

Two-Year Progress Report International Development (BES) and Master of Development Practice (MDP) October 2020

Background

The Bachelor of Environmental Science (BES) in International Development (INDEV) and the Master of Development Practice (MDP) delivered by the School of Environment, Enterprise and Development (SEED) were assessed jointly at the last program review, which was completed in July 2017. Final Assessment Report for International Development and Development Practice (MDP) was approved at June 2018 Senate Undergraduate Council (SUC) and presented for information to Senate in September 2018.

Several strengths and weaknesses were identified for each of the two programs. Recommendations for addressing the weaknesses of the program are presented below along with an update on the implementation plan. Any deviations are presented below.

This report is structured as follows:

- International Development (BES) Recommendations
- Master of Development Practice (MDP) Recommendations
- Overall Recommendations
- Updated Implementation Plan (table format)

Progress on Implementation Plan

Bachelor of Environmental Science (BES) in International Development (INDEV)

1. A review of the curriculum to evaluate whether all core courses are required, particularly across the first two years of the degree.

Status: completed

Details: The reviewers noted that the number of courses that focused on international development specifically appeared low, although the program requires 24% of the courses in this area. The reviewers also note the desire for more courses in the natural environment and humanities.

The current balance reflects the desire of the program to include several practice-based courses that provide skills in economics, marketing, accounting and entrepreneurship

that are an integral part of development practice, as well as providing some fundamentals in environmental science and quantitative analysis. Elsewhere in the report, the reviewers comment positively on the balance of knowledge-based courses in international development and skills-based courses that promote professional development.

Within this context, SEED implemented a limited curriculum review in the 2017 /18 academic year with the specific intention of considering the following:

- a. The structure of the practice stream course in 4th year to mitigate heavy assessment burden and better satisfy the work placement experiential and professional learning objectives
- b. The appropriate balance between development courses and other practice-oriented offerings, and the need for more humanistic offerings

The appropriate course support for the research stream

We report on (a) and (c) when discussing recommendation 4 and 6 below. With regards to (b) we concluded that the balance is already sufficient.

2. An increased focus on identification and use of appropriate electives to more systematically make up for shortfalls in what the faculty are able to deliver, given capacity constraints within SEED.

Status: **ongoing**

Details: A review was undertaken in 2017, and the program advisor stays up-to-date on potential and suitable electives across campus.

A curriculum mapping exercise is underway and expected to be completed in 2021 (delayed due to COVID). Through this process the School will identify redundancies and gaps in the program as well as look to develop a framework for better communicating program objectives and how these map onto our various course offerings. In addition, we will also be identifying and articulating the depth of engagement by students across those various concepts or skills from “knowledge of” through to “mastery of”.

3. The establishment of a new 2nd year winter term course in critical thinking to more effectively transition students from the 2nd to the 3rd year.

Status: **completed**

Details: The reviewers noted that there is a significant gap between second and third year related to increased critical and theoretical expectations that could be addressed by introducing some of these more advanced concepts in second year. In order to address this recommendation, and in the context of the curriculum review, the sequencing of Culture and Ethics (INDEV 300) and Development Agents (INDEV 302), which were

formerly sequenced in 3a and 3b respectively, were changed. INDEV 300 is now taken in 2a and INDEV 302 remains in 3b. By early accounts, the students have responded positively to this change and feel that there is adequate bridging between the depth and breadth of content between 2nd and 3rd year.

4. A reduction in the assessment intensity of the 4th year experiential in-field placement in the practice specialization.

Status: completed

Details: SEED considered this recommendation ahead of the curriculum review, and has addressed assessment burden in the field placement. The field placement assessment now focuses on professional development in the context of the work placement, which aligns with the pedagogical aims and outcomes of the eight-month field placement. While on placement, students are not expected to complete course work that would otherwise impede their ability to be fully present in their placement. Furthermore, students are also discouraged from taking additional courses offered through CEL or elsewhere. Students have responded positively to these changes and this is reflected in the very high caliber of their professional reporting, including of their contributions to the INDEV Capstone held annually on campus at the end of their placements.

5. Consider moving the in-field placement to terms 4a and 4b, (summer and fall of final year) so that students returning from the placement have a full term of post-placement courses that are better able to take full pedagogical advantage of students' placement experiences.

Status: not selected for implementation

Details: SEED has not pursued this suggestion, as it is not practical to implement, given the course design, resource constraints and the need to coordinate with field partners. Instead, the learning outcomes of the field placement have been modified to ensure reflection and learning, as noted above under recommendation 4.

6. The introduction of a 3rd year course in research design, research epistemology and research methodology for students entering the research specialization of INDEV.

Status: completed

Details: The original plan was to integrate the INDEV students with the Environment and Business course, *Research Design* (ENBUS 306). However, this was rejected as the needs for producing a thesis (i.e., INDEV) versus completing a capstone project (i.e., ENBUS) were different. Therefore, as part of the thesis stream, *Honours Thesis: Project Preparation* (INDEV 490A) has been taught as a survey methods course to prepare the students for completing their thesis.

7. Consider ways in which students in the research specialization can take part in faculty research, perhaps by introducing a course for credit in which research specialization students act as research assistants to faculty.

Status: **completed**

Details: Providing credits for taking on research assistantships is likely to create administrative and pedagogical concerns. However, and as a trial, the School has allowed two groups of INDEV students to participate in the ENBUS 402 capstone project with international development-related clients. The ENBUS 402 A/B course is experiential learning course where student in groups and guided by their course instructors, work with real companies, governments, or NGOs and help them solve sustainability-related problems. Based on the success of this trial, SEED is planning to offer this option on an ongoing basis as one of three (in addition to the field placement and thesis streams) to provide students who wish to engage in experiential learning but are unable or unwilling to travel overseas for placement. This option was added to the calendar in Fall 2020.

8. Consider the use of an expanded array of electives, as noted in 2 above, to enable a taught (non-field placement) specialization of INDEV.

Status: **completed**

Details: Although our response as indicated in the FAR is that we do not believe that a third stream is a viable option, the School has subsequently been exploring whether or not to provide a third option for our students. This would be an experiential pathway, but without the field placement. Under this model, students who are unable to attend the field placement would be able work with other INDEV students on a development project under the ENBUS 402 capstone project course as discussed in #7 above. This would allow those students who want a full immersion experiential learning experience, but who are unable to go overseas, to be able to get that opportunity. This change took effect Fall 2020.

9. Consider ways in which students in the research and taught specializations can be given international exposure through an international short course option or by partnering with another university that offers an international short course option.

Status: **completed**

Details: An environmental scan of other university offerings of short international courses showed that some universities do offer related options. However, managing these options at a program level for our cohort would prove burdensome and take resources away from what are our existing and key areas of INDEV. However, students who identify such courses can present these as options to the School, for consideration on a case by

case basis. In addition, there is flexibility to do this through the program's requirement for community service. We have therefore moved to allow students greater flexibility in the selection of their community service opportunity. This enables students to fit this requirement to their interests, which not only helps them build some knowledge and skills in an area that is of interest to them but also improves their level of commitment toward this requirement.

10. The marking rubric that is being introduced by INDEV is strongly supported by the External Reviewers as a way of ensuring not only evaluative consistency across faculty members but also improving the management of student expectations over the course of the degree.

Status: **completed**

Details: We continue to use the SEED grading rubric as the guide for INDEV marking as well as all programs within the School.

11. Ensure procedures are put in place so that core faculty rotate teaching in the 3rd and 4th years

Status: **in progress**

Details: In our view, the dissatisfaction expressed by students was focused on the academic requirements while they are in the field – this was seen as onerous and detracting from the experiential experience. These requirements have been restructured so that the field placement assessment methods more properly align with the program and university's experiential work placement learning objectives (see recommendations 1 and 4 above). In addition, a new faculty member teaches INDEV 476, 401, and 402. Course instructors and their pedagogy are being considered in our curriculum mapping exercise, which is currently underway (see recommendation 2 above).

Master of Development Practice (MDP)

Recommendations

1. A review of the curriculum to evaluate whether all core courses are required, particularly across the first two years of the degree.

Status: **in progress**

Details: The review of the curriculum is underway and has as its main goals the following points, which are reported now below:

- i) Assessing whether the current course requirements are too onerous
The review indicates that the course requirements are not overly onerous, within the overall objectives of the program. However, we did determine that the workload is

significant. As a result, we have modified the program so that the Fall term now has four required courses (not five), with the Winter term having five required courses. In addition, students are able to select a graduate economics course that is of interest to them, thus providing some flexibility in meeting this requirement.

ii) Balancing the availability of electives for students

The program and/or the School is unable to provide a full suite of MDP-specific electives to meet all students' needs. Therefore, and in keeping with the original design of the program, students are able to select electives from within and outside the School, thus providing a substantial number of course options and flexibility (especially for online options). This has successfully broadened access to courses and has helped students package courses that they are interested in. This approach is working well and students benefit from the flexibility it offers.

iii) Assessing the balance between skills based learning and other (theoretical) material

The students continue to express an interest in skills, and in particular, for project management and monitoring and evaluation. Therefore, in addition to the current three skills workshops offered as milestones, discussion is underway regarding the option of a full course on project skills.

iv) Leveraging the field placement experience for reflection and pedagogical purposes in final term of program

This element is still considered important, but is logistically challenging as students do not all return to campus; for example, some elect to take their final three elective courses as online offerings. Nonetheless, the discussion of how to meet this objective is ongoing.

2. A review of course assessment in order to ensure that all courses have some element of skill-building based assessment built into the curriculum; and/or that skills-focused courses be added as elective offerings so students could potentially graduate with serviceable skills relevant to potential governmental and non-governmental development organization employers.

Status: **in progress**

Details: As noted above (recommendation 1(iii)), a stand-alone skills-focused course is under discussion and design.

3. The development of a capstone experience that draws students together at the end of their course of study to critically reflect upon their learning.

Status: **in progress**

Details: As noted above (recommendation 1(iv)), this element is still considered important, but is logistically challenging as students do not all return to campus; for

example, some elect to take their final three elective courses as online offerings. Nonetheless, the discussion of how to meet this objective is ongoing.

4. The development of a curriculum map for the MDP, to better explain the logic of the program to students and in so doing better manage expectations.

Status: **in progress**

Details: The School has discussed the curriculum map with CTE and received guidance accordingly. However, it was decided to prioritize the undergraduate INDEV curriculum map, which is expected to be completed this year (2019). Based on this experience, the MDP map will be done in 2020. Notwithstanding the absence of a comprehensive MDP map in the interim, we believe that the broad structure and content of the program remains readily available and understood by prospective and current students. Because the MDP is a member of the Global MDP Association, there are four core subject areas that the program covers, and these are detailed at the program and the global levels.

5. Priority consideration be given to ways in which the marketing of the MDP can be improved.

Status: **ongoing**

Details: Since the review and the implementation plan were completed, the Faculty has created a graduate recruitment office. The responsibility of recruitment now rests with this office. The School has been centrally involved in a new recruitment strategy with this office, which includes a dedicated LinkedIn campaign focusing on the MDP. While it is still too early to measure the results, this is an active and ongoing strategy.

INDEV and MDP Recommendations

1. A review of the curriculum to evaluate whether all core courses are required, particularly across the first two years of the degree.

Status: **ongoing**

Details: The concern that there is a lack of integration of the INDEV and MDP students which the University/SEED should address in order to strengthen the sense of community among international development students at the University, and which can reinforce complementarities between the two programs, is being considered. The three points made are reported on below:

- i) Having MDP students returning from their experiential in-field placement present critical reflections on their placement experiences to the INDEV students preparing to go on their in-field placements. This should be integrated into the MDP curriculum as a skill-development opportunity.

The timing of MDP students return from the field does not allow for a structured way of connecting outgoing INDEV students with the returning students. MDP students return in September, and the INDEV students' complete classes in July and leave for their placement at the start of the Fall term. These are sequencing constraints that have made this recommendation impossible to implement. Nonetheless, the travel restrictions and move to online placement delivery due to COVID-19 has resulted in new opportunities for these two student groups to interact. This is a novel situation and therefore not a formal part of the program as yet; however, joint events have been hosted and are planned for the current academic year.

- ii) Having INDEV students returning from their experiential in-field placement have MDP students as key members of the audience and commentators during their capstone week activities. This should be integrated into the MDP curriculum as a skill-development opportunity.

As noted in point (i) above, there are further timing constraints that make this impossible to implement. MDP students depart at different times, close to the end of the Winter term or early Spring term. The INDEV students return towards the end of the Winter term (April). There is no systematic way to sequence an overlap each year as the recommendation suggests. However, all MDP students are invited annually to participate in the INDEV Capstone, and some do attend who are available at that time. Again, as noted above, the new online environment is increasing opportunities for students to interact that do not require a physical presence. The learning from this situation will be important in thinking through future opportunities for students to interact.

- iii) Find ways to encourage stronger participation of MDP students in the annual INDEV student conference, as presenters, discussants, and organizers.

The INDEV students who organize the annual conference invite MDP students each year to the event. As one way of encouraging MDP participation, INDEV organizers have invited MDP students to participate as speakers. This is an example of ongoing effort to involve the MDP students on an annual basis.

2. Independently of any University intervention, both INDEV and the MDP need to seriously deal with issues around Indigeneity, which are only very weakly represented in their curricula.

Status: **ongoing**

Details: Progress on this issue of Indigeneity and the institutional responses to the TRC continue to be addressed at the University and Faculty level, where appropriate resources

can be found to implement these requirements. The Faculty and University have a growing number of courses that focus on Indigenous issues, which will be identified within the curriculum mapping, scheduled for 2020. Efforts will be made to ensure that the development dimensions of Indigenous issues are addressed as part of core curriculum, but under the guidance of our Faculty and University initiatives. Current faculty teaching on the MDP do bring their own perspectives regarding Indigeneity to their curricula. However, we have decided that expert, external input is required to strengthen the indigenization of the curricula (in progress in consultation with the Dean of Environment).

Circumstances that have altered the original implementation plan: As of July 1st, 2018, the School amalgamated two Undergraduate Program Director roles into the Associate Director, Undergraduate. Simultaneously, the Graduate Program Directors amalgamated to create two Associate Director, Graduate Studies positions (one to oversee the research programs and the other to oversee the professional programs). While these changes have not resulted in significant variance on the implementation plan, it has been helpful to identify opportunities for greater synergies across our undergraduate and graduate programs. Over the current year (2020), the goal was to complete the curriculum mapping exercises for INDEV and to begin the same for the MDP, in order to update our curriculum reviews as well as continually seeking opportunities to identify redundancies and gaps within the programs. The global COVID-19 pandemic has slowed program review progress. The INDEV review is nearing completion (expected in Winter 2021); the MDP review has stalled due to capacity constraints with adjustments to the new online environment, but is expected to resume in Winter 2021.

Updated Implementation Plan

| | INDEV Recommendations | Proposed Actions | Responsibility for Leading and Resourcing (if applicable) the Actions | Timeline for addressing Recommendations |
|----|---|---|--|---|
| 1. | A review of the curriculum should be undertaken to evaluate whether all core courses are required, particularly across the first two years of the degree; | SEED implement a limited curriculum review in the 2017 /18 academic year with the specific intention of considering the following: a. The structure of the practice stream course in 4th year to mitigate heavy assessment burden and better satisfy the work placement experiential and professional learning objectives (see recommendation 4 below) b. The appropriate balance between development courses and other practice-oriented offerings, and the need for more humanistic offerings c. The appropriate course support for the research stream. | INDEV/MDP Curriculum Committee, led by the Associate Director, Undergraduate Studies | Completed Limited curriculum review commenced Fall 2017 and completed April 2018 See 4 and 6 below for details on 1a. and 1c. |
| 2. | Increase the focus on identification and use of appropriate electives to more systematically make up for shortfalls in what the faculty is able to deliver, given capacity constraints within SEED. | A curriculum mapping exercise will be completed within the year. Assessment of international development-related course offerings across campus is ongoing. | Associate Director, Undergraduate | Ongoing Mapping underway and to be completed by the end of 2019 |
| 3. | Establish a 2nd year winter term course in critical thinking to more effectively transition students from the 2nd to the 3rd year; | INDEV 300 is now taken in 2a and INDEV 302 remains in 3b, which allows for adequate bridging between the depth and breadth of content between 2 nd and 3 rd year. | INDEV/MDP Curriculum Committee, led by the Associate Director, Undergraduate Studies | Completed 2018 |

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| 4 | Reduce the assessment intensity of the 4 th year experiential in-field placement in the practice specialization. | We have reduced the assessment burden for students on placement and discourage them for taking additional courses online, which would potentially distract them from getting the most out of their experience | INDEV/MDP Curriculum Committee, led by the SEED Director | Completed 2017 |
| 5 | Move the in-field placement to terms 4a and 4b, (summer and fall of final year) so that students returning from the placement have a full term of post-placement courses that are better able to take full pedagogical advantage of students' placement experiences and so that students have more time for structured and supported reflection and learning concerning these experiences; | We will not pursue this suggestion as implementation is not feasible, given the course design, resource constraints and the need to coordinate with field partners. We will look at ways to better leverage the placement experience to ensure reflection and learning, as part of curriculum mapping. | N/A | Not selected for implementation |
| 6 | Introduce a 3rd year course in research design, research epistemology and research methodology for students entering the research specialization of INDEV; | SEED currently teaches an UG methods course (ENBUS 306), which was considered for the appropriateness of using that offering to meet the needs of the research stream students. ENBUS 306 considered inappropriate for INDEV thesis students due to specialized research needs Fall 2018 - Designed and delivered <i>Honours Thesis: Project Preparation (INDEV 490A)</i> as a survey methods course to prepare the students for completing their thesis. | SEED Director and Associate Director, Undergraduate | Completed Spring 2018 |
| 7 | Consider ways in which students in the research specialization can take part in | Offering ENBUS 402 A,B as one of three options (in addition to the field placement and thesis | Associate Director, Undergraduate | Completed 2017-18 – two INDEV groups |

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| | faculty research, perhaps by introducing a course for credit in which research specialization students act as research assistants to faculty; | streams) to cater to students who wish to engage in experiential learning but are unable or unwilling to travel overseas for placement. | | participated in ENBUS 402 A,B. Changes in the calendar for Fall 2020 |
| 8 | Consider the use of an expanded array of electives, as noted in 2. above, to enable a taught (non-field placement) specialization of INDEV as a positive alternative to the practice specialization; | Students who are unable to attend the field placement could work with other INDEV students on a development project under the ENBUS 402 capstone project course as discussed in #7. | Associate Director, Undergraduate | Completed 2018 In the calendar for Fall 2020 |
| 9 | Consider ways in which students in the research and taught specializations can be given international exposure through an international short course option or by partnering with another university that offers an international short course option; | Allowing students greater flexibility in the selection of their community service opportunity enables students to fit this requirement to their interests, build knowledge and skills, and increase buy-in to this requirement. | Associate Director, Undergraduate/Field Placement Coordinator | Completed 2018 |
| 10 | The marking rubric that is being introduced by INDEV is strongly supported by the External Reviewers as a way of ensuring not only evaluative consistency across faculty members but also improving the management of student expectations over the course of the degree; | We continue to use the SEED grading rubric as the guide for INDEV marking as well as all programs within the School. | SEED Director Associate Directors, Undergraduate and Graduate Studies | Completed 2018 |
| 11 | Ensure procedures are put in place so that core faculty rotate teaching in the 3rd and 4th years. | Course instructors and their pedagogy will be considered in our curriculum mapping exercise, which is taking place in 2019 (current) | Associate Director, Undergraduate (with CTE) | In progress 2019-2020 |

| MDP Recommendations | | Proposed Actions | Responsibility for Leading and Resourcing (if applicable) the Actions | Timeline for addressing Recommendations |
|---------------------|--|---|---|--|
| 1 | <p>Review of the curricula in order to establish whether a rebalancing of core and elective courses is feasible and desirable. The External Reviewers believe that the 9 core courses could be cut to 6 - 7 without any loss of pedagogical rigour, and the increased space that this would create for electives would allow for meaningful specializations to emerge;</p> | <p>The limited curriculum review has been completed for the following purposes:</p> <ul style="list-style-type: none"> i) Assessing whether the current course requirements are too onerous Recognition of significant workload and as a result the Fall term now has four required courses (not five), with the Winter term having five required courses. ii) Balancing the availability of electives for students In keeping with the original design of the program, students are able to select electives from outside the School, thus providing a substantial number of course options and flexibility (especially for online options). iii) Assessing the balance between skills based learning and other (theoretical) material In addition to the current three skills workshops offered as milestones, discussion is underway regarding the option of a full course on project skills. iv) Leveraging the field placement experience for reflection and | <p>SEED Director Associate Directors, Undergraduate and Graduate Studies INDEV/MDP Curriculum Committee</p> | <ul style="list-style-type: none"> i) Completed 2018 ii) Completed 2018 iii) in progress 2019- iv) in progress 2018- |

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| | | <p>pedagogical purposes in final term of program</p> <p>Logistically challenging as students do not all return to campus; discussion on how to meet this objective is ongoing.</p> | | |
| 2 | <p>a review of course assessment in order to ensure that all courses have some element of skill-building based assessment built into the curriculum; and/or that skills-focused courses be added as elective offerings so students could potentially graduate with serviceable skills relevant to potential governmental and non-governmental development organization employers;</p> | <p>As noted above (recommendation 1(iii)), a stand-alone skills-focused course is under discussion and design.</p> | <p>SEED Director Associate Director, Graduate Studies</p> | <p>In progress 2019-</p> |
| 3 | <p>the development of a capstone experience that draws students together at the end of their course of study to critically reflect upon their learning;</p> | <p>As noted above (recommendation 1(iv)), this element is still considered important, but is logistically challenging as students do not all return to campus</p> | <p>SEED Director Associate Director, Graduate Studies Field Placement Coordinator</p> | <p>In progress</p> |
| 4 | <p>the development of a curriculum map for the MDP, to better explain the logic of the program to students and in so doing better manage expectations;</p> | <p>SEED is working with CTE to develop an appropriate curriculum that more explicitly links program learning objectives to course objectives to ensure clarity of intent and clear expectations (while adhering to the Global MDP Association curriculum requirements).</p> | <p>SEED Director Associate Director, Graduate Studies</p> | <p>in progress, expected 2021</p> |
| 5 | <p>priority consideration be given to ways in which the marketing of the MDP can be improved.</p> | <p>The School has been centrally involved in a new recruitment strategy with the Faculty of Environment's new recruitment office, which includes a dedicated LinkedIn campaign focusing on the MDP. While it is</p> | <p>Associate Dean, Graduate Studies</p> | <p>Ongoing 2018-</p> |

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| | | still too early to measure the results, this is an active and ongoing strategy. | | |
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| INDEV and MDP Recommendations | | Proposed Actions | Responsibility for Leading and Resourcing (if applicable) the Actions | Timeline for addressing Recommendations |
|--------------------------------------|---|--|--|--|
| 1. | <p>To strengthen the sense of community among international development students at the University, SEED should consider:</p> <ul style="list-style-type: none"> i) having MDP students returning from their experiential in-field placement present critical reflections on their placement experiences to the INDEV students preparing to go on their in-field placements. This should be integrated into the MDP curriculum as a skill-development opportunity; ii) having INDEV students returning from their experiential in-field placement have MDP students as key members of the audience and commentators during their capstone week activities. This should be integrated into the MDP curriculum as a skill-development opportunity; iii) finding ways to encourage stronger participation of MDP students in the annual INDEV student conference, as presenters, discussants, and organizers. This might involve leveraging the INDEV student | <ul style="list-style-type: none"> i) When students travel to the field, there are sequencing constraints that make this recommendation impossible to implement without impinging on each program’s activities. However, as students are no longer traveling to placements due to COVID-19, there is more flexibility and virtual joint events have been successfully piloted. This may be a model that can be used in a post-COVID environment. ii) As noted in point (i) above, there are timing constraints that make this impossible to implement. There is no systematic way to sequence as overlap each year as the recommendation suggests. iii) The INDEV students who organize the annual conference invite MDP students each year to the event. | SEED Director Associate Directors, Undergraduate and Graduate Studies | Ongoing Fall 2017- |

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| | conference to offer a one-day graduate student conference in conjunction with the undergraduate organized conference. | | | |
| 2. | Independently of any University intervention, both INDEV and the MDP need to seriously deal with issues around Indigeneity, which are only very weakly represented in their curricula. | The Faculty and University courses that focus on Indigenous issues, which will be identified within the curriculum mapping, scheduled for 2020. The development dimensions of Indigenous issues will be included as part of core curriculum, with guidance from our Faculty and University initiatives. | SEED Director Associate Directors, Undergraduate and Graduate Studies | Ongoing 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: _____ **2023-2024** _____
Date

Signatures of Approval:

12 May 2021

Chair/Director

Date

AFIW Administrative Dean/Head (For AFIW programs only)

Date

May 12, 2021

Faculty Dean

Date

Note: AFIW programs fall under the Faculty of ARTS; however, the Dean does not have fiscal control nor authority over staffing and administration of the program.

January 2, 2020

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

Date

January 21, 2020

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

Date