinema & Media Studies	MA, PhD
AMPD	Film	Film, Cinema and Media Studies	BA, BFA
AMPD	Film	Film	MFA
AMPD	Theatre	Theatre	BA, BFA
AMPD	Theatre	Theatre	MFA
AMPD	Theatre	Theatre and Performance Studies	MA, PhD
AMPD	Theatre	Theatre Studies	Graduate Diploma Type 3
Glendon	Biology	Biology	BSc
Glendon	Multi Disciplinary Studies	Drama Studies	BA, iBA
Glendon	Political Science	Political Science	BA, iBA
Glendon	Psychology	Psychology	BA, iBA, BSc
Health	Psychology	Psychology	BA, BSc, Certificate
Health	Psychology	Psychology	MA, PhD

Faculty	Department	Program	Degree Type
LA&PS	Geography	Environmental Science	BSc, Certificate
LA&PS	Geography	Geography	BSc, Certificate
LA&PS	Geography	Geography	BA, iBA, Certificate
LA&PS	Geography	Geography	MA, MSc, PhD
LA&PS	Geography	Geography and Urban Studies	BA, Certificate
LA&PS	Humanities	Children's Studies	BA, Certificate
LA&PS	Humanities	Classical Studies and Classics	BA, Certificate
LA&PS	Humanities	Culture & Expression	BA, Certificate
LA&PS	Humanities	East Asian Studies	BA, Certificate
LA&PS	Humanities	European Studies	BA, iBA, Certificate
LA&PS	Humanities	Hellenic Studies	BA, Certificate
LA&PS	Humanities	Humanities	BA, iBA, Certificate
LA&PS	Humanities	Humanities	MA, PhD
LA&PS	Humanities	Interdisciplinary Studies	MA

Faculty	Department	Program	Degree Type
LA&PS	Humanities	Individualized/ Multidisciplinary Studies	BA, Certificate
LA&PS	Humanities	Jewish Studies	BA, Certificate
LA&PS	Humanities	Religious Studies	BA, Certificate
LA&PS	Political Science	Global Political Science	BA, Certificate
LA&PS	Political Science	Political Science	MA, PhD
LA&PS	Political Science	Political Science	BA, iBA, Certficate
LA&PS	School of Administrative Studies	Administrative Studies	Bcom, Certificate
LA&PS	School of Administrative Studies	Administrative Studies	Certificate
LA&PS	School of Administrative Studies	Business	BA, Certificate
LA&PS	School of Administrative Studies	Disaster & Emergency Management	BDEM
LA&PS	School of Administrative Studies	Disaster & Emergency Management	MDEM
LA&PS	School of Administrative Studies	Financial Accountability	MFAc
LA&PS	School of Administrative Studies	Professional Accounting	Graduate Diploma
LA&PS	Writing Dept	Professional Writing	BA, Certificate

Faculty	Department	Program	Degree Type
LA&PS	Writing Dept	English & Professional Writing	BA, Certificate
Lassonde	Civil Engineering	Civil Engineering	BEng
Lassonde	Civil Engineering	Civil Engineering	MASc, PhD
Lassonde	Mechanical Engineering	Mechanical Engineering	BEg
Lassonde	Mechanical Engineering	Mechanical Engineering	MASc, PhD
Science	Biology	Applied Biology	BSc (Tech), Certificate
Science	Biology	Biology	BSc, iBSc, Certificate
Science	Biology	Biology	MSc, PhD
Science	Biology	Environmental Biology	BSc, Certificate

ROTA 2023/24

Faculty	Department	Program	Degree Type
Environmental Studies		Environmental Studies	BES, Certificate
Environmental Studies		Environmental Studies	MES, PhD
Glendon	English	English Studies	BA, iBA, Certificate
Glendon	School of Translation	Communication	BA, iBA
Health		Aging	Certificate (concurrent)
Health	Nursing	Nursing	BScN
LA&PS	Communication Studies	Communication & Culture	MA, PhD (with Ryerson)
LA&PS	Communication Studies	Communication Studies	BA, iBA, Certificate
LA&PS	English	Creative Writing	BA, Certificate
LA&PS	English	English	BA, Certificate
LA&PS	English	English	MA, PhD
LA&PS	Social Science	African Studies	BA, Certificate
LA&PS	Social Science	Business & Society	BA, Certificate
LA&PS	Social Science	Criminology	BA, Certificate

Faculty	Department	Program	Degree Type
LA&PS	Social Science	Development Studies	MA
LA&PS	Social Science	Health & Society	BA, Certificate
LA&PS	Social Science	Interdisciplinary Social Science	BA, Certificate
LA&PS	Social Science	International Development Studies	BA, Certificate
LA&PS	Social Science	Latin American & Caribbean Studies	BA, Certificate
LA&PD	Social Science	Law and Society	BA, Certificate
LA&PS	Social Science	Socio-Legal Studies	MA, PhD
LA&PS	Social Science	Social & Political Thought	MA, PhD
LA&PS	Social Science	South Asian Studies	BA
LA&PS	Social Science	Urban Studies	BA, iBA, Certificate
LA&PS	Social Science	Work & Labour Studies	BA, Certificate
Lassonde	Electrical Engineering & Computer Science	Electrical and Computer Science Engineering	MASc
Lassonde	Electrical Engineering & Computer Science	Computer Engineering	BEng

Faculty	Department	Program	Degree Type
Lassonde	Electrical Engineering & Computer Science	Computer Science	BA, iBA, BSc, iBSc
Lassonde	Electrical Engineering & Computer Science	Computer Security	BA, BSc
Science	Physics	Biophysics	BSc, Certificate
Science	Physics	Physics	BSc, Certificate
Science	Physics	Physics and Astronomy	MSc, PhD

Self-Study Report Template
for
Undergraduate Programs

Programs under review are responsible for submitting a Self-Study Report to the Office of the Vice Provost Academic and relevant Dean(s)/Principal by August 15[th]prior to the expected site visit (Fall term or Winter term). The Self-Study Report consists of multiple parts

- Self-Study Report(s), which includes commentary on quality indicators and outcomes measures
- Appendices
- Curricula Vitae of Faculty

The self-study report should be broad-based, reflective, and forward-looking and include critical analysis. It should explicitly address the evaluation criteria specified in the York's Institutional Quality Assurance Process. To ensure that all of the issues that external reviewers are asked to review are addressed in the self-study report, programs are required to submit the self-study report using the following template.

This template is a guide to the program's reflections which culminate in the quality enhancement section. The Self-Study Report informs the Dean's/Principal's Agenda of Concerns which is provided to the reviewers along with the report.

In addition to consideration of the qualitative evaluation criteria as set out in the Quality Assurance Framework, the analysis of quality indicators and outcome measures should contribute to the assessment of strengths and weakness of programs under review

Related undergraduate and graduate programs participating in a coordinated review each program should prepare program-specific Self-Study Reports. However, the relevant Chair(s)/Director(s), Undergraduate Program Director(s) and Graduate Program Director(s) should collaborate on the preparation of a single Omnibus Program Brief, including an overview statement regarding the relationship between the undergraduate and graduate programs with respect to how priorities are established and how resources are allocated.

The Self-Study Report should include the Academic Program Report as Appendix A. This report is available from the following link: http://oipa.info.yorku.ca/py_protected/academic-program-data/.

York University

[Name of program]

Self-Study Report

Review Period: [e.g. 2000-2008]

Submitted: [Date]

TABLE OF CONTENTS

York University

[Name of program]

Self-Study Report

Part I

1.0 Introduction

1.1 Provide a brief listing of the program(s) dual or combined credentials (with formal partners identified), and undergraduate certificates if applicable, including how long they have been in existence.

1.2 Provide the URL of the program website.

1.3 Provide a brief description of the method used for the self-study and preparation of the self-study report, including a description of how faculty and student input was achieved.

1.4 Describe and comment on concerns and recommendations raised in the previous program review, including actions taken and their impact.

2.0 General Objectives of the Program

2.1 Provide a brief description of the general objectives of the program(s) and information about changes that may be anticipated in the near future (if applicable).

2.2 Describe how the general objectives of the program align with University plans and the Strategic Mandate Agreement (http://vpap.info.yorku.ca/reports/), and with Faculty missions and academic plans.

2.3 Provide a brief description of any specific features and initiatives in relation to the priorities set out in the University Academic Plan (http://secretariat.info.yorku.ca/files/UAP-2015-2020.pdf):
 • Innovative, Quality Programs for Academic Excellence
 • Advancing Exploration, Innovation and Achievement in Scholarship, Research and Related Creative Activities
 • Enhanced Quality in Teaching and Student Learning
 • A Student-Centred Approach
 • Enhanced Campus Experience
 • Enhanced Community Engagement
 • Enabling the Plan

2.4 Describe pathways (incoming or outgoing) or partnerships with other post-secondary institutions such as the Ontario Colleges/Universities.

3.0 Program Curriculum, Structure and Learning Outcomes

The intent of this section is to provide reviewers with an understanding of the knowledge, methodologies, and skills students will have acquired by the time they complete the program (i.e. the program learning outcomes), including the appropriateness of the program learning outcomes and how they will be supported and demonstrated.   The university documents provided to the reviewers include the BA and BSc matrix and the graduate degree level expectations.

3.1 Provide an overview of the program curriculum, including the ways in which the curriculum reflects the current state of the discipline or area of study. Identify any significant innovation or creativity in the content and/or delivery of the program relative to other such programs.

3.2 Provide a detailed description of the program expectations and learning outcomes.   How does your program communicate these to students? How does program delivery ensure that students can achieve these outcomes?

Please include the following in the appendices:

- A curriculum map to demonstrate the above as Appendix B
- Calendar Copy should be appended to this report as Appendix C.

3.3 Address how the methods and criteria for assessing student achievement of learning outcomes are appropriate and effective and how the program determines thorough and consistent assessment of student learning in relation to program learning outcomes.

3.4 Experiential Learning is a university priority. Please describe the opportunities available to students in your program. Describe how these are communicated to students and provide information on the numbers of students who take advantage of the opportunity.

3.5 Describe the modes of delivery for your courses (fully-online, blended, web-enhanced, seminar, lecture) and how these contribute to student success.

3.6 Please provide information for courses offered in each of the past eight years that count towards fulfillment of the program's requirements. The basic chart will be provided as part of the Data Kit. Programs will fill in the column about whether the course is required or optional.

Comment on trends, challenges or opportunities related to course offerings. Include this listing as Appendix D.

2008 (Fall 2008; Winter 2009; Summer 2009)					
Course Code (Faculty/Unit/Number/Credit)	**Course Title**	**Instructor Type (FT/PT/Retired)**	**Required/ Optional***	**Total Enrolments**	**Total Spaces Available**

*Required/Optional: As appropriate, the program under review may revise this column so that it more accurately reflects the manner in which courses count towards the program requirements, such as concentrations, streams, required from a list of specified courses, etc.

3.7 Please provide short course descriptions for each course that contributes to the program as Appendix E.

Course Code (Faculty/Unit/Number/Credit)	**Course Title**	**Short Course Description**	**Required/ Optional***

*Required/Optional: As appropriate, the program under review may revise this column so that it more accurately reflects the manner in which courses count towards the program requirements, such as concentrations, streams, required from a list of specified courses, etc.

4.0 Admissions

4.1 Describe the program admission requirements, including how these requirements are appropriately aligned with the student learning outcomes. Describe what measures the program has taken to ensure that requirements do not bar students who have the potential to exceed. Describe how the requirements may have been modified to accommodate 105 students (non-Ontario high school), such as transfer students.

Details about applications, registrations, and incoming averages are included in the Academic Program Report. Identify the admissions trends and their implications for the program in this section.

4.2 Please comment on the 101 (Ontario High School) application trends, summarized on the chart below, over the last eight years. Relevant sections of the Academic Program Report: http://oipa.info.yorku.ca/py_protected/academic-program-data/ , are referenced on the chart.

Year	101 Admissions (Ontario High School)						
	Total # Apps (Sections 1.1.1+1.1.2)	Total # Offers (Sections 2.1.1 + 2.1.2)	Total # Registered (intake) (Sections 4.1.1 + 4.1.2)	% Applications 75% GPA or greater (Section 1.5.2)	% Applications 80% GPA or greater (Section 1.5.3)	% Registered Intake with 75% GPA or greater (Section 4.5.2)	% Registered Intake with 80% GPA or greater (Section 4.5.3)

4.3 Please comment on the trends over the past eight years related to 105 applicants (transfer students, international students etc.). Relevant sections of the Academic Program Report: http://oipa.info.yorku.ca/py_protected/academic-program-data/, are referenced on the chart. If there are other important populations for the program, please comment.

	105 Admissions (Transfer, upper year, international, out of province, etc.) over past eight years			
	Total # of 105 Applications (Sections 1.1.3+1.1.4)	Total number of 105 students registered (intake) (Sections 4.1.3+4.1.4)	Total # of International Students registered (intake) (Section 4.1.4)	Total # of Upper Year students registered (intake) (Section 7.2)
Year				

5.0   Students

5.1 Enrolment, Retention and Graduation Rates

With reference to the Academic Program Report, please comment on trends related to Enrolment Heads, including all year levels in Section B; Enrolment FFTEs (Home) in Section C; Retention Rates in Section E; and Degree Awarded and Graduate Rates (sections F and G). The Academic Program Reports are available online: *http://oipa.info.yorku.ca/i-need-data/*
.

5.2 Student Profile

With reference to the student profile and the self-assessment data provided to your program as part of the Data Kit and included as Appendix Fa and Fb, please comment on how your program takes into consideration the characteristics of students (for example, commuter students, part-time students, first generation students, 101/105 ratio etc.).

5.3 Academic services/Supports

As appropriate, comment on academic services (e.g. library, academic advising, teaching and learning supports (Teaching Commons), including technology supports, disabilities/accessibility services, writing centres/support, etc.) provided by the University, the Faculty or the Department that directly contribute to the academic quality of the program.

Describe how the program ensures that students are referred to relevant resources in a timely manner.

5.4 With specific reference to the student survey (or alternate method for obtaining student input – see Self-Study Guidelines), results from NSSE (National Survey on Student Engagement) provided to your program as part of the Data Kit if applicable, comment on student satisfaction and engagement with the program. If your

program has other methods for obtaining program specific information from students, please elaborate on the method and the results here. Please include the data as Appendix G.

The Student Survey and the Survey results (both quantitative and qualitative responses), and NSSE results, if applicable, should be included in the Self Study as appendix H.

5.5 Core Institutional Questions Results.

With specific reference to the Course Evaluations results for Core Institutional Questions, available from the Online Course Evaluation System (ONCE) http://courseevaluations.yorku.ca/, please comment on trends and how they impact on program quality. Please attach the report as Appendix I.

6.0 Resources

6.1 Faculty resources: Describe the areas of strength and expertise of the faculty, focusing on its current status, as well as plans for future development. Attention should be given to any notable changes in the strengths and weaknesses of the group as a whole, including real and/or anticipated significant changes in the previous five years and next five years due to recent/expected hires, retirements or other departures of full-time faculty.

Table 1 - Listing of Faculty

Table to be provided as part of the Data Kit. Programs will need to provide information on the area(s) of specialization.

Faculty Name & Rank	Home Unit	Area(s) of Specialization
Tenured/Tenure-Stream		
Contractually Limited Appointment		
Contract Instructors		

6.2 Review the information about instructors and teaching levels provided in the Data Kit for each of the past four years and comment on the trends, challenges and opportunities.

Year			
	Full-Time Faculty	Retired Faculty	Contract Instructors
1000 level			
2000 level			
3000 level			
4000 level			
Total			

6.3 Laboratory facilities: As appropriate, identify major equipment available for use by students (undergraduate and graduate, if applicable) and to support faculty research, recent acquisitions, and commitments/plans (if any) for the next five years.

6.4 Space: As appropriate, provide information on the office, laboratory and general research space available for faculty and undergraduate students and, if applicable, graduate students; availability of common rooms for faculty and graduate students; administrative space; as well as any commitments/plans (if any) for the next five years.

7.0 Student/ Alumni Employment

Comment on the employment (or status) of recent graduates from the program, including the information provided by the Office of Institutional Analysis and Planning and/or the Alumni Relations Office.
This information should be included as Appendix J.

8.0 Library Resources

Provide a summary statement from The University Librarian accompanying the discipline/program assessment by the relevant liaison librarian(s). The report should include an overview of relevant library collections financial support, an assessment of relevant collections, descriptions of library services and information literacy activities, and, descriptions of relevant library policies and practices. In cases where related undergraduate and graduate programs agree to a coordinated review, the library section of the Self-Study Report should include a single discipline/program assessment and summary statement. The Self-Study Report may highlight library activities, services and collections specific to the undergraduate and/or graduate program(s), as appropriate.

The Librarian's statement may be included as Appendix K.

9.0 Quality Enhancement

Provide a description of areas identified through the self-study review process that require improvement, as well as areas that hold promise for enhancement. Describe initiatives or changes planned and/or taken to enhance the quality of the program and the associated learning and teaching environment.

Part II - Appendices

Appendix A – Academic Program Report
Appendix B – Curriculum Mapping to Program Level Expectations
Appendix C – Calendar Copy
Appendix D – Course Enrolment Summary
Appendix E – Short Course Descriptions
Appendix Fa – Student Profile
Appendix Fb – Student Self-Assessment
Appendix G – National Student Satisfaction Engagement (NSSE) Results
Appendix H - Student Survey and Survey Results
Appendix I – Course Evaluation Summary (Core Institutional Questions)
Appendix J – Alumni Data
Appendix K - Librarian's Statement

Part III Curricula Vitae of the Faculty

Although they are part of the Self-Study Report, CVs must be submitted electronically *as an independent document*. Within this document, the CVs should be complied as a bookmarked PDF, in alphabetical order, with a table of contents.

Self-Study Report Template
for
Graduate Programs

Programs under review are responsible for submitting a Self-Study Report to the Office of the Vice Provost Academic and relevant Dean(s)/Principal by August 15th prior to the expected site visit (Fall term or Winter term). The Self-Study Report consists of multiple parts

- Self-Study Report(s), which includes commentary on quality indicators and outcomes measures
- Appendices
- Curricula Vitae of Faculty

The self-study report should be broad-based, reflective, forward-looking and include critical analysis. It should explicitly address the evaluation criteria specified in the York's Institutional Quality Assurance Process. To ensure that all of the issues that external reviewers are asked to review are addressed in the self-study report, programs are required to submit the self-study report using the following template.

This template is a guide to the program's reflections which culminate in the quality enhancement section. The self-study report informs the Dean's/Principal's Agenda of Concerns which is provided to the reviewers along with the report.

In addition to consideration of the qualitative evaluation criteria as set out in the Quality Assurance Framework, the analysis of quality indicators and outcome measures should contribute to the assessment of strengths and weakness of programs under review.

Related undergraduate and graduate programs participating in a coordinated review each program should prepare program-specific Self-Study Reports. However, the relevant Chair(s)/Director(s), Undergraduate Program Director(s) and Graduate Program Director(s) should collaborate on the preparation of a single Omnibus Program Brief, including an overview statement regarding the relationship between the undergraduate and graduate programs with respect to how priorities are established and how resources are allocated.

York University

[Name of program]

Self-Study Report

Review Period: [e.g. 2000-2008]

Submitted: [Date]

TABLE OF CONTENTS

1. Introduction

1.1 Provide a brief listing of the program(s), including how long they have been in existence. This should also include a listing of Fields, if applicable.

1.2 Provide the URL of the program website.

1.3 Provide a brief description of the method used for the self-study and preparation of the self-study report, including faculty and student input and involvement and other consultations if applicable.

1.4 Describe and comment on concerns and recommendations raised in the previous program review, including actions taken and the resulting impact.

2. General Objectives of the Program

2.1 Provide a brief description of the general objectives of the program(s) and information about changes that may be anticipated in the near future (if applicable).

2.2 Describe how the general objectives of the program align with University plans and the Strategic Mandate Agreement (http://vpap.info.yorku.ca/reports/), and with Faculty missions and academic plans.

2.3 Provide a brief description of any specific features and initiatives in relation to the priorities set out in the University Academic Plan (http://secretariat.info.yorku.ca/files/UAP-2015-2020.pdf):
- Innovative, Quality Programs for Academic Excellence
- Advancing Exploration, Innovation and Achievement in Scholarship, Research and Related Creative Activities
- Enhanced Quality in Teaching and Student Learning
- A Student-Centred Approach
- Enhanced Campus Experience
- Enhanced Community Engagement
- Enabling the Plan

2.4 Provide a brief description of any specific features and initiatives in relation to the opportunities set out in the Strategic Research Plan (http://srp.info.yorku.ca/files/2013/04/SRP-final-april25.pdf)
- Digital Cultures
- Engineering Research that Matters
- Healthy Individuals, Healthy Communities and Global Health
- Public Engagement for a Just and Sustainable World
- Scholarship of SociallyEngaged Research

3. Program Curriculum, Structure and Learning Outcomes

The intent of this section is to provide reviewers with an understanding of the knowledge, methodologies, and skills students will have acquired by the time they complete the program (i.e. the program learning outcomes), including the appropriateness of the program learning outcomes and how they will be supported and demonstrated. With that in mind, and with explicit reference to the relevant degree level expectations, it would be useful to focus on what students in the program will know and/or be able to do by the end of a defined period of time and how that knowledge, methodology and/or skill will be supported and demonstrated.

3.1 Provide an overview of the program curriculum, including the ways in which the curriculum reflects the current state of the discipline or area of study. Identify any significant innovation or creativity in the content and/or delivery of the program relative to other such programs, particularly in Ontario or Canada.

3.2 Provide a detailed description of the program requirements as listed on the Faculty of Graduate website (http://gradstudies.yorku.ca/current-students/regulations/program-requirements/) and associated learning outcomes, and indicate how the program learning outcomes are appropriate and align with the relevant degree level expectations. How does your program communicate these to students? How does program delivery ensure that students can achieve these outcomes?

Please include the following in the appendices:
- Program curriculum map to demonstrate the above as Appendix A
- Calendar Copy should be appended to this report as Appendix B.

Note: The Teaching Commons can provide excellent support for mapping courses and other program requirements (for example, comprehensive exams, MRP/Thesis/ Dissertation) to program learning outcomes and for an evaluation of assessments.

3.3 Address how the program curriculum and structure supports achievement of the program learning outcomes. For research-focused graduate programs, special attention should be paid to the nature and suitability of the major research requirement(s) for degree completion.

3.4 Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the program learning outcomes.

3.5 Indicate the approved full-time program length (i.e. the length of time in terms in which full-time students are expected to complete the program). Describe how students' time-to-completion is supported and managed to ensure that the program requirements are completed within the expected time period(s). If applicable, the same information should be provided for programs that are available on a part-time basis.

3.6 Describe the mode(s) of delivery, including how it/they are appropriate to and effective in meeting the program learning outcomes.

3.7 Identify and comment on trends, challenges or opportunities surfacing from examination of the courses taken by students registered in the program under review in each of the past four years.   The basic chart will be provided as part of the Data Kit. Programs will fill in the column about whether the course is required or optional.

Year				
Course Code (Faculty/Unit/Number/Credit)	**Course Title**	**Instructor**	**Required/ Optional***	**Total Enrolments**

*Required/Optional: As appropriate, the program under review may revise this column so that it more accurately reflects the manner in which courses count towards the program requirements, such as concentrations, streams, required from a list of specified courses, etc.

3.8 As Appendix C, provide a list of courses and the course descriptions offered in support of the program, including the course number and the credit value. As appropriate, this listing may be organized to reflect the manner in which the courses count towards the program requirements (e.g. required versus optional; required from a list of specified courses; specific to certain fields within the program, etc.)

3.9. With specific reference to the student survey (or alternate method for obtaining student input – see Self-Study information in the Cyclical Program Review Guide), comment on student satisfaction with the program structure, delivery and outcomes. If your program has other methods for obtaining program-specific information from students, please elaborate on the method and the results here.

The Student Survey and the Survey results should be included in the Self Study as appendix D.

4. Admission requirements

4.1 Describe the program admission requirements, including how these requirements are appropriately aligned with the program learning outcomes. Please comment on challenges or opportunities related to the admissions cycle or admission initiatives such as direct entry from undergraduate or internal promotion opportunities.

4.2 Details about applications, registrations, and incoming averages are included in Section A,1 to 5, of the Academic Program Report for both domestic and international students over the past eight years. Identify the admissions trends and their implications for the program in this section. Please prepare a chart for Masters and Doctoral students as appropriate.

	Domestic Students					
	Total # of Apps	Total # of Offers	Total # Registered	% Registered with A or greater	% Registered with B+ or greater	% Registered with B or greater	% Registered with NSA Grade
Year						

	International Students					
	# of International Apps	# of International Offers	# of International Registered with A or greater	# of International Registered with B+ or greater	# of International Registered with B or greater	# of International Registered with NSA Grade
Year						

5. Resources

5.1 Faculty resources:

Describe the areas of strength and expertise of the faculty, focusing on its current status, as well as plans for future development. Attention should be given to any notable changes in the strengths and weaknesses of the group as a whole, including real and/or anticipated significant changes in the previous five years and next five years due to recent/expected hires, retirements or other departures of full-time faculty.

Table 1 – Listing of Faculty – Table to be provided to programs as part of the Data Kit. Note: areas of specialization to be added by the program.

Faculty Name & Rank	Home Unit	Primary Graduate Program (yes/no)	Area(s) of Specialization		
			Field 1	Field 2	Field 3
Full Members (*Note: does not apply to master's-only programs*)					
Associate Members					
Members Emeriti					
Adjunct Members					
Instructor Members					

Full Members hold a tenure-track/tenured position at York University. They are eligible for the full range of teaching, examination and supervisory activities, including principal supervision doctoral dissertations.**Associate Members** hold a tenure-track/tenured or contractually limited position at York University. They may be eligible for the full range of teaching, examination and supervisory activities, excluding principal supervision doctoral dissertations. They may serve as a co-supervisor of doctoral dissertations on the condition that the other co-supervisor is a full member of the graduate program.

Members Emeriti may be eligible to act as co-supervisor of doctoral dissertations and as the principal or as a co-supervisor of master's theses; may serve on supervisory and examining committees; and, may teach graduate course courses (including MRP supervision).

Adjunct Members hold academic or professional positions external to York University, but whose academic and/or professional expertise is relevant to the graduate program in question. Adjunct members may be eligible to serve on supervisory committees but normally may not act as principal supervisor or co-supervisor of doctoral dissertations or master's theses. Adjunct members may be eligible to serve on examining committees but may not act as the Chair of or Dean's representative.

Instructor Members are eligible to each a specific graduate course or courses, based on program need and the members' academic and/or professional expertise. The appointment is coincident with the terms over which the graduate course(s) is/are taught.

Primary Graduate Program: An individual may be appointed to more than one graduate program, in which event they shall designate one of the programs as their primary graduate program. Although this designation is intended to signify an individual's principal, but not exclusive, commitment in relation to graduate supervision, teaching and service, a faculty member may shift their principal commitments over the course of their career.

5.2 **Graduate Student Supervision:**

Describe any trends, challenges or opportunities with regards to supervisorships for graduate students at both the master's level and the PhD level.

Table 2 – Graduate Supervision – Programs are to provide the information below.

Faculty Member	Completed (within past eight years)				In Progress			
	MRP	Thesis	Dissertation	PDF	MRP	Thesis	Dissertation	PDF
Full Members								
Associate Members								
Members Emeriti								
Adjunct Members								

5.3 **Research Funding Received by Faculty Members**

This table, provided by the Office of Institutional Planning and Analysis, is intended to show the amount of funding available to support faculty research and potentially available to support students' work, either through the provision of stipends or materials for the conduct of the research. For this reason, grants for travel and publication awarded to faculty should not be included in this table. Major equipment grants, which provide important resources for the work of faculty and students, may be listed separately.

Comment on the trends, opportunities and challenges that an analysis of the information surfaces.

Table 3 – Research Funding – Information provided as part of the Data Kit.

	Source			
Year *	Tri-Council	Other Peer Adjudicated	Contracts	Institutional

5.4 **Laboratory facilities**: As appropriate, identify major equipment available for use by graduate students and to support faculty research, recent acquisitions, and commitments/plans (if any) for the next five years.

5.5 **Space**: As appropriate, provide information on the office, laboratory and general research space available for faculty and graduate students; availability of common rooms for faculty and graduate students; administrative space; as well as any commitments/plans (if any) for the next five years.

5.6 **Academic services**: As appropriate, comment on academic services (e.g. library, academic advising, teaching and learning supports, including technology supports, disabilities/accessibility services, writing centres/support, etc.) that directly contribute to the academic quality of the program.

6. Students: Retention, Graduation, Employment, Publications and Awards

In the sections below, in addition to the information specified, please incorporate any insights from students through the student survey or alternate student input collection.

6.1 Enrolment, Retention and Graduation Rates

With reference to the Academic Program Report (Appendix H), please comment on trends related to Enrolment Heads, Section B; Enrolment FFTEs (Home) in Section C Degree Awarded and Graduate Rates (sections). The Academic Program Reports are available online: *http://oipa.info.yorku.ca/i-need-data/*.

Upon review of the cohort (year of admission) data (provided as part of the Data Kit) for each of the past five years for master's programs and ten years for doctoral programs comment on trends, challenges and opportunities with respect to attrition (withdrawal), time-to-completion and graduation. The data should include information with respect to % of admits who have completed by end of year 1, year 2, etc., as appropriate. The above information should be provided for each of the following cohorts:
- Full-time domestic at point of admission
- Full-time international at point of admission
- Part-time domestic at point of admission
- Part-time international at point of admission

6.2 **Financial Support of Graduate Students**

Review and comment on the financial support received by master's students and PhD students in each of the past eight years, identifying trends, challenges and opportunities and any specific action taken by the program to support students.

TABLE 4 - Financial Support of Graduate Students – To be provided as part of the Data Kit.

Master's Students									
	$ Amount of Support From							**Students Funded**	
Year	**External Scholarship**	**York Fellowship**	**Internal Scholarships & Awards**	**TAs**	**RAs**	**GAs**	**Other***	**# of Students Funded**	**Average Amount**
Doctoral Students									
	$ Amount of Support From							**Students Funded**	
Year	**External Scholarship**	**York Fellowship**	**Internal Scholarships & Awards**	**TAs**	**RAs**	**GAs**	**Other***	**# of Students Funded**	**Average Amount**

* Other: Field-work funds, bursaries, other internal support, etc.

6.3 Comment on any initiatives in place to foster the professional development of students in the program, including transferable or career-oriented skills.

6.4 Comment on the employment (or status) of recent graduates from the program. This information should be included as Appendix E.

6.5 Comment on the proportion of graduates who have at least one publication (not an abstract) emanating directly from their graduate work or work accepted for publication. Any information on where student research has been published is extremely useful. This information should be included as an appendix, if available. As well, comment on any special achievements or prizes won for publications or MRPs/Theses/Dissertations.

6.6 Graduate Student Research Funding

Review and comment on the trends, challenges and opportunities related to the student success rates in provincial and national scholarships, competitions, and awards for each of the past eight years. Programs can review the information included in the program data sheet in Section E which provides information about TriCouncil awards and OGS awards over the past eight years.

7. Library Resources

Provide a summary statement from The University Librarian accompanying the discipline/program assessment by the relevant liaison librarian(s). The report should include an overview of relevant library collections financial support, an assessment of relevant collections, descriptions of library services and information literacy activities, and, descriptions of relevant library policies and practices. In cases where related undergraduate and graduate programs agree to a coordinated review, the library section of the Program Brief should include a single discipline/program assessment and summary statement. The Brief may highlight library activities, services and collections specific to the undergraduate and/or graduate program(s), as appropriate.

The Librarian's statement may be included as Appendix G.

8. Quality Enhancement

Provide a description of areas identified through the self-study review process that require improvement, as well as areas that hold promise for enhancement. Describe initiatives or changes planned and/or taken to enhance the quality of the program and the associated learning and teaching environment.

Part II   Appendices

Appendix A – Curriculum map of courses to Program Learning Outcomes to Degree Level Outcomes
Appendix B – Calendar Copy
Appendix C – List of courses with short descriptions.
Appendix D – Student Survey and Student Survey Results (qualitative and quantitative responses)
Appendix E – Graduate Employment Information
Appendix F – Graduate Publications (if available)
Appendix G - Librarian's Statement
Appendix H – Academic Program Report

Part III Curricula Vitae of the Faculty

Although they are part of the Self-Study Report, CVs must be submitted electronically *as an independent document*. Within this document, the CVs should be complied a PDF, which each CV bookmarked in alphabetical order, organized by membership status in the Faculty of Graduate Studies. A table of contents must be included.

Please see the Guide to the Cyclical Program Review, posted on the YUQAP website for more details.

Guide to the Cyclical Program Review York University Quality Assurance Procedures (YUQAP)	Appendix F

Table of Contents

1. Introduction to the Cyclical Program Review Program Brief

Programs under review are responsible for submitting a Program Brief to the Office of the Vice Provost Academic and relevant Dean(s)/Principal by August 15th prior to the expected site visit (Fall term or Winter term). The Program Brief consists of multiple parts. Note: There are Self-Study Report templates for undergraduate programs and for graduate programs, as well as for certificates and diplomas.

- Self-Study Report(s), which includes commentary on quality indicators and outcomes measures
- Appendices
- Curricula Vitae of Faculty

The Self-Study templates are available on the YUQAP website: http://yuqap.info.yorku.ca/. The Self-Study Report should be broad-based, reflective and forward-looking and must include critical analysis. It should explicitly address the evaluation criteria specified in the York's Institutional Quality Assurance Process. To ensure that all of the issues that external reviewers are asked to review are addressed in the self-study report, programs are required to submit the self-study report using the established template.

Section 6 of this document includes a list of important University Documents that will be useful to the program and that are provided by the Office of the Vice-Provost Academic to the external reviewers along with the Self-Study.

The Self-Study Report and all components are forwarded by the Office of the Vice-Provost Academic to the Dean/Principal who in turn must provide his/her the Agenda of Concerns to the YUQAP Office within the four weeks so that it can be given to the reviewers along with the Self-Study documents at least a month prior to the site visit.

2. Cyclical Program Review Self-Study Template (Undergraduate and Graduate)

The Cyclical Program Review Self-Study Templates (both graduate and undergraduate versions) includes questions to guide reflection on program quality, as well as quality indicator data that relates to the questions. The review culminates with the section on Quality Enhancement.

Data should be included as appendices in the order outlined in the CPR. Additional appendices may be included as appropriate.

The Self Study Report must be submitted to the Office of the Vice-Provost Academic as a bookmarked PDF. Each main section of the Self Study Report should be bookmarked, as well as the appendices.

SPECIAL NOTE: Concurrent Graduate and Undergraduate Reviews

Where multiple programs from the same department are undergoing review, and/or when graduate program review is aligned with undergraduate review, each program should respond to the Self Study questions. Programs may have their own self-study document, or may determine that "chapters" in the self-study document are sufficient, particularly where responses to some questions, such as those describing facilities, would have answers in common.

Likewise, it may be possible that one set of CVs is submitted to support all programs, provided that faculty with graduate appointments are clearly identified. A chart may be useful for this.

3. Cyclical Program Review Data Kit

Each Program will be provided with a DATA KIT that includes the information listed below. Normally this kit will normally be available by December of each year. The information is compiled by the Office for Institutional Planning and Analysis (OIPA).

1. Academic Program Report – enrolment and graduation data compiled by OIPA. Available online at any time: http://oipa.info.yorku.ca/i-need-data/

2. Student Profile Report (undergraduate only)

3. Course Instructors and enrolments for last eight years

4. NSSE results – (OIPA – results by program or by program grouping) (undergraduate only)

5. Alumni data

6. CIQ results by Faculty and by Department (broken down by year level) – available through the Online Course Evaluation System (ONCE): http://courseevaluations.yorku.ca/

For Graduate Programs the following data will be provided in the Data Kit:

- Faculty Research Funding
- Cohort Data showing Retention, Withdrawal and Time to Completion
- Financial Support for Graduate Students
- Graduate Student Research Funding

4. Student Survey

For undergraduate programs with 50 or more majors: Before consultants are chosen and a self-study is conducted, a student survey will be administered normally by the Institute for Social Research (ISR). This survey is intended to provide the program with important information about students' responses to the program, their instruction and contact with instructors, and their perceptions of their intellectual growth, increased knowledge, critical skills, etc. ISR will provide units with a report summarizing the results of the surveys which includes student comments which are edited to remove any identifying information.

The student survey consists of an extensive core questionnaire, to which programs can add additional questions. The development of program-specific questions should be completed by the program by the end of November of the calendar year preceding the program review date. ISR can provide guidance with respect to the development of program-specific questions. ISR will not accept requests to add program-specific questions after November 15 in order to ensure that questionnaires are completed by November 30.

The survey is normally distributed in mid-February (just after reading week) of the calendar year in which the program is up for review. Students registered in the program as a major who have completed at least 18 credits by the end of the academic year preceding the program review date are invited by e-mail to participate in the survey, which is web-based. The survey is voluntary and confidential, and the data are held securely by ISR.

Results of the survey are provided to the program as PDF files in April of the calendar year in which the program is up for review and programs may request the (anonymized) data for further analysis or additional tabulations.

The Self-Study Report should include a copy of the questionnaire sent out to students (Appendix x), with an indication of the number and level of the students surveyed and the number of respondents, together with an overview of the results of the survey. The student survey results, including comparative data and, where appropriate, students' written responses should be included with the Self Study Report with the appropriate Appendix Letter.

The student survey data, including major positive and negative indicators that can be drawn from the data, should be analyzed, with the outcome of this analysis included in the Self-Study Report, where and as appropriate. Some overview of the written comments of the students should also be provided in section 3 of the Graduate Self-Study template and Section 5.4 of the Undergraduate Self-Study Template. The outcomes of student responses and various aspects of student opinions should be included for discussion in the self-study as appendices (specified in the templates), and addressed in the Self-Study Report.

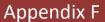**Alternatives to the Student Survey**

Student feedback is important. For undergraduate programs with fewer than 50 majors it is recommended that student feedback be solicited and a record of the proceedings of the meeting prepared to inform the self-study of the student opinions of the program.

Below are some suggestions for alternate options for collecting student feedback. One of the first things to acknowledge is that the way data are collected will need to be transparent (which is easier in a smaller program).

Regular Student Meetings: A program may already have any regular meetings with students, discussion forums, 'town hall' meetings, etc. at special times, where all students are invited to attend (or can be invited to attend) you could use these forums to address some questions of interest for the review. An advance agenda could be posted to encourage attendance. A brief outline of the main aspects of the review for which feedback is sought could form part of an announcement of the meeting. It is important to have one, or better still, two note takers.

Special meetings: Some programs in the past have held pizza and pop lunches where they invited students and talked about the review using a set of questions. These meetings are a bit like having a focus group. It is useful to put the students at ease at the start. Questions are general and not leading. Avoid questions that beg for yes or no answers. Programs may wish to review the Institute for Social Research Moderators Guides, which are posted on the YUQAP website.

Support for Student Meetings: Students may react differently and be more willing to participate if the research is in-house and run by the program.   They may respond more willingly to a request from the program and if the discussion is more of a social exchange. When you pay students for a formal focus group it becomes more like a monetary exchange and this is not advised.

5. Faculty CVs

The Program Brief must include up-to-date CVs for all faculty members appointed to the program under review. CVs must be submitted in a standardized format relevant to the program(s) under review, such as that used by one of the Tri-Councils (CIHR, NSERC, SSHRC). The program(s) under review should agree upon the format prior to sending out a call to its faculty members. Normally, the most recent copy submitted to the Dean's Office will be acceptable.

Related undergraduate and graduate programs in a coordinated review will include in their self-study reports lists of faculty appointed to the respective program. However, only one CV is required from faculty members who are appointed to the undergraduate and graduate programs. (See the graduate self-study template for details on graduate appointments.)

Although they are part of the Self-Study Report, CVs must be submitted electronically *as an independent document*. Within this document, the CVs should be complied as an indexed PDF, in alphabetical order, with a table of contents. Where appropriate, a program may have separate sections for faculty members who hold full-time (including CLAs) positions at York, retirees, and adjunct appointments.

Note: If the review involves a graduate program, the document must also include as an appendix a copy of the program-specific appointment criteria.

Graduate Appointments and Reappointments

In conjunction with a program's cyclical review, the Faculty of Graduate Studies will provide the Graduate Program Director with a list of faculty members appointed to their program, including membership categories and the roles for which they are eligible. This information will be provided to the Graduate Program Director in the Fall of the calendar year preceding the program review dates.

In accordance with Section 4.1 of the Policy on Appointments to the Faculty of Graduate Studies:

> *All appointments to a graduate program shall be reviewed in conjunction with a program's cyclical appraisal. In accordance with cyclical appraisal guidelines and procedures, each member of the program has the onus of establishing that they meet/continue to meet the program-specific criteria for the relevant appointment category. Where an individual does not provide sufficient evidence of meeting the relevant criteria, the program shall approve or recommend for approval changes to the appointment, as appropriate. Submission to the Faculty of Graduate Studies Academic Planning and Policy Committee of a recommendation for reappointment is not required for Full Members and Associate Members who, upon review by the program, continue to satisfy the conditions of a previously approved continuing appointment.*

By June 1st of the calendar year in which the program is up for review, the Faculty of Graduate Studies will require from the program:

- Confirmation that those members with continuing appointments continue to meet the program-specific criteria for the relevant appointment category;
- Updates with respect to changes in continuing appointments where an individual does not provide sufficient evidence of meeting the relevant criteria;
- Recommendation for Appointment Forms and up-to-date CVs for new (i.e. effective July 1 of the calendar year in which the program is up for review) Full Member appointments.

6. University Documents

Some sections of the Self Study Template refer to university planning documents. A list of relevant documents is below. In addition, these documents will be provided to external reviewers when appropriate.

1. Strategic Planning Documents: http://oipa.info.yorku.ca/stategic-planning-documents
    - University Academic Plan
    - Strategic Mandate Agreement
    - Strategic Research Plan (graduate programs)
2. Pan University Bachelor of Arts Structure:
    http://secretariat.info.yorku.ca/files/BAMatrixFinal.pdf
3. Pan University Bachelor of Science Structure:
    http://secretariat.info.yorku.ca/files/BScPanUniversityDLE.pdf
4. Master's Degree-Level Expectations:
    http://gradstudies.yorku.ca/current-students/regulations/degree-types/#mastersexpectations
5. Doctoral Degree-Level Expectations:
    http://gradstudies.yorku.ca/current-students/regulations/degree-types/#doctoralexpectations

In addition programs may wish to include in their Cyclical Program Brief any Faculty or Departmental Plans.

7. Dean's/Principal's Agenda of Concerns

The Self-Study Report and all components are forwarded to the Dean/Principal who in turn provides the Agenda of Concerns in approximately four weeks so that it can be distributed with the Self-Study Brief to the Reviewers at least one month prior to the site visit.

8. Cyclical Program Review and Accreditation

Section 7.3 of the York University Quality Assurance Procedures notes the following:

> *Reviews may also be aligned with professional accreditation. Note that the university reviews are not waived because an externally-commissioned review, such as an accreditation, has recently been conducted. In some cases, the University process may be streamlined by aligning the requirements of the internally and externally commissioned reviews and supplementing documentation as necessary.*

A mapping of accreditation (or other external review) documentation should be provided to guide external reviewers for the YUQAP process to the relevant information for the cyclical program review. Where YUQAP questions are not addressed in accreditation materials (for example, concerns and recommendations raised in previous reviews), the self-study template should be used to prepare the relevant information in the appropriate order.

Aligning site visits for the Cyclical Program Review with accreditation site visits may not work or may not be desirable. Discussion about potential dates should be undertaken with the Vice-Provost Academic early in the review cycle.

9. Site Visit Guidelines for Cyclical Reviewers

When submitting the Program Brief to the Office of the Vice Provost Academic, the program may indicate their preference with respect to the timing of the site visit; i.e. fall or winter term, including recommended date(s). The Office of the Vice Provost Academic will try and accommodate the recommended dates.

After the date of the site visit is confirmed by the Office of the Vice Provost Academic, the senior academic lead of the program(s) under review is responsible for arranging the site visit schedule. The site visit itinerary will be reviewed by the Vice-Provost Academic and who will subsequently send it on to the reviewers.
The reviewers should visit together and attend all relevant campuses. During their visit, provisions must be made for the reviewers to meet with:

- faculty,
- students,
- the relevant Dean(s)/Principal,
- the appropriate subject librarian and the University Librarian
- the Vice Provost Academic, and
- the Associate VP Graduate/FGS Dean for reviews involving a graduate program.

The reviewers must not be split up during the site visit, and will need to have some time during the day when they can meet together privately.   The reviewers may meet with students in a classroom setting and as a separate group. With that in mind, they should arrange for a classroom visit (the professor in the class and the unit members should leave the reviewers alone with the students for about 20 minutes), and a well-advertised general meeting of the reviewers alone with a broad cross-section of students (perhaps over pizza lunch).

The Office of the Vice Provost Academic is responsible for contacting the external and internal reviewers with respect to travel, accommodation, honoraria, travel expenses, etc.

Sample site visit itineraries are available from the Office of the Vice-Provost Academic (yuqap@yorku.ca).

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UNIVERSITY

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Date

Dr. Name
Professor
Department of
York University

RE: Invitation - Internal Reviewer
Cyclical Program Review, <u>Program Name</u>, York University

Dear Dr. Last Name,

I am writing to invite you to serve as the academic internal reviewer for the Undergraduate and <u>Program Name</u> at York University. In accordance with York University's Quality Assurance Procedures (YUQAP), the program has prepared a Self- Study Brief which includes details about the program, its delivery and its learning outcomes, as well as the curriculum vitae of the faculty who teach in the program. In addition to this document, reviewers are provided with University planning documents and the previous Review Committee Report, where applicable.

 We expect the site visit to be two days and to take place during the month of _____ 2017. Should you accept this role, Nina Unantenne, York's Quality Assurance Coordinator, will be in touch with you to confirm the specific site visit dates. As we get closer to the actual date of the site visit, we will also confirm details related to the on-site itinerary.

The internal reviewer serves guide to the culture of the University for the external reviewers and is a signatory to the Review Committee Report. In addition to providing guidance about culture, the internal reviewer will be responsible for making introductions at meetings, taking some high level notes to share with external reviewers, communicating with parties any requests for additional materials, and reviewing and providing input to the draft review report. The internal reviewer should be satisfied that the review criteria have been addressed and that the report reflects the perspectives of the meetings held under the auspices of the review.

The review committee will submit their report to the Office of the Vice-Provost Academic within two months of the site visit.

York University offers an honorarium of **$750.00 CAD** for internal academic reviewers.

I would be happy to discuss this request if you would find that helpful.

Yours sincerely,

Alice Pitt
Vice Provost Academic