

Final Assessment Report

Environment and Business (BES, MEB), Sustainability Management (MES), Economic Development and Innovation (MEDI)

September 2018

Summary of the Program Review:

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the programs (BES, MEB, MES and MEDI) delivered by the School of Environment, Enterprise and Development (SEED). A self-study (Volume I) was submitted to the Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs on August 17, 2016. The self-study presented the program descriptions and learning outcomes, an analytical assessment of these 5 programs (BES has a co-op and regular version), and program data including the data collected from a student survey along with the standard data package prepared by the Office of Institutional Analysis & Planning (IAP). Appended were the course outlines for all courses in the program and the CVs (Volume II) for each full-time faculty member in SEED.

Two arm's-length external reviewers (Volume III), (Dr. Stephanie Bertels, Associate Professor, Simon Fraser University and Dr. Wesley Craig, Professor Emeritus, York University) were ranked and selected by Associate Vice-President, Academic and Associate Vice-President, Graduate Studies and Postdoctoral Affairs, in addition one internal reviewer (Dr. Gerry Boychuk, Professor of Political Science) was selected.

They reviewed the self-study documentation and then conducted a site visit to the University on February 9-10, 2017. The visit included interviews with the Vice-President, Academic & Provost; Associate-Vice President, Graduate Studies and Postdoctoral Affairs; Associate Vice-President, Academic; Dean of the Faculty; Directors of programs, Faculty members and staff, as well as meetings with a group of current graduate and undergraduate students. The external review team also had an opportunity to meet the team of librarians that support the programs.

This final assessment report is based on information extracted, in many cases verbatim, from the self-study, the external reviewers' report and the program response.

Program characteristics:

The School of Environment, Enterprise and Development (SEED) was created in 2009 in order to consolidate undergraduate (UG) and graduate (G) programs in Environment and Business (UG), International Development (UG) and Local Economic Development (G) within a single academic unit. The constituent programs were previously offered at the faculty level without the benefit of a departmental structure.

The creation of SEED has also led to further program development, with the School adding graduate programs in Environment and Business (2010), Development Practice (2012), Social Innovation (2011-2014), and Sustainability Management (2013) in the last seven years. As a result of program growth within the existing programs and the addition of new programs, SEED has been one of the most rapidly growing Schools within the University of Waterloo.

The BES Environment and Business Honours Co-operative program and the BES Environment and Business Honours Regular program are two of several “X and Business” programs at UW which reflect the unique approach to business education UW adopts at the UG level. The Environment and Business (BES) program requires students to take base courses in both environmental studies and in business, as well as a series of courses that are intended to integrate environment and business. The key objective of the program is to produce knowledgeable and experienced graduates who can integrate and translate the tools of business and sustainability.

The Master of Environment and Business (MEB) is aimed at meeting the growing need for business sustainability professionals as a distinct group of knowledgeable, skilled, confident and motivated individuals with the information, tools and expertise to integrate environment with business in very practical ways. The program, which was first offered in Fall 2010, is specifically designed for working professionals and as such, it is offered on-line and on a part-time basis. Since 2015, the program has also been offered on a one year full-time basis.

The MAES in Local Economic Development (LED) program offers a balance of theory and practice, with a strong focus on experiential learning, a central goal of the Faculty of Environment and the University of Waterloo. During the period of time captured in the self-study, the MAES in Local Economic Development nomenclature was changed to a Master of Economic Development and Innovation (MEDI), which recognizes the professional nature of the program and the increased nexus between economic development and innovation studies in the field.

Sustainability Management (SUSM), which was first offered in 2013, is the research-based, standard Master’s program in SEED. SUSM enhances research skills and develops academic knowledge, methods and tools through course work and academic research in sustainability management. As a field of study and research concentration, sustainability management is the development and application of both technical (i.e., life cycle assessment, materials/energy flow analysis, reporting) and strategic (i.e., economic, financial, operational, regulatory) management tools and approach to enhance sustainable outcomes of businesses, organizations and communities.

Summary of strengths and challenges based on self-study:

Bachelor of Environmental Studies (BES) Environment and Business (Honours)

Strengths:

- Integrated nature of program makes it unique in Canada (and beyond) as it treats sustainability and business decisions as necessarily connected
- Interdisciplinary make up of SEED faculty creates learning opportunities that draw on expertise across a range of technical and theoretical perspectives
- The program has a rich diversity and significant depth of courses in sustainability management
- Experiential education opportunities are built into the program (i.e., co-op, capstone project)
- High quality students are attracted to the program
- SEED has established an educational partnership (2+3 collaboration) with Nanjing University of Finance and Economics (NUFE)

Challenges:

- Exposing upper year students to a range of business courses because Waterloo does not have a business school, which would typically offer a wide range of courses
- Some students have indicated that teaching quality is, in places, problematic (breadth and diversity of faculty and nature of curriculum means there is less overlap, administrative and sabbatical leaves require use of sessional lecturers)
- Integration of 2+2 students into overall fabric of program and their ability to find their first co-op job within Canada is an ongoing challenge as these international students have a limited local network, combined with language limitations
- Inability of the faculty members to react more flexibly to new opportunities in teaching as a result of limited capacity, which includes additional business-oriented courses and experiential learning opportunities

Master of Environment and Business

Strengths:

- The MEB is a highly integrated interdisciplinary program where environmental and social justice concerns are treated as core, not peripheral, considerations to business and organizational success

- The program offers students a comprehensive understanding of the business challenges associated with sustainability and provides students with a suite of tools to address those challenges
- The online learning environment is interactive and supportive
- Students have prior work experience and many are working in jobs that have some sustainability component, which helps to enhance the opportunities for peer sharing
- There is good retention in the program and strong student satisfaction

Challenges:

- Enrollment numbers have not reached their potential
- Tuition fees are higher than standard graduate programs in the province
- Degree nomenclature is not sufficiently well known to compete with MBA programs in a market that places a considerable premium on the market recognition of the degree
- At the moment, there is a lack of support and funding for graduate recruitment; recruitment is left up to individual departments and faculties
- Attracting students from other programs to MEB electives remains challenging as they prefer in-person courses and tend not want to enroll in courses during the spring term

Master of Economic Development and Innovation (MEDI)

A number of changes were underway during preparation of the self-study including a change of the degree name to Master of Economic Development and Innovation (MEDI).

Strengths:

- The MEDI program is the only graduate program in its field at a major comprehensive university in Canada; consequently, the program occupies an important role in the professional training of economic development practitioners in Canada
- There are well established collaborations with industry associations, including the Economic Developers Association of Canada, which give MEDI students advanced access to their professional designation
- The strong program curriculum provides students with a theoretical and practical foundation in the field
- Well-developed experiential education opportunities are aligned with professional practice, and appear to result in positive employment outcomes for students

Challenges:

- Enrollment numbers are not as strong as they could be

- As with the MEB, more focused recruitment activities could help increase numbers
- Coordination of content delivery between the other SEED programs could assist in resource use
- Time to completion has been a challenge as students often gain employment which interferes with their ability to complete their choice of either the Capstone Project, Internship, Applied Research Project, or Major Research Paper (MRP)
- MRP requirement has strained the School's supervisory capacity

MES in Sustainability Management

Strengths:

- Strong student demand has resulted in the program reaching a steady state of enrolment in its third year
- The program leverages the Faculty's existing reputation as a leading centre for graduate education in the environment
- Curriculum and teaching within the program have been very well received by students and there is evidence of strong student progression to date
- Strong student uptake and the number of students pursuing doctoral work (5 within first three years of program's existence) have encouraged the development of a PhD program – this will further strengthen research capacity, with consequent benefits for the SUSM program

Challenges:

- Distribution of supervisory workload is uneven
- Student funding is weak as there is no dedicated funding for SUSM students and many students are not prepared early enough to be competitive in SSHRC and OGS funding competitions

Opportunities for SEED Programs:

- The increased emphasis on the transitions to low carbon and green economy positions aforementioned programs as having great salience, particularly for business and government actors
- There is potential to grow the graduate Environment and Business, and Economic and Development Innovation programs

- Outside of classroom, there are important informal opportunities for cross-program interactions that could be taken advantage of that could enhance overall student experience
- The creation of a PhD in Sustainability Management will provide greater impetus for increased research funding, which would spill over to other programs and may provide more opportunities for research-based experiential education in research clusters or labs. However, delivering additional opportunities will be dependent on an increase in faculty capacity.

Summary of key findings from the external reviewers:

Reviewers found the SEED programs to be interesting, substantive, valuable and competently delivered. They also stated that what makes the SEED programs unique and attractive is that it is grounded on a moral vision. It is this vision that sets SEED apart and makes it an attractive educational option to potential and current students and many faculty.

Program response to external reviewer recommendations**Bachelor of Environmental Studies (BES) Environment and Business (Honours)****Recommendations:**

1. Articulate a more coherent narrative about the key learning goals of the program including the perspective, knowledge, and skills that students will have gained by completing it.

Response

In order to address this issue, and based on the University guidelines, the School will initiate a common course outline for SEED courses that includes clear learning objectives, which will enable the School Director and the Program Director to better oversee the implementation of program objectives within individual courses. Appropriate consultation with faculty members on implementing a common course outline will take place before implementing any changes.

2. Review the content in the integrative courses with attention to overlap in content.

Response

The Program Director will hold a one-day curriculum retreat with faculty and instructors to coordinate the integrative course offerings to better avoid redundancy and to promote coverage of the program's learning objectives.

3. Add a more deliberate reflection on students' applied learning in the integrated courses in the program (those over which you have control).

Response

Reflection and integration of applied learning (chiefly, co-op work experience) is largely addressed through work term reports, which have been the subject of much discussion within the Faculty and the University at large. This discussion is ongoing and any new initiatives may help to address the need for more deliberate reflection on applied learning. These discussions are being led by the Assoc. Dean UG of the Faculty and are expected to result in new recommendations by the Winter of 2018.

Addressing this issue in course settings creates some challenges due to the diversity of co-op placements in which students tend to participate. The central avenue for consolidating applied learning within the program is through ENBUS 402, a final year capstone course that pairs student teams with outside clients to conduct an eight-month research-based consulting project. This opportunity is not tied directly to co-op, but leverages the professional skills and workplace knowledge gained on placements. In other courses, greater awareness of the particular placements may assist instructors in knowing how to draw on student workplace knowledge. Incorporating assessment opportunities that more explicitly draw on these skills and knowledge may also assist in reinforcing the link between program objectives and co-op placements. The School will explore ways to improve these links and will seek to identify opportunities within specific courses to introduce elements that draw on workplace-classroom connections.

4. Work with the co-op office to improve the availability of relevant co-op placements for ENVBUS students.

Response

The School has been active with the Centre for Cooperative Education and Career Action (CECA) in helping to facilitate the development of relevant co-ops for EB students. For example, past activities have included meetings with co-op job developers to discuss employment opportunities in the sustainability field, including bringing in employers to discuss their perspectives on the field and employer requirements. We have found CECA to be very receptive to these initiatives, which have been received positively by employers. We will continue to work with co-op on these types of initiatives, and to provide CECA with our understanding of the emerging and expanding set of opportunities in the sustainability area.

5. Better track student outcomes beyond graduation including more data on employment after six months and two years after graduation; post graduate study; and alumni reports on program quality.

Response

Tracking student outcomes after graduation is extraordinarily important for the School, in that it greatly assists us in our ability to market programs to students and employers and to ensure strong links between student opportunities and outcomes and our program design. Typically, the task of tracking these outcomes is performed by the Faculty and University alumni relations staff. It must be borne in mind that due to the relatively short amount of time that SEED programs have been in existence that the number of alumni is much smaller than more established programs. The data we receive for our programs is improving yearly and we see no reason to seek changes to the way in which the University gathers and shares this information.

6. Contribute to the development of a common pool of core business courses such as courses in both macro and micro economics, financial and managerial accounting, operations management, data and decisions, marketing, business communication, and project management.

Response

This issue was addressed comprehensively in the report prepared by the UW Business Working Group entitled “Business at Waterloo Programs: Current State and Future Opportunities”, (delivered May 5, 2017 – after the completion of the Reviewers report). The School has identified areas, such as strategy and marketing, which it can contribute to the core business offerings of the University. Further progress on this issue will be taken-up by the implementation of the report’s recommendations, with the Associate Director Undergraduate Studies and the EB program’s academic leader being responsible for progress, which is ongoing.

7. Consider introducing a more ‘integrative’ course in second and third year.

Response

The suggestion of moving the current integrative course (ENBUS 112) to an upper year (second or third) will be evaluated by the School. At the time ENBUS 112 was created we were responding to student concerns that the first year curriculum did not have enough integrative content (there is one other integrative course – ENBUS 102 – in the first year). There are existing integrative courses in second and third years (ENBUS 202 and 302).

8. Consider developing streams within the program.

Response

The EB program has identified thematic areas in the past, but we moved away from this approach as it was a challenge to resource multiple areas of focus and student demand for specialization at this level was low. Students who are interested in particular sub-fields of sustainability management can take electives to gain the knowledge and skills they seek. As

noted by the reviewers, sustainability management is a very new and dynamic field, and identifying streams at the current time may reduce our ability to respond to developments in the field.

Specialization is more expected at the graduate level. Our goal at the undergraduate level is to ensure students have a comprehensive understanding of the field. Our preferred approach is to identify key areas for new electives, including providing electives that have cross program appeal. At this stage, the School does not feel that developing streams would be desirable.

Master of Environment and Business

9. Revisit the curriculum map with attention to setting out a clearly sequenced set of learning objectives around knowledge development, knowledge mastery and knowledge application.

Response

The reviewers identified that there was some ambiguity and overlap in terms of mapping the program objectives with the learning objectives in specific courses. We agree that it would be beneficial to revisit this exercise, particularly as the program has developed new online courses in the past twelve months. The MEB Program Director initiated this exercise in Fall 2017. To be clear, the reviewers note that the overall program objectives are sound, so the exercise is not to engage in a full curriculum review, but rather a sequencing of learning objectives and to course learning outcomes.

10. Tie key assessments to key learning objectives so that future self-assessment reports can comment on student performance in meeting key learning objectives.

Response

This comment is related to the above recommendation. It is current practice to complete an incoming and an outgoing assessment of students based on the current learning objectives. When the learning objectives are fully revised, the assessment surveys will also be revised. The outgoing assessment results were not included in the last self-assessment report, but they can be in the future.

11. Tighten up admission requirements with respect to prior work experience

Response

The School currently carefully considers work experience as part of its admission process. The requirement is three years of prior work experience. At the time of the evaluation we were
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experimenting with allowing applicants with a highly relevant co-op degree (and the related co-op work experience) to be considered. We have since tightened this up as recommended by also expecting applicants to be working full-time in a sustainability related position, and we will only accept them into the part-time program.

12. Develop recommendations for how students can supplement the Learning Management System interface to enrich their interactions as a cohort.

Response

Recommendations 12, 14 and 15 address the management of the online learning environment. The recommendations suggest the need to improve the degree of interaction within courses and among students in the online environment. This is, of course, a key challenge in any online program, particular where the program is delivered asynchronously. Currently, as course are developed and revised, instructors work intensively with staff from the Centre for Extended Learning, and new elements are added on an ongoing basis. The Program Director has been especially vigilant in staying up-to-date with new developments and learning techniques in this area. What the reviewers recommend largely describes current practices. The key improvement we can make to address these issues is to ensure that instructors, the program director and CEL are sharing successful innovations and discussing strategies to best engage students in online learning environments. Outside the online environment, the MEB program promotes the June milestone and the Globe conference as valuable inter-cohort networking opportunities. Also, each cohort creates their own engagement mechanism. The last two cohorts have used WhatsApp, and the years before that used Slack and Facebook. This is not supported by the program as we think it is ideal that the students communicate without professors or staff present. We do let incoming cohorts know what past cohorts have done. We are told that these social media groups are very active.

In terms of leveraging content between programs, all of the MEB electives are open to non-MEB students, and we run parallel versions of the core courses for non-MEB students. For the most part, the take up of these courses has been by research students (SUSM), but certain courses are taken by MEDI and other students. We are experimenting with some more modular content that could be used across programs; for example INDEV 617 is a new field course in India that is popular with MEB students. With the addition of more online degrees at the University of Waterloo - including in climate risk management, green energy, and planning - our online courses are seeing increasing demand from other departments.

13. Incorporate a visit from the librarian into the introductory in-person module that is
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linked to a deliverable (so that students have an opportunity to apply the knowledge provided).

Response

This recommendation is already largely implemented in current practice and hence was not pursued. The assessment of the in-person lessons occur a few weeks later in ENBUS 602.

14. Consider how the LMS could be enriched to provide a richer, more interactive experience.

Response

See 12 above.

15. Consider how this online content could be leveraged to enhance learning in your other programs.

Response

See 12 above.

16. Consider how some of the course content in other programs (for instance, MEDI) could be leveraged into this program.

Response

MEB students are free to take electives in other programs; the challenge is developing content that can be delivered across multiple platforms. To date, we have initiated meetings among Graduate Program Directors to assess the potential for sharing resources, including online deliveries, and we will continue to do. The current entrepreneurship course (ENBUS 612) does incorporate some aspects of economic development and innovation. These opportunities will be monitored for potential future incorporation.

MES in Sustainability Management

17. Provide more up-front support in planning for electives (consider creating guidance on electives streams in Life Cycle Assessment (LCA), responsible finance and community economic development)

Response

The School has developed a list of electives, but will revisit the list to clearly indicate the relevance of certain courses for various research interests.

18. Examine whether more 'management' content is needed in the curriculum

Response

Currently management content is available through MEB course offerings. We will review the need for more generalized content provided in an in-person delivery format. The feasibility of delivering a new course is resource dependent.

19. Consider adding a mandatory research statistics course

Response

The School does not agree with the recommendation for a mandatory research statistics course. The reasons are twofold: (1) students come to the program with a variety of backgrounds and those with statistical skills should not be required to take a further mandatory course; and (2) the program encourages students to use a wide range of research methods, some of which do not require statistics but do require other research methods and analytical skills. In this context, SUSM 603 Research Methods for Sustainable Management is intended as a broad survey course that reflects the diversity of research methods available to students who will undertake their thesis research on a variety of subjects. Students can therefore take elective courses in those research methods that suit their research ambitions and which are offered elsewhere in the Faculty and University.

Master of Economic Development and Innovation (MEDI)

The MEDI program underwent significant revision after the self-study was completed, but prior to the site visit. The Reviewers report accounted for the changes to the program.

20. Clarify who will provide administrative support for the capstone and internships.

Response

At the time of the site visit, the School's Experiential Learning Coordinator (ELC) was on parental leave and some of her duties had been transferred to the Economic Development Program (EDP) Outreach Manager. It is expected that the ELC will be the primary administrative support person for MEDI capstone projects, with some support from the EDP Outreach Manager. The MEDI Program Director will work with the SEED Director and EDP Director to confirm arrangements and division of labour.

21. Work with graduate studies to seek out additional funding to replace the TA funding.

Response

Student funding allocations are determined at the Faculty level via the Associate Dean, Graduate Studies (AD-G). The MEDI Program Director worked with the AD-G to arrive at a funding model for this year that is consistent with other professional programs in the Faculty. MEDI also has a scholarship fund provided by the EDP to assist with recruitment. These funds are carried over annually if unused (for example, if highly qualified prospective students decline offers).

Several emerging initiatives, including international partnerships and changes to the University's approach to graduate funding, may alter the funding landscape. The MEDI Program Director will continue to work with the SEED Director and AD-G to explore other funding opportunities and monitor the impacts of funding on application rates and enrolment outcomes.

22. Consider making the land planning course mandatory.

Response

Currently, MEDI students have 6 required courses and 2 electives. Thus, requiring an additional course may add too much rigidity to the students' schedule, especially since the land planning course (ECDEV 612) is scheduled and resourced by the School of Planning, with a cross-list to an undergraduate class. MEDI will highly recommend the land planning course as an elective and work with the School of Planning to ensure that the course remains accessible and available to MEDI students.

23. Consider creating opportunities for more interaction between planners and the economic development program (for instance, working through case studies from both perspectives).

Response

There is a strong connection between planning and economic development in both theory and practice. Indeed, in the US and in other places, economic development courses are often embedded in planning programs. MEDI's strongest students often have a planning background. MEDI will explore short-term and longer-term ways to create interactions with planning students. Given the relationship between these domains in theory and practice, the MEDI Program will explore ways to build and enhance partnerships with the School of Planning and ensure that MEDI students engage with planning ideas. MEDI students will be encouraged to taking planning courses as electives. MEDI instructors will be asked to consider ways to include planning content in their courses and curriculum, including designing cross-disciplinary activities. The MEDI Program Director will discuss the availability of PLAN courses to MEDI

students with School of Planning, explore cooperation related to generating course-based and capstone projects, as well as ensure that MEDI students are invited to participate in Planning-related events.

Other Recommendations from External Reviewers

The reviewers identified some other more general recommendations, which applied to the programs under review as a whole. One set of recommendations was largely definitional and oriented towards the broader vision and approach within the school towards sustainability management. The reviewers framed these comments in terms of one of the areas that the School sought some advice from the reviewers; namely, whether there was benefit in considering a move to more recognized business degrees in our programs, such as MBAs or B.Comms. It ought to be noted that the advice sought was solicited prior to the Business at Waterloo Report referenced above, which has provided much greater clarity to the institutional approach to business at the University. SEED, in agreement with the reviewers, is of the view that the current approach, which strongly differentiates its approach from business schools, is the best pathway for the School and its programs.

As part of this discussion questions were raised about the need to further develop and define the concept of “business” and “sustainability” in the context of the School’s broader vision. The School has carefully developed a vision and mission statement through its strategic planning and believes that the level of specificity is appropriate.

The reviewers also generalized two of their recommendations to apply to all SEED programs:

24. It is recommended that SEED establish a common format for outlining learning objectives for programs, for curriculum mapping against these core learning objectives as well as a common format for course outlines. For instance, course outlines should consistently include includes course goals, course descriptions, and learning objectives linked to their associated learning assessments and ideally, rubrics of assessment.

As discussed above this is a valuable recommendation and the School will explore its implementation across the School.

25. While there is an emphasis on the application of knowledge in all of the programs, there appears to be a need to make more space to deliberately incorporate reflection on the application of that knowledge into all of these programs.

Similarly, the School agrees that reflection on applied learning, which is a constituent part of all our programs, is critical. There are activities, such as work term report changes, that are

being considered at the Faculty and University levels. The School will seek incremental improvements to achieve this goal on an ongoing basis as part of these wider initiatives.

Recommendations that were not selected for implementation:

11. Tighten up admission requirements with respect to prior work experience.
12. Incorporate a visit from the librarian into the introductory in-person module that is linked to a deliverable (so that students have an opportunity to apply the knowledge provided).
18. Consider adding a mandatory research statistics course

Response

Recommendations 11 and 12 have been addressed; recommendation 18 is not being implemented for the reasons articulated.



Implementation Plan:

	BES Environment & Business Recommendations	Follow-up	Resp.	Time
1	Articulate a more coherent narrative about the key learning goals of the program including the perspective, knowledge, and skills that students will have gained by completing it	A common course outline that includes clear learning objectives will be implemented, with appropriate consultation with faculty.	SEED Director & Program Directors	Winter 2018
2	Review the content in the integrative courses with attention to overlap in content	This will be discussed at our ENBUS faculty and staff retreat in June 2017.	BES Program Director	Summer 2017
3	Add a more deliberate reflection on students' applied learning in the integrated courses in the program (those over which you have control)	There are plans to integrate reflective exercises about co-op placements into the new structure for co-op reports. These revisions are being implemented at the faculty level and are set to be in place by the beginning of 2018.	BES Program Director, in consultation with Assoc. Dean UG	Winter 2018
4	Work with the co-op office to improve the availability of relevant co-op placements for ENBUS students	Our experiential learning coordinator continues to have discussions with CECA about increasing the number and type of co-op positions that are related to the ENBUS program. We are also looking at opportunities for ENBUS related co-op positions through our alumni network (which is still young but rapidly growing).	Experiential Learning Coordinator	ongoing
5	Better track student outcomes beyond graduation including more data on employment after six months and two years after graduation; post graduate study; and alumni reports on program quality	Ongoing.		ongoing



6	Contribute to the development of a common pool of core business courses such as courses in both macro and	Address in Business at Waterloo Report (May 2017). Report Implementation in the hands of senior administration.		
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Master of Environment & Business		Follow-up	Res.	Timing
9	Revisit the curriculum map with attention to setting out a clearly sequenced set of learning objectives around knowledge development, knowledge mastery and knowledge application	A limited mapping of program objectives to course learning outcomes to ensure clearly sequenced objectives.	MEB Program Director	Complete Winter 2018
10	Tie key assessments to key learning objectives so that future self-assessment reports can comment on student performance in meeting key learning objectives	Included in follow-up to above.		
11	Tighten up admission requirements with respect to prior work experience	No follow-up required		
12	Develop recommendations for how students can supplement the LMS interface to enrich their interactions as a cohort	The MEB Program Director will survey existing MEB students on potential improvements for engagement and discuss strategies with CEL and MEB instructors.	MEB Program Director	Discussion completed Winter 2018, implementation ongoing.
13	Incorporate a visit from the librarian into the introductory in-person module that is linked to a deliverable (so that students have an opportunity to apply the knowledge provided)	Current practice meets recommendation. No follow-up required.		



14	Consider how the LMS could be enriched to provided a richer, more interactive experience	See recommendation #12 above		
15	Consider how this online content could be leveraged to enhance learning in your other programs	See recommendation #12 above		
16	Consider how some of the course content in other programs (for instance, MEDI) could be	The SEED Director and relevant program directors will continue to meet to assess opportunities to leverage	SEED Director	ngoing

MES Recommendations		Follow up	Resp.	Timing
17	Provide more up-front support in planning for electives (consider creating guidance on electives streams in LCA, responsible finance and community economic development)	The existing list of electives will be revisited and placed on SUSM website.	MES Program Director	Fall 2017
18	Examine whether more 'management' content is needed in the curriculum	The adequacy of current offerings within MEB will be reviewed.	MES Program Director	Fall 2017
19	Consider adding a mandatory research statistics course.	No follow-up required.		



LED (MEDI) Recommendations		Follow up	Resp.	Timing
20	Clarify who will provide administrative support for the capstone and internships	The ELC will be the primary administrative support person for MEDI capstone projects, with some support from the EDP Outreach Manager.	MEDI Director to work with SEED Director and EDP Director to confirm arrangements and division of labour	Fall 2017
21	Work with graduate studies to seek out additional funding to replace the TA funding	MEDI Director to work with SEED Director and Dean’s Office to explore additional funding opportunities and monitor impact of funding on enrolment outcomes.	MEDI Director and SEED Director	ongoing
22	Consider making the land planning course mandatory	MEDI will highly recommend the land planning course as an elective, but adding a further required course will impose too much rigidity in program. MEDI Director to discuss scheduling of ECDEV 612 with School of Planning to ensure it is available to MEDI students.	MEDI Director	October 2017 (prior to scheduling of Winter 2018 courses)
23	Consider creating opportunities for more interaction between planners and the economic development program (for instance, working through case studies from both perspectives)	<p>MEDI Director to discuss availability of PLAN courses to MEDI students with School of Planning, explore cooperation related to generating course-based and capstone projects, as well as ensure that students are invited to Planning-related speaking events.</p> <p>MEDI Faculty Instructors will also explore whether there are opportunities to include planning related issues in the required courses.</p> <p>In the longer term, MEDI faculty will give consideration for further partnerships and integration with the School of Planning.</p>	MEDI Director	Summer 2018 and ongoing



SEED Recommendations	Follow-Up	Resp.	Time.
24 It is recommended that SEED establish a common format for outlining learning objectives for programs, for curriculum mapping against these core learning objectives as well as a common format for course outlines. For instance, course outlines should consistently include includes course goals, course descriptions, and learning objectives linked to their associated learning assessments and ideally, rubrics of assessment	See recommendation #1 above.	SEED Director	Winter 2018
25 While there is an emphasis on the application of knowledge in all of the programs, there appears to be a need to make more space to deliberately incorporate reflection on the application of that knowledge into all of these programs	See recommendation #3 above	SEED Director to follow up with Assoc Dean UG	Winter 2018

The Department Chair/Director, in consultation with the Dean of the Faculty shall be responsible for monitoring the Implementation Plan.



Date of next program review: _____ 2024
Date

Signatures of Approval:

Chair/Director *[Signature]* 10 OCTOBER 2018.
Date

AFIW Administrative Dean/Head (For AFIW programs only) Date

Faculty Dean *[Signature]* Oct 10/18
Date

[Signature] October 18, 2018

Associate Vice-President, Academic (For undergraduate and augmented programs) Date

[Signature] October 18, 2018

Associate Vice-President, Graduate Studies and Postdoctoral Affairs (For Graduate and augmented programs) Date