



# Academic Program Appraisals Manual

5<sup>th</sup> edition, revised November 2016



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# EDITORIAL NOTE

This is the 5<sup>th</sup> edition (March 2012, revised January 2014, October 2014, November 2015, and November 2016) of the Academic Programs Appraisal Manual; it differs from the 3<sup>rd</sup> edition (May 2004) and the 4<sup>th</sup> edition (July 2005) in the following ways:

## Assessment of progress

As part of the appraisal process, the Office of the Provost will initiate a Progress Report 24 months after the Appraisal Dossier has been completed. Departments and units responsible for the implementation of recommendations will be asked to report on the progress of recommendations made in the appraisal, using updated program data from the Office of Institutional Planning and Analysis.

## Curriculum mapping

The new appraisal guidelines introduce the use of curriculum mapping. Departments will be given the opportunity and the tools to conduct this part of the process in advance. Please refer to [Appendix B](#) for more information on curriculum mapping.

## Departmental data package

In order to use quantitative data to support the analysis of programs, departments will be presented with a data package that includes a wide range of key performance indicators. Please refer to [The DAC Report: Departmental data package](#) for more information.

## Guidelines on length

Word limits for each section of the Department Appraisal Committee Report (DAC) have been added to each [template](#) in order to encourage departments to submit a brief, but complete, report.

## Individualized Programs (INDI) programs, previously SIP

The Office of the Dean of Graduate Studies is responsible for the appraisal of Individualized Programs.

## Joint programs

CREPUQ's (now BCI) *L'évaluation périodique des programmes d'études à l'Université Concordia*<sup>1</sup> (March 2003) mentions that Concordia should update the appraisal procedure concerning the programs offered in collaboration with other institutions. The last edition of the Manual (July 2005) did not consider joint programs; this document meets BCI's recommendation by including all existing joint programs in the assessment.

## Membership of the DAC

Since each department is responsible for the appraisal of its programs, it is not necessary to include faculty from another similar discipline, as was previously asked in the 2004 and 2005 Academic Programs Appraisal Manuals.

## Roles

Information on the role and mandate of each committee or unit is provided in the sub-section relevant to this committee or to the step of the appraisal.

*All academic program appraisals are to be conducted using the 5<sup>th</sup> edition, revised November 2016 of the Manual. The Academic Planning and Priorities Committee (APPC) has approved these guidelines and any departure from them will be presented as an exception to APPC.*

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<sup>1</sup> [crepuq.qc.ca/documents/cvep/rapports/concordia/concordia.htm](http://crepuq.qc.ca/documents/cvep/rapports/concordia/concordia.htm)

# GLOSSARY

## Academic Programs Summary Table

This table is a summary of the Department Appraisal Committee's (DAC) recommendations and implementation schedule.

## APPC

Academic Planning and Priorities Committee. This Senate standing committee, chaired by the Provost and Vice-President, Academic Affairs, provides recommendations on academic strategies and implementation to Senate. APPC's role in the appraisal is to review the process and the current Manual as necessary. The Appraisal Coordinator will provide the committee with regular updates on the ongoing activities and with a summary of each Appraisal Dossier for the committee's information.

## Appraisal

Appraisals are periodic evaluations conducted by University-approved units and are a thorough, objective and constructive review of every academic program leading to a degree (Major, Specialization, Honours, Masters and Doctoral programs) or to an official denomination (Undergraduate and Graduate Certificates, Graduate Diplomas).

## Appraisal Coordinator

The Appraisal Coordinator implements the schedule of appraisals, provides support to departments, forwards relevant documentation, plans External Evaluator visits, and retains archives. The Coordinator acts in consultation with the Provost and Vice-President, Academic Affairs; the Vice-Provost, Teaching and Learning; the Faculty Deans; and the Dean of Graduate Studies.

## Appraisal Dossier

This includes the DAC, UAC and EE Reports, as well as the Implementation Plan from the Faculty Dean. The latter is the only document that will be made available to the public; all other reports are confidential and will be exclusively shared with the units and people identified in this Manual.

## BCI (formerly CREPUQ)

*Bureau de Coopération Interuniversitaire* (BCI), formerly *Conférence des recteurs et des principaux des universités du Québec* (CREPUQ). BCI, among other responsibilities, strives to facilitate communication between universities and the use of collective tools for evaluation and administration of the appraisal process. BCI's guidelines are established in the Policy of Quebec Universities for the Periodic Evaluation of Current Academic Programmes.<sup>2</sup>

## Curriculum Mapping

Curriculum mapping involves articulating the targeted learning outcomes that students achieve by virtue of completing an academic program, and tracing the curricular mechanisms reaching these outcomes.

## Department

While some units responsible for managing programs are not officially called departments, this Manual uses the term to designate both departments and units. Some units may be combined for the appraisal (in consultation with the appropriate Faculty or School and the Vice-Provost, Teaching and Learning) to facilitate the process and avoid repetition.

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<sup>2</sup> [crepuq.qc.ca/documents/cvep/politiques/guide2004\\_en.htm](http://crepuq.qc.ca/documents/cvep/politiques/guide2004_en.htm)

**DAC**

Department Appraisal Committee. Formerly known as the Self-Appraisal Committee (SAC), the DAC is responsible for the preparation of the DAC Report. Membership is suggested in this Manual and confirmed by the chair of the department undertaking the appraisal. The DAC is usually disbanded following the External Evaluators' visit to the department.

**Dean and Associate Dean (Academic Affairs), School of Graduate Studies**

The Dean of Graduate Studies and the Associate Dean responsible for Academic Affairs are participants in the External Evaluators' visit to the department. The Faculty Dean also consults with the Dean of Graduate Studies when drafting the Implementation Plan. The Appraisal Coordinator sends all reports and responses in the appraisal dossier to the Dean and Associate Dean (Academic Affairs) of Graduate Studies.

**Departmental assembly**

Or Departmental council. This body, which includes full-time faculty, as well as part-time faculty, staff, and student representatives, is responsible for approving the DAC Report and any response to the EE and UAC Reports. If a department does not have a departmental assembly or council, approval of the DAC Report and responses will require an extraordinary meeting composed of all full-time faculty and the DAC members.

**EE**

External Evaluators. Invited to evaluate a program by the Appraisal Coordinator in consultation with the DAC and Faculty Associate Dean, the EE visit the department under appraisal, evaluate the recommendations in the DAC Report, and send the EE Report to the Appraisal Coordinator.

**Faculty**

The term Faculty is used in reference to any of the four Faculties: Arts and Science; Engineering and Computer Science; Fine Arts; and the John Molson School of Business.

**Faculty Associate Dean**

The appraisal is identified as part of the portfolio of an Associate Dean from each Faculty. The Faculty Associate Dean is also responsible for approving the External Evaluator candidates list in collaboration with the VPTL and serves as a consultant to the departments throughout the appraisal process.

**Implementation Plan**

Following the completion of the University Appraisal Committee (UAC) Report, the Appraisal Coordinator forwards a copy of the appraisal dossier to the Faculty Dean, with a request to write the Implementation Plan. The Implementation Plan is the Faculty Dean's rejoinder to the reports prepared during the appraisal process; it should include recommendations as well as the Dean's response to the issues discussed by the various stakeholders. It is expected that the Faculty Dean will consult with the Dean of Graduate Studies in drafting recommendations linked to either graduate programs or elements of the School of Graduate Studies' portfolio. The Implementation Plan is the only document that is made available to the public at the conclusion of the appraisal process.

**Office of Institutional Planning and Analysis**

The Office (previously known as the IPO) provides strategic information and analyses on issues related to the academic planning and mission of the University. Before the appraisal begins, the Office prepares the Departmental data package for the use of the different committees involved in the process.

**Subject Librarian**

Subject Librarians hold professional graduate degrees in librarianship. As subject specialists, they collect and manage library collections in their subject area, provide in-depth reference and research consultations to students and faculty within their department, and provide workshops on library research and resources for specific courses. The Subject Librarian of the department under appraisal will submit a summary report (*‘Librarian’s Summary Report’*) to the Appraisal Coordinator before the start of the appraisal. This report will be sent to the DAC Chair as part of the Departmental data package, and must be included as Appendix 1 of the DAC Report. The DAC chair is encouraged to consult with the Subject Librarian throughout the appraisal process.

**UAC**

University Appraisal Committee. The UAC is a consultative committee responsible for reviewing the DAC and EE Reports and writing the UAC Report. The UAC membership includes faculty, representatives from academic support units such as the Office of Institutional Planning and Analysis, the Office of the Vice-President, Research and Graduate Studies, and Student Services; it also includes representatives from the Concordia Student Union and the Graduate Students’ Association. The UAC Report is confidential, and will only be sent to the Department under appraisal, the Faculty Dean, and the Dean of Graduate Studies.

**VPRGS**

Vice-President, Research and Graduate Studies. The VPRGS may be asked to comment on the Implementation Plan (when graduate programs are part of the appraisal), upon request from the Faculty Dean.

**VPTL**

Vice-Provost, Teaching and Learning. The VPTL drafts the calendar for appraisals and updates the Manual with the help of the Appraisal Coordinator, reviews the list of EE candidates with the help of the Faculty Associate Dean, and verifies compliance at every step of the process.

# OVERVIEW OF PROGRAM APPRAISALS

## Introduction

Academic program appraisals are an accountability requirement of the Quebec government for all universities. Beyond this, appraisals are an important opportunity for departments to assess, redirect if necessary, and clarify their aims and objectives. Departments and other stakeholders should also consider how to advance a program's leadership position in its field.

As an objective assessment of a program's performance, appraisals enable departmental and University administrators to determine how well a program is doing academically, which is vital information for decision-making on how best to maintain and improve it.

Departments are invited to analyze their programs in order to determine existing opportunities to achieve focus and distinctiveness, possibilities for future program niches, or complementarity with respect to competing programs; departments must also consider the potential to engage in innovative pedagogy or research, improve the curricular structure, etc.

Therefore, the appraisal dossier includes descriptive, analytical, and aspirational components: departments, Faculties, and all other participants in the process must first describe the department and programs as they see them, then offer their analysis based on that description, and finally offer recommendations on the means to achieve those aspirations.

This Manual aims to facilitate the process by encouraging concision and attention to specific data and trends, as well as going beyond a simple description of programs and departments. Appraisals should be succinct, honest, and consistent with the stakeholders' academic missions and long-range goals.

With respect to provincial accountability, BCI reviews the evaluation processes of all Quebec universities at regular intervals. On a random basis, BCI also conducts detailed audits of a number of program reviews in each university to ensure that guidelines are followed.

## Scope of the appraisal

Theoretically, every program leading to a degree (Major, Specialization, Honours, Master's, Doctorate), as well as Certificates and Graduate Diplomas, must be appraised.

In practice, programs with fewer than 10 currently registered students (five for graduate programs) may be excluded from the appraisal.

Evaluation of process and performance includes examining program pedagogy, teaching philosophy and practices, curricular arrangements, targeted learning outcomes, rates (admission, retention, failure and withdrawal, and graduation rates), research and creation, and administrative processes.

## Appraisals results

### Appraisal Dossier

**1. Department Appraisal Committee (DAC) Report**

Self-evaluation of a department and its programs; departments are asked to submit a single report.

**2. External Evaluators' (EE) Report**

Evaluation conducted by two consultants external to the University who are appointed by the Vice-Provost, Teaching and Learning (VPTL) and the Faculty Associate Dean, in consultation with the appraised department. External Evaluators are invited to submit a collaborative report following their visit; this report must include a list of recommendations for the Faculty Dean's consideration.

**3. University Appraisal Committee (UAC) Report**

Review of the DAC and EE Reports. The UAC Report includes a summary on the department and programs under appraisal, as well as a list of suggestions for improvement based on the committee's reading of the DAC Report, the EE Report, and the DAC Response to the EE Report.

**4. Departmental Responses**

The departmental assembly has the opportunity to respond to the EE and UAC Reports; whether or not to respond is left to the assembly's discretion.

**5. Implementation Plan**

After reviewing the Reports and responses sent by the Appraisal Coordinator, the Faculty Dean prepares an Implementation Plan, which includes recommendations and an implementation schedule, in consultation with the chair of the department under appraisal. The Faculty Dean is expected to consult with the Dean of Graduate Studies in drafting recommendations linked to either graduate programs or elements of the School of Graduate Studies' portfolio. The Dean may also forward the draft of the Plan to any other relevant senior administrative unit for their feedback. The Implementation Plan is the only document made available to the public by publication on the web page of the Office of the Provost and Vice-President, Academic Affairs.

**6. Summary Chart**

A Summary Chart including the recommendations and responses from all reports will also be made available to APPC for information purposes only.

### Progress Report

The Faculty Dean and department will assess the status of the recommendations from the Implementation Plan by using updated departmental data, to be provided by the Office of Institutional Planning and Analysis 24 months after the final Appraisal Dossier has been submitted.

## Coordination with accreditation reviews

While the appraisal and the accreditation are distinct processes, departments requiring professional accreditation reviews are encouraged to use all pertinent information gathered during the accreditation review for the appraisal. A comparison grid, available by request to the Appraisal Coordinator, may be used in collaboration with the department responsible for the program to determine which sections of the accreditation report may be reused for the appraisal.

BCI warns that “one must be careful to ensure that the objectives of the two procedures [accreditation and appraisal] are not confused and that all the requirements of periodic evaluation are fulfilled.”<sup>3</sup> Nonetheless, every attempt will be made to ensure that redundancy is minimized.

## Role of the Appraisal Coordinator

The Appraisal Coordinator serves as liaison between the various offices involved in the appraisal, as well as the point person for the units involved in the appraisal to ask questions, request additional information, and follow-up on the timeline. The Coordinator contacts the chair of the DAC regularly to inquire about the status of the appraisal, and is available to act in a consultative role as required.

The Coordinator is also responsible for planning the External Evaluators’ visit to the University, including all contacts with the candidates, travel arrangements, and the scheduling of administrator meetings. A model meeting schedule will be shared with the department for the scheduling of all departmental meetings. The Coordinator attends the visit in order to provide logistical support to the Evaluators.

The Coordinator serves as secretary to the UAC, and sends requests for responses to the department following the submission of the EE and UAC Reports. Finally, the Coordinator contacts all relevant units to follow through each step of the appraisal.

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<sup>3</sup> Guide for the Application of CREPUQ Policy Related to the Periodic Evaluation of Current Programmes (2004), CREPUQ, p. 11. [crepuq.qc.ca/documents/cvep/politiques/guide2004\\_en.htm](http://crepuq.qc.ca/documents/cvep/politiques/guide2004_en.htm)

# TIMELINE

Deadline	Activity	Responsibility	Deliverable
<b>Preparatory work</b>			
February 1	The Appraisal Coordinator contacts the Faculty Dean to initiate the appraisal	Appraisal Coordinator	
February 15	With the Faculty Dean's permission, the Appraisal Coordinator sends all necessary procedural documentation to the department	Appraisal Coordinator	Departmental data package
February 15	The Appraisal Coordinator sends a request to CUPFA for the nomination of the DAC's part-time faculty representative	Appraisal Coordinator and CUPFA	
April 1	The Department Chair confirms the DAC membership to the Appraisal Coordinator	Department Chair	DAC membership
April – June	The DAC chair calls the first meeting of the DAC	DAC chair	
June 1	Deadline to make requests for additional data to the Appraisal Coordinator	Department	
<b>Academic programs appraisal</b>			
Early October	Submission of the list of EE candidates to the Office of the Provost	DAC	EE candidates list
<i>Early October</i>	<i>Suggested: completion of the first draft of the DAC Report</i>	<i>DAC</i>	
November 15	Submission of the DAC Report, after approval from the Departmental Assembly	DAC	DAC Report
January 15	Membership of the UAC is confirmed by the Office of the Provost	Office of the Provost	UAC membership
Mid-February	Completion of the EE visit to the appraised department	Appraisal Coordinator	
March 1	Submission of the EE Report	EE	EE Report
Mid-March	Department's response to the EE Report if needed	Department assembly	DAC Response
April 15	Submission of the UAC Report	UAC	UAC Report
April 30	Department's response to the UAC Report if needed	Department assembly	DAC Response
May 1 – August 31	The Appraisal Coordinator sends the appraisal dossier to the Faculty Dean and Dean of Graduate Studies. The Faculty Dean contacts the Dean of Graduate Studies to confer concerning the draft of the Implementation Plan. <i>The Faculty Dean may consult with any senior administrative office deemed relevant to the content of the Implementation Plan.</i>	Appraisal Coordinator and Faculty Dean	Appraisal Dossier
August 31	Submission of the Dean's Implementation Plan to the Appraisal Coordinator	Faculty Dean	Implementation Plan
August 31	Online availability of the Implementation Plan	Appraisal Coordinator	Summary
September 15	The Summary Chart of the Appraisal Dossier is made available to APPC for information	Appraisal Coordinator	Summary Chart
<b>Two years after the end of the academic programs appraisal: Progress Report</b>			
September 1	Documentation on the Progress Report is sent to the Faculty Dean and department	Appraisal Coordinator	
November 30	Submission of the Progress Report to the Appraisal Coordinator	Faculty Dean and Department	Progress Report
December 1	The Progress Report is sent to the Provost, who forwards it to APPC for information	Appraisal Coordinator	

# DEPARTMENT APPRAISAL COMMITTEE (DAC)

The DAC's responsibility is to identify areas for academic and pedagogical improvement, explore potential partnerships to enhance the delivery of the programs, and analyze the needs of the internal and external communities. The time frame for the DAC Report should span the five academic years before the beginning of the appraisal; the Appraisal Coordinator will confirm that time frame at the beginning of the process.

The DAC must address the department's strategic vision and administrative processes, as well as its programs' pedagogical objectives, assessment mechanisms, performance, viability and overall strengths and weaknesses. The DAC must also discuss its aspirations for the department and programs in future, and make recommendations based on the current situation and what is required to attain those aspirations.

## Role of the committee and deliverables

The Chair of the department under appraisal forms the DAC; it assesses every program in the department except for Minors<sup>4</sup>, and makes a series of recommendations based on the evidence collected. The DAC also provides the VPTL with a list of potential External Evaluators and suggests a timeline for implementing the recommendations.

The DAC is responsible for the following deliverables:

- a) List of External Evaluators candidates (see [Appendix A](#))
- b) DAC Report

The DAC will be invited to meet with the External Evaluators during their visit to the department. Following the visit of the Evaluators, the role of the DAC is concluded. The Department Chair then assumes all additional actions at the departmental level pertaining to the appraisal, including the optional responses to the EE and UAC Reports, provided that the Department Chair consults with the departmental assembly prior to submitting any response on the department's behalf.

## Membership

The DAC must include the following members, nominated or elected in departmental assembly in the case of faculty and staff, and confirmed in departmental assembly in the case of the student(s). Additional members may be invited to participate in the DAC as the Chair of the department sees fit.

- One tenured faculty, having already served as Chair, Undergraduate Program Director or Graduate Program Director;
- One full-time faculty (extended-term appointment, tenure-track or tenured)<sup>5</sup>;
- One staff representative;
- One undergraduate student representative, nominated by the departmental or Faculty undergraduate student association (if undergraduate programs are included in the appraisal);

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<sup>4</sup> Programs created in the five years before the appraisal are also excluded.

<sup>5</sup> At least one of the full-time faculty members participating in the DAC is required to have been actively involved in either graduate supervision or graduate teaching in the last 3 years.

- One graduate student representative, nominated by the departmental or the Faculty graduate student association (if graduate programs are included in the appraisal).

It is also mandatory to include one part-time faculty representative (> 24 credits of seniority) in the DAC; the President of the Concordia University Part-time Faculty Association (CUPFA) is responsible for choosing this representative. The Appraisal Coordinator sends the request to the CUPFA President prior to the start of the appraisal, and communicates the name of the representative to the Department Chair and DAC Chair once available. The DAC cannot meet before confirming its entire membership.

The Appraisal Coordinator must be informed of the composition of the DAC once it is established. Chairship and membership of the DAC is to be decided by the Chair of the Department and approved by the departmental assembly.

The DAC Chair is responsible for calling DAC meetings once the DAC membership is confirmed. The DAC may consult colleagues, staff and students in the department and require their assistance as needed.

## Roles of the DAC members

### **DAC Chair**

The DAC Chair is responsible for coordinating the writing of the DAC Report at the departmental level, using the template provided in [Appendix B](#), and of dividing the work between DAC members. This includes gathering information, analyzing the documentation provided, sending out a request for full-time faculty CVs, and sharing the data package with the members of the DAC. The DAC Chair is also invited to submit the draft and final version of the DAC Report to the departmental assembly for approval, and send the final report to the Vice-Provost, Teaching and Learning and the Appraisal Coordinator.

### **Full-time faculty representatives**

As a rule, full-time faculty representatives on the DAC will be asked by the DAC Chair to write sections or part of sections of the DAC Report, and to comment on the rest of the report.

### **Part-time faculty representative**

The part-time faculty representative on the DAC will be asked to provide information and feedback on the DAC Report, more specifically on sections *7a. Faculty as a group* and *7b. Teaching practices and philosophy*. The representative might also be asked to consult with their colleagues on topics of interest identified by the DAC Chair.

### **Staff representative**

The staff representative might be asked to provide support in preparing the document, depending on their role in the department. The staff representative also has a consultative role with other staff in the department, and might be asked to contribute or comment more specifically on section *7d. Administrative processes* of the DAC report.

### **Student representatives**

Student representatives on the DAC also have a consultative role, more specifically on sections *7c. Graduate student supervision*, *7d. Administrative processes*, and *8d. Learning objectives and program performance*. The student representatives might be asked to consult with their peers on topics of interest identified by the DAC Chair.

## Departmental data package

The DAC first analyzes the Departmental data package that has been compiled by the Office of Institutional Planning and Analysis and forwarded by the Appraisal Coordinator. The package includes, among other measurements, information on applications, admissions, retention, and graduation. In examining the data, the DAC should consider enrolment trends, with the view of identifying and rationalizing irregular trends. A meeting may be organized to discuss the data upon request to the Appraisal Coordinator.

In addition to the data mentioned above, data from a student survey (as well as any other survey data currently available) will be made available separately to the DAC, as well as the Librarian's Summary Report. Requests for additional information may be sent to the Appraisal Coordinator. The Coordinator will also send archived reports from the previous appraisal to the DAC Chair. There is no expectation that any reference will be made to the archived reports in the DAC Report.

## List of External Evaluator candidates

The DAC is asked provide a short list of EE candidates to the Office of the Provost before submitting the DAC Report (please refer to [Appendix A](#) for a template), in consultation with the departmental assembly. The following is required:

- Name and title of the candidate;
- Affiliation;
- Contact information (email address); and
- Confirmation that there is no conflict of interest between the department and the candidate, including if applicable a listing of every department member who has worked with the candidate and the nature of the collaboration.

The nominees must be active, respected experts in the relevant discipline(s). Individuals with real or potential conflicts of interest must be avoided; this includes former or current faculty, former students, close friends, family members, donors, research collaborators, contractors or others directly associated with Concordia. The Faculty Associate Dean and the DAC are responsible for providing assurance to the Office of the Provost that no conflict of interest is present.

The DAC and other members of the department must refrain from any contact with the candidates regarding their nomination at any time during the appraisal. The Appraisal Coordinator is responsible for contacting the prospective External Evaluators on behalf of the Office of the Provost.

## DAC Report

The DAC report comprises 10 sections, each of which is created using a template provided in [Appendix B](#). The template also provides suggestions of sub-topics for each section of the DAC Report.

**1. Cover page**

**2. Table of contents and checklist**

**3. Introduction** (*suggested length: 500 to 1,000 words*)

The introduction is a short description of the department and programs under appraisal and succinctly addresses their institutional and social relevance.

**4. Academic Programs Summary Table**

One of the deliverables of the academic programs appraisal is a summary for the effective and frequent review of a department's programs called the Academic Programs Summary Table.

The Table is a recap of strengths, weaknesses, and recommendations discussed in the rest of the DAC Report. Recommendations in this section must be numbered as they appear in the body of the text and in *Section 9. Recommendations*.

**5. List of key issues and topics for EE**

To help provide focus to the External Evaluators' visit to the University, it is strongly recommended that the DAC provide a numbered or bullet-point list of specific issues and topics for the EE's consideration.

**6. Rationale for small programs** (*suggested length: 250 to 500 words per program*)

The DAC must provide a short rationale explaining why programs with fewer than 10 currently registered students (five for graduate programs) per year are kept open. No further analysis is required for these programs.

**7. Department analysis (only one department analysis is required per DAC Report)**

a) Faculty complement (as a group) (*suggested length: 500 to 1,000 words*)

The DAC is invited to analyze the overall impact of the group taken as a whole (without focusing on only the strongest performers or referring to individuals):

- Overall impact of the faculty members' initiatives in teaching
- Profile of the faculty as a group
- Research and/or creation

b) Teaching practices and philosophy (*suggested length: 500 to 1,000 words*)

- Departmental guidelines
- Support and promotion of teaching

c) Research, creation and graduate supervision (*suggested length: 500 to 1,000 words*)

- Departmental practices in research and/or creation
- Graduate student supervision

d) Administrative processes (*suggested length: 750 to 1,000 words*)

- Administrative structure
- Facilities and services
- Concordia Libraries

## 8. Program analysis

To avoid repetition, the DAC may choose to cluster programs sharing the same basic construction; however, the DAC must contact the Appraisal Coordinator to discuss the clustering before starting to work on the Report.

a) Characteristics of the program under appraisal

The DAC is asked to include the links to the most recent Undergraduate and Graduate Calendars, and analyze and discuss the following for each program included in the appraisal as applicable (*suggested length: 500 words per program*):

- Admission practices, policies, and standards;
- Time limit (graduate programs);
- C and F rule
- Joint programs, partnerships, cooperating institutions and affiliated centres; and
- Health or safety issues (when appropriate).

b) Strategic vision (*suggested length: 500 to 1,000 words per program*)

The DAC is invited to describe and analyze the programs' strategic vision, its objectives, and the means taken to attain these objectives. This section does not need to be repeated for each program; instead, and if applicable, the DAC should consider explaining the department's general strategic vision for all programs, followed by short sub-sections for each program or cluster of programs. References to existing strategic planning documents are welcome and encouraged.

c) Curriculum mapping

The DAC must define the pedagogical goals of the appraised programs from admission to graduation, which includes a description of the knowledge and abilities, as well as an analysis on the means taken to ensure that current program and course descriptions reflect this determination. [Appendix B](#) shows examples of curriculum mapping applicable to undergraduate and course-based graduate programs, as well as an additional model for research-, creation-, and thesis-based programs. The DAC is also invited to contact the School of Graduate Studies for assistance when developing their graduate programs' curriculum mapping.

d) Learning objectives and program performance (*suggested length: 1,000 to 1,500 words per program*)

The following are topics that might be addressed by the DAC; the analysis must be linked to each program's performance data as listed in the Departmental data package. Please refer to [Appendix B](#) for an extended list of suggested topics.

- Curriculum mapping and program objectives
- Data analysis
- Program relevance and updates

## 9. Recommendations (*suggested length: 500 to 1,000 words*)

Recommendations must address the department's and its programs' strengths and weaknesses and suggest steps for improvement or to ensure their ongoing quality. Recommendations ought to be made within current resources and budget allocations.

It is expected that each recommendation will stem from the description and analysis presented in the body of the report. As such, it is suggested to include a short narrative (one or two sentences) summarizing the DAC's rationale for making the recommendation.

## 10. Appendices

Appendices 1 to 3 are mandatory, and should be presented in the order listed below.

- Appendix 1: Librarian's Summary Report
- Appendix 2: Summarized data spreadsheet (PDF) provided by the Appraisal Coordinator
- Appendix 3: CV for all full-time faculty employed by the department at the time of the writing of the DAC Report
- Appendices 4 to X: All other relevant documentation. The DAC is invited to include any document that will provide more information on the department and programs' mission, past, current, and future initiatives, and publicity.

## Submission of the DAC Report

The DAC is invited to make the draft of the DAC Report available to the department assembly for discussion and feedback (either electronically or during a departmental assembly meeting). The draft should also be made available to part-time faculty, staff, and students through their representative on the DAC.

Following this consultation, the DAC completes the DAC Report and sends the final version to their departmental assembly for final approval. The Chair of the DAC then submits the electronic version of the finalized Report to the Vice-Provost, Teaching and Learning, and to the Appraisal Coordinator.

The Appraisal Coordinator forwards a copy of the DAC Report to the following:

- Faculty Dean and Associate Dean
- Dean of Graduate Studies
- Representative of the Vice-President, Research and Graduate Studies
- University Appraisal Committee
- External Evaluators

## Departmental responses to the EE and the UAC Reports

Following the completion of the DAC Report and the visit of the External Evaluators, the role of the DAC is concluded. The responsibility for completing the steps of the appraisal then belongs to the Department Chair and the departmental assembly.

The Appraisal Coordinator sends the External Evaluators' Report to the Department Chair once available, and requests a response to the comments and recommendations made by the Evaluators. Following the dissemination of the EE Report to the departmental assembly, the department has two choices:

- Decline to respond: the Department Chair may send an email to the Appraisal Coordinator, confirming that the departmental assembly is in agreement with the contents of the EE Report and therefore chose not to respond.
- Respond: the response may include corrections to factual errors, support or disavowal of some of the recommendations put forward by the Evaluators, and further comments on the process or the visit.

The process for responding to the UAC Report is the same as above. The responses are not forwarded to the Evaluators or the UAC, but are included in the final appraisal dossier for the Faculty Dean's consideration in writing the Implementation Plan.

# EXTERNAL EVALUATORS (EE)

## Role

The role of the EE is to provide legitimate and objective feedback to the Faculty Dean, by consulting with program administrators, faculty, staff and students and enriching the experience with their perspective. The EE Report is sent to the UAC Faculty Dean as part of the final appraisal dossier. The use of EE is mandated by the BCI guidelines for program appraisals:

“Opinion of at least two external experts who are specialists in the discipline, and, if need be, the opinion of those who are in charge of professional internships or of representatives from the socio-economic sectors concerned.”<sup>6</sup>

“An evaluation by outside experts is an assurance of the legitimacy and the credibility of the process of periodic evaluation; this assurance is based on their recognized competence in the field of study or discipline of the programme, and on the independence of their judgment.”<sup>7</sup>

Normally, each appraisal will include one Report, written collaboratively by the two EE.

## Appointment

The Vice-Provost, Teaching and Learning (VPTL), and the Faculty Associate Dean responsible for Curriculum or Academic Affairs evaluate the list of candidates sent by the DAC. If no conflict of interest between the department and the candidates is found, the Appraisal Coordinator then contacts the candidates and requests a short curriculum vitae, which must include the following:

- Name and rank/position;
- Institution/firm with current address and contact information;
- University degrees, discipline and date;
- Areas of specialization;
- Any professional experience relevant to the appointment as an External Evaluator;
- Recent teaching, scholarly, creative or business-related activity;
- Any previous affiliation with Concordia University; and
- Any previous or current association with members of the faculty, staff or students.

After receiving the candidates' CV, the VPTL and the Faculty Associate Dean select the EE. If no agreement can be reached, an alternative nominee is identified following the above process. Once an agreement on a minimum of two qualified EE is reached, the Appraisal Coordinator invites each EE on behalf of the VPTL and the Faculty Associate Dean.

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<sup>6</sup> Paragraph 1.2b of the Policy of Quebec Universities for the Periodic Evaluation of Current Academic Programmes (Appendix A).

<sup>7</sup> Guide for the Application of CREPUQ Policy Related to the Periodic Evaluation of Programmes.  
[crepuq.qc.ca/documents/cvep/politiques/guide2004\\_en.htm](http://crepuq.qc.ca/documents/cvep/politiques/guide2004_en.htm)

## Pre-visit package

The Appraisal Coordinator provides each EE with the following documents well in advance of their visit:

- Final DAC Report with all appendices;
- Concordia University Academic Programs Appraisal Manual;
- Concordia Senate and BCI policies;
- Academic plans of the University, Research and Graduate Studies, Faculty, and department, as available;
- Any relevant sections of the current Undergraduate and Graduate Calendars;
- Guidelines on allowable expenses for EE visits;
- Tentative schedule for the site visit.

## Site visit

The Appraisal Coordinator, with the approval of the Vice-Provost, Teaching and Learning and the Faculty Associate Dean, contacts the department under appraisal to prepare a schedule for the visit and ensures that all relevant parties have access to it. The Appraisal Coordinator also makes the necessary travel arrangements for the EE. The visit must include interviews with the following:

- Vice-Provost, Teaching and Learning
- Faculty Dean or their representative
- Dean of Graduate Studies or their representative
- Vice-President, Research and Graduate Studies or their representative
- Member(s) of the Department Appraisal Committee (DAC)
- Full-time faculty and staff who are not part of the DAC
- Part-time faculty
- Students (graduate and undergraduate)

The Appraisal Coordinator, on behalf of the Vice-Provost, Teaching and Learning, will serve as local host and will lend general assistance to the EE throughout the visit. The Appraisal Coordinator will also ensure that the EE save all receipts and know where to submit them for reimbursement after completing the visit.

While variations are expected, the length of the visit should be three days, with two days reserved for meetings and the third day for the writing of the collaborative EE Report.

## EE Report

Following the meetings with the department and administration, the EE will have time to work on their collaborative EE Report, with the Appraisal Coordinator available as a resource if necessary. It is vital that the EE Report deal fully and frankly with the key issues highlighted by the DAC as either strengths or weaknesses of the program(s) being evaluated. The EE should concentrate on the data, trends and recommendations outlined in the DAC Report, and more precisely on the analysis of programs, faculty and administrative processes. The length of the EE Report should be between 5 and 10 pages.

The EE Report must include the components listed below and follow the suggested format presented in [Appendix C](#). An incomplete EE Report will be returned for amendment.

### 1. Cover page

### 2. Short outline of the visit

- Schedule (this document will be provided by the Appraisal Coordinator)
- Facilities observed
- Additional activities

### 3. Assessment

The following items should be analyzed within the context of how they impact the department and its programs. A more detailed list of topics is included in [Appendix C](#).

#### a) Faculty members as a group

- Profile
- Productivity
- Research and/or creation

#### b) Administrative processes

- Available resources
- Strategies used to optimize administrative performance and communication

#### c) Programs

- Data analysis and feedback
- Curriculum mapping
- Professional programs (if applicable)
- Relevance and innovation

### 4. Recommendations

The report must include a list of numbered recommendations, based on the Evaluators' reading of the DAC Report and their own conclusions following the visit. If possible, the Evaluators are invited to respond to the list of recommendations from the DAC, following the order shown in *Section 9. Recommendations* of the DAC Report.

## Submission of the EE Report

The EE submit a signed, electronic copy of their EE Report to the Appraisal Coordinator no more than three weeks after the visit. The Coordinator then forwards copies to:

- Vice-Provost, Teaching and Learning
- Faculty Dean and Associate Dean
- Dean of Graduate Studies
- UAC
- DAC

The EE Report will be made available to the DAC and the department under appraisal should they wish to respond, and will be archived in the Office of the Provost and Vice-President, Academic Affairs.

## Reimbursement of expenses

The following costs are covered by the University's academic appraisal budget for each EE as described in the guidelines sent to the EE prior to their visit:

- Transportation costs (economy travel costs only)
- Accommodation (University-approved hotels only)
- Per diem

In addition to reimbursement for the costs listed above, EE will receive an honorarium. The Vice-Provost, Teaching and Learning, determines allocations for all expenses.

There will be no reimbursement of expenses or payment of honoraria until the Vice-Provost, Teaching and Learning has received the EE Report.

Signed receipts are submitted to the Appraisal Coordinator, who uses the academic appraisals budget code to request reimbursement of the above-mentioned items.

# UNIVERSITY APPRAISAL COMMITTEE (UAC)

## Role

The role of the UAC is not to allocate resources, but to provide a university-level view on the academic programs under appraisal, as an unbiased assessor, neither prosecuting nor advocating any programs. The UAC members respond to the recommendations from their perspective as faculty, administrators, or students of the university community. The UAC is responsible for reviewing and commenting on the following:

- DAC Report;
- EE Report; and
- DAC Response to the EE Report

## Membership

The Provost and Vice-President, Academic Affairs, is responsible for approving the membership of the UAC. The committee includes:

- Vice-Provost, Teaching and Learning (Chair);
- One representative selected by the Office of the Vice-President, Research and Graduate Studies;
- One representative selected by the Concordia Student Union;
- One representative selected by the Graduate Students' Association;
- One faculty (tenured), not directly involved in the appraisal, having already served as Chair or undergraduate program director;
- One faculty (tenured), not directly involved in the appraisal, having already served as Chair or graduate program director;
- One faculty (extended-term appointment, tenure-track or tenured);
- One part-time faculty (with at least 24 credits of seniority), selected by the President of the Concordia University Part-time Faculty Association;
- One representative from the Office of Institutional Planning and Analysis (non-voting member); and
- Appraisal Coordinator (non-voting member, acts as committee secretary).

In addition, one representative from Student Services provides consultative assistance to the UAC as needed. Members of the UAC must refrain from any informal contact related to appraisals with the Associate Dean(s), the DAC and the department until the deliberations of the UAC are complete.

## Meeting planification

The Appraisal Manual, DAC Report, and any relevant documentation will be forwarded to the UAC members before the first meeting.

### **At the first meeting, the UAC Chair should:**

1. Introduce the process; and
2. Provide a rough timeline for completion.

### **At the second meeting, the UAC Chair should:**

1. Review the general situation of the department in the Faculty and the University.
2. Review the salient points of the DAC Report, EE Report, and DAC Response to the EE Report.
3. Discuss the recommendations to be included in the UAC Report.

Following the second meeting, the UAC Chair prepares a draft of the UAC Report and distribute it to the committee for feedback, modifications, and approval. Additional meetings may be scheduled as required by the UAC Chair.

## **UAC Report**

The ideal length for the UAC Report is five pages. The template of the report may be found in [Appendix D](#).

1. **Cover page**
2. **Summary**

The UAC must summarize the status of the department and programs under appraisal. More specifically, the UAC:

- a) Situates the department in the university appraisal process
- b) Summarizes the department and its programs (including services, facilities, and resources)
- c) Responds to the DAC Report, EE Report, and DAC Response to the EE Report (if applicable)

3. **Numbered recommendations**

### **Submission of the UAC Report**

The Appraisal Coordinator sends an electronic version of the final UAC Report to the Department Chair and requests a response within a specific time frame. If the departmental assembly chooses to send a formal response, they must forward it to the Appraisal Coordinator, who includes it in the Appraisal Dossier. The Dossier is then forwarded electronically to the Faculty Dean and to the Dean of Graduate Studies.

# IMPLEMENTATION PLAN

The Appraisal Coordinator will send a copy of the appraisal dossier to the Faculty Dean and Dean of Graduate Studies (if graduate programs were part of the appraisal), with a request for the Faculty Dean to contact the Dean of Graduate Studies to discuss the draft of the Implementation Plan together before submitting it. The Faculty Dean reviews the DAC, EE and UAC Reports, along with all responses from the department; then, the Faculty Dean finalizes the Implementation Plan, which includes a schedule for implementing recommendations.

In response to recommendations put forward by the DAC, EE, or the UAC, the Faculty Dean comments on the recommendations from the Reports in regards to their feasibility and, if applicable, the rationale for pursuing or not pursuing a recommendation. The Faculty Dean may discuss this draft with the Department Chair, and any other senior administrative offices that may seem relevant, before finalizing the text.

The Implementation Plan should include the following sections (a full template may be found in [Appendix E](#)):

1. **Cover page**
2. **Summary**
  - a) Short description of the department and its programs, including its mission statement
  - b) Identification of strengths and opportunities for positive change
  - c) Description of research strengths and future directions
  - d) Identification of exceptional facilities
3. **Numbered recommendations and rationale**

## Submission of the Implementation Plan

Once the Implementation Plan has been completed, the Faculty Dean sends a signed electronic copy to the Appraisal Coordinator, who forwards the accepted finalized recommendations of the Implementation Plan to:

- Provost and Vice-President, Academic Affairs
- Vice-President, Research and Graduate Studies
- Vice-Provost, Teaching and Learning
- Department Chair

The Summary Chart of the final appraisal dossier will also be made available to the Academic Planning and Priorities Committee (APPC) for their information. The Appraisal Coordinator is responsible for adding the summary of the Implementation Plan to the Office of the Provost and Vice-President, Academic Affairs' web page,<sup>8</sup> as per BCI's regulations on making some results from the appraisal process accessible to the public.<sup>9</sup>

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<sup>8</sup> <http://www.concordia.ca/about/administration-governance/office-provost-vp-academic-affairs/teaching-learning/academic-program-appraisals.html>

<sup>9</sup> Guide for the Application of CREPUQ Policy Related to the Periodic Evaluation of Programmes. [crepuq.qc.ca/documents/cvep/politiques/guide2004\\_en.htm](http://crepuq.qc.ca/documents/cvep/politiques/guide2004_en.htm)

# PROGRESS REPORT

Work on the Report will be initiated by the Appraisal Coordinator no more than two years after the end of the appraisal process, considered as the moment when the Summary of the Implementation Plan is made available on the Office of the Provost and Vice-President, Academic Affairs' web page.

The Appraisal Coordinator contacts the department and the Faculty Dean to initiate the process, and provides access to an updated data package and to a document detailing the recommendations from the Implementation Plan as a basis for analysis.

The format of the Progress Report includes the following for each recommendation listed in the Dean's Implementation Plan:

- Initial implementation schedule and responsibility;
- Status of the recommendation: completed, delayed, ongoing, or cancelled;
- If the recommendation has been delayed or cancelled, the Faculty Dean or department will be invited to provide a short rationale.

The Department Chair must present the draft of the Progress Report to the departmental assembly for feedback on the status of the recommendations prior to sending it to the Faculty Dean for their signature. The time frame for submitting the Progress Report to the Appraisal Coordinator is three months.

The Appraisal Coordinator adds the Progress Report to the final appraisal dossier as an appendix, and forwards the Report to the Provost; the Provost then shares the Report with APPC for their information. The summary of the Implementation Plan already available on the Provost's public web page will also be updated with the status of the recommendations.

## APPENDIX A: LIST OF EE CANDIDATES (DAC)

The DAC is asked to provide a short list of EE candidates to the Office of the Provost before submitting the DAC Report (see the [Time-line](#) section). Please forward this form to the Appraisal Coordinator upon completion.

Department of \_\_\_\_\_ Year of appraisal \_\_\_\_\_

*External Evaluators candidates: Enter the name, affiliation and email address of each candidate (the DAC is invited to present a maximum of 8 candidates per department).*

Title and name of candidate	Affiliation	Email	Website

### Conflict of interest

To the Chair of the DAC: please revise the above list and sign only if there is no apparent or actual conflict of interest between the EE candidates and the appraised department (see [DAC Report – List of External Evaluator candidates](#)). Signing this document also confirms that the list has been reviewed by the departmental assembly prior to submission. The Appraisal Coordinator will communicate with the Vice-Provost, Teaching and Learning and the Faculty Associate Dean to confirm the reception and validity of the submission.

DAC Chair \_\_\_\_\_ Signature \_\_\_\_\_

This document was received by: \_\_\_\_\_ On: \_\_\_\_\_

## APPENDIX B: DAC REPORT TEMPLATE

The Department Appraisal Committee (DAC) must appraise its programs by being attentive to data and trends from the five academic years before the start of the appraisal. To this end, the Departmental data package compiled by the Office of Institutional Planning and Analysis will be made available to the DAC before the beginning of the appraisal.

The following template is used to write the DAC Report. Some variations might occur due to the nature of the programs and the discipline; therefore, addressing each sub-topic is neither mandatory nor expected. However, the DAC should remain attentive to giving a portrait that is as accurate as possible of their department's and programs' situation and contribution.

The DAC must first describe the department and programs as they see them, then offer its analysis on that description, and finally offer recommendations on the means to achieve their aspirations in improving or sustaining the academic programs' performance.

For clarity and brevity's sake, it is recommended that the DAC try as much as possible to adhere to the word limits suggested for each section. A Word version of this template is available on [CSpace](#),<sup>10</sup> or by request to the Appraisal Coordinator.

**This template includes the following sections:**

- 1. Cover page**
- 2. Table of contents and checklist**
- 3. Introduction**
- 4. Academic Programs Summary Table**
- 5. List of key issues and topics for EE**
- 6. Rationale for small programs**
- 7. Departmental analysis**
  - a) Faculty complement (as a group)
  - b) Teaching practices and philosophy
  - c) Research, creation and graduate supervision
  - d) Administrative processes
- 8. Program analysis**
  - a) Program characteristics
  - b) Strategic vision
  - c) Curriculum mapping (for each program)
  - d) Learning objectives and program performance (for each program or cluster of programs)
- 9. Recommendations and implementation**
- 10. Appendices: Librarian's Summary Report, Summarized data spreadsheet, curricula vitae, and other relevant documentation**

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<sup>10</sup> <https://cspace.concordia.ca/about/governance/provost/academic-programs-appraisal-procedures.html>

# DAC Report 1. Cover page

Department of \_\_\_\_\_ Year of appraisal \_\_\_\_\_

DAC Chair signature: \_\_\_\_\_

Name and title	Role	Signature
	DAC Chair	
	Full-time faculty	
	Part-time faculty	
	Staff	
	Student (undergraduate)	
	Student (graduate)	
	<i>(add rows as needed)</i>	

List of programs under appraisal (add rows if necessary)

List of excluded programs (<10 UG or <5 graduate students registered OR program included in the Calendar for less than 5 academic years)

The DAC met on the following dates				

This report was received by: \_\_\_\_\_ On: \_\_\_\_\_

# DAC Report

## 2. Checklist and table of contents

Sections of the DAC Report		Page number
<input type="checkbox"/>	1. Cover page	
<input type="checkbox"/>	2. Table of contents and checklist	
<input type="checkbox"/>	3. Introduction	
<input type="checkbox"/>	4. Academic Programs Summary Table	
<input type="checkbox"/>	5. List of key issues and topics for the EE	
<input type="checkbox"/>	6. Rationale for small programs	
<input type="checkbox"/>	7. Department analysis	
<input type="checkbox"/>	a) Faculty complement (as a group)	
<input type="checkbox"/>	b) Teaching practices and philosophy	
<input type="checkbox"/>	c) Research, creation and graduate supervision	
<input type="checkbox"/>	d) Administrative processes	
<input type="checkbox"/>	8. Program analysis	
<input type="checkbox"/>	a) Program characteristics	
<input type="checkbox"/>	b) Strategic vision	
<input type="checkbox"/>	c) Curriculum mapping (repeat for each program)	
<input type="checkbox"/>	d) Learning objectives and program performance (repeat for each program or cluster of programs)	
<input type="checkbox"/>	9. Recommendations	
<input type="checkbox"/>	10. Appendices	
<input type="checkbox"/>	a) Librarian's Summary Report	
<input type="checkbox"/>	b) Summarized data spreadsheet	
<input type="checkbox"/>	c) Curricula vitae (full-time faculty)	
<input type="checkbox"/>	d) Other relevant documentation	

## DAC Report

### 3. Introduction

---

Please provide a short description of the department and programs under appraisal and succinctly address their institutional and social relevance.

*Suggested length: 500 to 1,000 words*

## 4. Academic Programs Summary Table

---

The main purpose of this table is to provide a quick reference for future consideration by the department and other stakeholders involved in the appraisal. Please use the following as a guide for completing the two sections of the table.

### Part 1: Summary on current situation

The first portion of the table is a summary of the current strengths and weaknesses as described or referred to in the various sections of the DAC Report.

The DAC should try as much as possible to divide the strengths and weaknesses as belonging either to the program, faculty, research/creation or departmental analysis section. If a recommendation can be linked to a specific program, or to a strength or weakness, the recommendation number should be included in the table for reference. The suggested format for this table is a numbered list.

#### Department analysis

The DAC is invited to use the respective sections of *Section 7. Departmental analysis* to complete these rows, mainly: (a) faculty members as a group, b) teaching practices and philosophy, c) Research, creation, and graduate supervision, and d) academic processes.

#### Program analysis

This row should include information referring as much as possible to *Section 8. Program analysis* from the DAC Report, mainly: a) program identification, b) strategic vision, c) curriculum mapping, and d) Learning objectives and program performance.

### Part 2: Recommendations

The recommendations described in *Section 9. Recommendations* of the DAC Report are to be incorporated in the Academic Programs Summary Table by keeping the same numbering as in Section 9.

*NOTE: The time frame and implementation schedule over the next five years, as well as a specific assignment of responsibility for the implementation, have to be clearly expressed.*

## Academic Programs Summary Table: Summary on current situation

	Strengths	Weaknesses	Recommendation # (if applicable)
<i>Please consider using a bullet-point format to complete this section of the table.</i>			
Faculty members (as a group)			
Teaching practices and philosophy			
Research, creation, and graduate supervision			
Administrative processes			
Program analysis (list the full name of the program)			
<i>(add rows as needed)</i>			

## Academic Programs Summary Table: Recommendations

*Please number the recommendations the way they appear in Section 9. Recommendations.*

Recommendations (add rows as needed)	Responsibility (role, unit, or committee)	Implementation schedule
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11. (Add or delete rows as needed)		

## 5. List of key issues and topics for the EE

---

Please provide a short list of issues or topics of interest to be considered by the EE during the visit; a numbered list format is recommended.

- 1.

# DAC Report

## 6. Rationale for small programs

---

The DAC must provide a rationale explaining why, in the committee's opinion, programs with fewer than ten currently registered students (five for graduate programs) per year are kept open. No further analysis is required for these programs.

*Suggested length: 250 to 500 words per program (please copy this page if more space is needed)*

Name of program	
-----------------	--

## 7. Departmental analysis: a) Faculty complement (as a group)

---

In this section, the DAC is invited to describe and analyze the areas of excellence and the potential areas for improvement when it comes to the department's faculty's achievements in teaching, research and creation; referring to individual faculty should be avoided unless absolutely necessary.

Recommendations from the DAC on the faculty as a group should follow the description and analysis presented in this section.

The following topics are offered to initiate the DAC's reflection; it is not mandatory to include each topic in the DAC Report, as some might not be relevant to the department or programs under appraisal.

### Overall impact of the faculty's initiatives in teaching

- Organization or participation in conferences and workshops on teaching, including the Centre for Teaching and Learning's events and workshops
- Working groups on teaching at the departmental, Faculty, or University level
- Teaching awards and recognition by peers
- Research on teaching and learning

### Profile of the faculty as a group

- Average workload and departmental practices on course remissions
- Participation in departmental, Faculty, or University-mandated committees or working groups
- Awards and accolades
- Involvement of part-time faculty in the departmental life
- Student mentorship and advising

### Research and/or creation

- Publications: average number of publications, citation index, impact factor, media presence, etc.
- Research and/or creative collaborations: research centres or groups, productions, etc.
- Research and/or creative activities: participation to and organization of conferences, symposia, student research days, exhibits, festivals, installations, etc.
- Innovation: use of online or multi-platform projects or events, patents, etc.

*Suggested length: 500 to 1,000 words per DAC Report*

## 7. Departmental analysis:

### b) Teaching practices and philosophy

---

In this section, the DAC is invited to describe and analyze the areas of excellence and the potential areas for improvement when it comes to the department's practices and promotion of teaching; referring to individual faculty should be avoided unless absolutely necessary.

Recommendations from the DAC on the department's teaching practices and philosophy should follow the description and analysis presented in this section.

The following topics are offered to initiate the DAC's reflection on the department's practices; it is not mandatory to include each topic in the DAC Report, as some might not be relevant to the department or programs under appraisal.

#### **Departmental guidelines**

- Teaching philosophy: discussions on teaching at the departmental level, teaching development plan, best practices documentation, etc.
- Common practices for the assessment of teaching

#### **Support and promotion of teaching**

- Mechanisms to promote teaching innovation: curriculum initiatives, support for research on teaching and learning, mentorship, etc.
- Overall departmental initiatives in and around the classroom, such as in-class projects, experiential learning or community engagement opportunities, innovative use of technology, etc.
- Cooperative initiatives with the Subject Librarian for coursework and assignment support through targeted workshops, resources, consultation, etc.

*Suggested length: 500 to 1,000 words per DAC Report*

## 7. Departmental analysis: c) Research, creation and graduate supervision

---

In this section, the DAC is invited to describe and analyze the areas of excellence and the potential areas for improvement when it comes to the department's practices in research, creation, and graduate supervision; referring to individual faculty should be avoided unless absolutely necessary.

Recommendations from the DAC on research, creation, and graduate supervision should follow the description and analysis presented in this section.

The following topics are offered to initiate the DAC's reflection on the department's practices; it is not mandatory to include each topic in the DAC Report, as some might not be relevant to the department or programs under appraisal.

### Departmental practices in research and/or creation

- Overall research environment: development or strategic plan for research and/or creation
- Mechanisms to support and promote innovation and initiatives to facilitate knowledge mobilization
- Involvement of students in research and/or creation: laboratories, research groups, production companies, common practices for publications, etc.
- Library consultation services for faculty research

### Graduate student supervision

- Overall practices for graduate student supervision
  - Common guidelines
  - People and services involved
  - Mentorship of new faculty
  - Communication with the Faculty and School of Graduate Studies
  - Library consultation services for graduate students
- Graduate studies practices
  - Graduate student funding attribution
  - Comprehensive examination
  - Thesis defence
  - Thesis committee selection
  - Outside stakeholders' involvement and selection
  - Internships or capstone project

*Suggested length: 500 to 1,000 words per DAC Report*

## 7. Departmental analysis: d) Administrative processes

---

In this section, the DAC is invited to describe and analyze the areas of excellence and the potential areas for improvement when it comes to the department's administrative processes; referring to individual faculty or administrative staff should be avoided unless absolutely necessary.

Recommendations from the DAC on the department's administrative processes should follow the description and analysis presented in this section.

The following topics are offered to initiate the DAC's reflection on the department's practices; it is not mandatory to include each topic in the DAC Report, as some might not be relevant to the department or programs under appraisal.

### Administrative structure

- Short description of the department's administrative structure
  - Staff: number, responsibilities, and assessment practices
  - Training of faculty prior to taking on administrative responsibilities
  - Liaison with Subject Librarian
- Academic and professional advising
  - Advising practices
  - Documentation available for advisors, faculty, staff, and students
  - Monitoring of at-risk students

### Facilities and services

- Short description of the department's facilities
  - Facilities available to faculty, staff, and students
  - Access to centralized facilities (Faculty- or University-administered)
  - Teaching laboratories
  - Research centres
  - Health and safety general guidelines and concerns (if applicable)
- Services available
  - Training opportunities for staff and students
  - Writing or help centres

### Concordia Libraries

- Response to the Librarian's Summary Report (see Appendix 1 of the DAC Report)
- Collaborations, services, and facilities

*Suggested length: 750 to 1,000 words per DAC Report*

8. Program analysis

a) Characteristics of the programs under appraisal

Please insert the links to the current Calendar listings for each program under appraisal. Information that is not already in the Undergraduate or Graduate Calendar may be included in this section (add extra pages if needed).

Academic year used: \_\_\_\_\_

Link to Undergraduate Calendar: \_\_\_\_\_

Link to Graduate Calendar: \_\_\_\_\_

If applicable, the DAC may include additional information on each program’s specific guidelines that do not appear in the Calendar (suggested length: 250 words per program):

- Admission practices, policies, and standards
- Special rules (e.g., C and F rule<sup>11</sup>, time limit for graduate programs, etc.)
- Joint programs, partnerships, cooperating institutions and affiliated centres
- Funding packages (graduate programs)

Name of program	
-----------------	--

<sup>11</sup> <http://www.concordia.ca/academics/graduate/calendar/current/academic-regulations.html>

In this section, the DAC is invited to describe the department's strategic vision for the programs under appraisal. The DAC may include one section 8b. per DAC Report or repeat the section should it wish to divide the description of the strategic vision between programs.

The following topics are offered to initiate the DAC's reflection on the department's strategic vision; it is not mandatory to include each topic in the DAC Report, as some might not be relevant to the department or programs under appraisal.

**Description of the strategic vision and objectives for the program(s) under appraisal**

- Ideal learning outcomes
- Local and international reputation
- Performances in number of applicants, capture rates, and graduation rates
- Expectations for specific jobs available to students after graduation

*Suggested length: 500 to 1,000 words per DAC Report*

The curriculum maps serve as the basis for each periodic program evaluation, as well as for the ongoing academic program appraisal. If the department already has curriculum maps, please include them in the final version of the DAC Report.

**IMPORTANT NOTE: The following guidelines were primarily designed for course-based programs; please refer to the Measuring progress paragraph at the end of this section for suggestions on mapping research-, creation-, and thesis-based graduate programs.**

### What are the goals of curriculum mapping?

Curriculum mapping involves articulating the targeted learning outcomes that students achieve by virtue of completing an academic program, and tracing the curricular mechanisms that are put in place to achieve these outcomes.

The DAC is encouraged to:

- Define the pedagogical goals of the program from admission to graduation.
- Determine the knowledge and abilities students should possess at graduation.
- Show that the curriculum enables students to acquire these abilities and knowledge.
- Ensure that the means taken reflect this determination.

### Examples of curriculum mapping

The following models offer a different view on a program or departmental curriculum. It is suggested that departments choose a model (or derive its own) from the three examples listed in the following pages of this section.

#### “Milestones” model

In some programs, there is no linear path leading to the completion of the degree, as students might have several options available to them; this is why an example of curriculum mapping based on “milestones” is offered.

Related questions:

- How would the milestones be defined in this program?
- What are students expected to master or achieve by the time they reach these milestones?
- How are courses associated with each milestone building the students’ abilities?

#### “Course-by-course” model

An approach based on a “course-by-course” model also has its uses, as it might reflect similarities, repetitions or dissonance between courses. While the example offered was designed for language courses, it can be modified depending on the activities of the department.

Related questions:

- What are the skills built in each course, and how are they implemented (description, content, activities, assessment...)?
- How are skills reinforced in subsequent courses?

#### “Building blocks” model

The “building blocks” model is another way of undertaking curriculum mapping; by selecting broad, common objectives, a department can establish whether or not each course introduces, reinforces or puts emphasis on these objectives.

Related questions:

- How do program courses work to build targeted competencies?
- How are the categories defined and implemented? For example, what is the difference between “reinforcing” and “emphasizing” a notion or competency?

#### **Further considerations**

It is also suggested to reflect on the following, regardless of the chosen format of curriculum mapping:

- Are there common objectives or competencies targeted by the program and required for graduation?
- Are there high-impact educational practices<sup>12</sup> integrated in this program? Should they be integrated further?
- Are there co-curricular activities linked to this particular program?
- Are elective courses used for a specific purpose in the program?
- Is there a common framework for assessing the students’ mastery of the course skills or program objectives?
- Does the department have some common requirements for graduation, such as skills found in all courses in a program?
- Is the information on learning objectives, sequence, and skills targeted for graduation available to students (through course outlines, Calendar description, advising, etc.)?

#### **Measuring progress: research-, creation- and thesis-based graduate programs**

Programs that are not course-based should still be analyzed in regard to the progress students are expected to make before graduation. The “Milestones” model may be adapted for that purpose by focusing on the following (depending on the program). The DAC is invited to adapt the mapping to best suit the research-, creation- or thesis-based program under appraisal, and to consult the fourth model: Curriculum mapping models: Graduate programs available in this section.

- What are the skills/competencies students are required to master in the course of the program?
- Are the students required to attend introductory seminars, collaborative workshops, tutorials or other activities?
- What is the culminating experience in this program, and how are students preparing for it?
- What are the measurements used to gauge the students’ contribution to the field of study?

The DAC may also contact the School of Graduate Studies to request their expertise in creating curriculum maps for graduate programs.

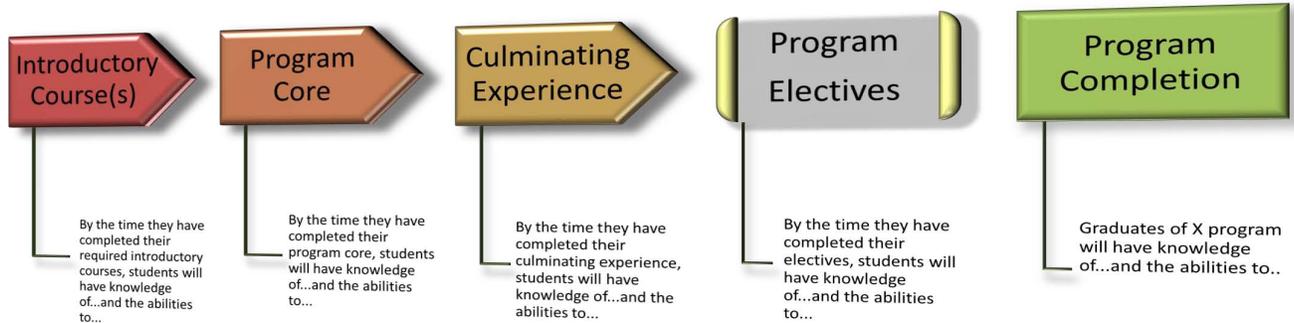
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<sup>12</sup> [https://www.aacu.org/sites/default/files/files/LEAP/HIP\\_tables.pdf](https://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf) offers more information on high-impact educational practices.

## “Milestones” model

Using the method below, program planners might think in terms of how competencies are developed and evaluated at certain program milestones instead of in individual courses.

Milestone Map



Introductory courses			
Learning outcomes: By the time they have completed their introductory courses, students will...			
Specific competencies	Course(s)	Key learning activities	Key assessments
Knowledge in field of study Students will understand...			
Students will be able to distinguish...			
Inquiry and research Students will...			
Critical thinking Students will...			
Communication Students will...			
Creative problem-solving Students will...			
Ethics and citizenship Students will...			
Program courses			
Learning outcomes: By the time they have completed their program courses, students will...			
Specific competencies	Course(s)	Key learning activities	Key assessments
Knowledge in field of study Students will understand...			
Students will be able to distinguish...			
Inquiry and research Students will...			
Critical thinking Students will...			
Communication Students will...			
Creative problem-solving Students will...			
Ethics and citizenship Students will...			

**Culminating experience**

Learning outcomes: By the time they have completed their culminating experience, students will...

Specific competencies	Course(s)	Key learning activities	Key assessments
Knowledge in field of study Students will understand... Students will be able to distinguish...			
Inquiry and research Students will...			
Critical thinking Students will...			
Communication Students will...			
Creative problem-solving Students will...			
Ethics and citizenship Students will...			

**Program electives**

Learning outcomes: By the time they have completed their program electives, students will...

Specific competencies	Course(s)	Key learning activities	Key assessments
Knowledge in field of study Students will understand... Students will be able to distinguish...			
Inquiry and research Students will...			
Critical thinking Students will...			
Communication Students will...			
Creative problem-solving Students will...			
Ethics and citizenship Students will...			

**Program completion**

Learning outcomes: By the time they have completed their program, students will...

Specific competencies	Course(s)	Key learning activities	Key assessments
Knowledge in field of study Students will understand... Students will be able to distinguish...			
Inquiry and research Students will...			
Critical thinking Students will...			
Communication Students will...			
Creative problem-solving Students will...			
Ethics and citizenship Students will...			

## “Course-by-course” model

	Description	Learning Objectives	Content	Activities	Assessment	Skills acquired
Course 1	Introduction to the basic structures and vocabulary of French.	a) Acquire an ability to speak and understand simple conversational French.	1. Basic vocabulary (200 words). 2. Basic conversational structures. 3. Basic pronunciation. 4. Regular verbs: present tense.	1. Exercises in class. 2. Homework. 3. Oral presentations. 4. Grammar portfolio. 5. Essays.	1. In-class tests. 2. Final exam. 3. Oral presentations. 4. Group activities.	1. Ability to understand and speak basic French. 2. Memorization of basic vocabulary. 3. Memorization of basic sentence structure.
Course 2	The basic structures of written French.	a) Acquire an ability to read and write basic French sentences. b) Review basic conversational skills acquired in Course 1.	1. Regular verbs: Present, past and future tense; the indicative and the imperative. 2. Subject and complements. 3. Pronouns. 4. Basic pronunciation and conversational structures.	1. Memorization of 50 regular verbs in the present, past and future tenses. 2. Specific exercises to identify subject and pronouns. 3. Homework. 4. Oral presentations. 5. Grammar portfolio (continued from Course 1)	1. In-class tests on memorization list. 2. Final exam. 3. Oral presentations. 4. Portfolio. 5. Group activities.	1. Ability to understand and speak basic French. Memorization of basic vocabulary. 2. Memorization of basic sentence structure. 3. Ability to read and write basic French sentences. 4. Understanding of the basics of French verbs. 5. Improvement in the ability to understand and speak basic French.
Course 3						

General graduation skills	
Graduation skills: program	Students are able to speak, write, read and understand French at a native speaker level. Students are able to live and work in an exclusively French environment. Students have a good cultural understanding of francophone culture and are able to debate on political, social and cultural topics.
Graduation skills: department	Students understand how French and francophone cultures have developed. Through good skills in French language and an understanding of French and francophone literature, students are able to address sensitive social, cultural and political issues both in French and through a French and francophone perspective.
Graduation skills: Faculty/University	Students have acquired an ability to think critically about social, cultural, and political issues. They have acquired an ability to read, write and express themselves orally with accuracy, specificity and skills. They are aware of crucial challenges facing the world, and have acquired the tools to address these challenges and offer solutions.

## “Building blocks” model

In this chart, each course is identified according to which competencies it addresses. “I” denotes introduction of a competency, “R” denotes reinforcement, and “E” denotes emphasis.

Sample curriculum mapping for a Business program: Business Administration Map	ECON 207	ECON 208	COMP 214	ENGL 200	MATH 1165	BUSI 201	BUSI 203	BUSI 211	BUSI 231	BUSI 241	BUSI 251	BUSI 252	BUSI 281	BUSI 371	BUSI 411	
	Macro-Economics	Micro-Economics	Microcomp App Business	Writing for Business	Pre-Calculus (Business)	Intro to Business	Business Statistics	Principles of Management	Principles of Marketing	International Business	Principles of Accounting I	Principles of Accounting II	Business Law I	Managerial Finance	Business Policy	
<b>Writing competencies</b>																
Identify a subject and formulate a thesis statement						I			R							E
Organize ideas to support a position				I		R			R				R			E
Write in a unified and coherent manner appropriate to the subject matter				I		R			R				R			E
Use appropriate sentence structure and vocabulary				I		R			R				R			E
Document references and citations according to an accepted style manual						I			R				R			E
<b>Critical thinking competencies</b>																
Identify business problems and apply creative solutions								I	R	R	R	R		R		E
Identify and apply leadership techniques								I						R		E
Translate concepts into current business environments								I	R	R	R	R		R		E
Analyze quantitative methods to solving real-world problems								I			R	R	R	E		E
<b>Quantitative reasoning competencies</b>																
Apply quantitative methods to solving real-world problems					I		R				R	R		E		
Perform necessary arithmetic computations to solve quantitative problems					I		R				R	R		E		
Evaluate information presented in tabular, numerical and graphical form					I		R				R	R		E		E
Recognize the reasonableness of numerical answers					I		R				R	R		E		E
<b>Oral communications competencies</b>																
Organize an oral argument in logical sequence that will be understood by the audience						I		R	R	R						E
Use visual aids effectively to support an oral presentation						I		R	R	R						E
Demonstrate professional demeanor, speak clearly in a well-modulated tone, and engage the audience						I		R	R	R						E
Exhibit good listening skills when others are speaking						I		R	R	R						E

## Curriculum Mapping Models: Graduate Programs

These models were designed to provide workable examples to the Department Appraisal Committee in mapping their curriculum, and may be modified as the department sees fit.

### Course-based Diplomas and Masters

**General objective of the program:** The program is designed to provide practicing professionals with an opportunity to strengthen and extend the knowledge they have obtained at the undergraduate level, to develop their design skills, and to enhance their ability to present technical material in written form.

#### Milestones: 1) Core courses; 2) Broadening skills; 3) Specialized content

##### Core courses: 21 credits

General description: By the time students complete this milestone, they will have acquired the abilities necessary to extend their knowledge in one of the area groups identified in the department for advanced studies in the field. They will also have mastered general mathematical analysis techniques and project management skills.

Course group	Skills/competencies and learning activities
Theoretical systems seminars	This group of courses presents general theoretical models and systems related to the student's area of specialization.
Mathematical and spatial analysis	Students will learn the basic theoretical concepts underlying mathematical and spatial analysis in the context of the field, and will learn techniques in current use. Learning activities include computer lab sessions and collaborative work. Students are expected to produce a detailed analysis using the tools learned in class, and to be able to review a model analysis and identify the required modifications.
Project management	This problem-based course group will put students in contact with situations encountered in a professional setting. By using information acquired in the previous two course groups, students will prepare a review of best practices in project management using a professional setting example.

##### Broadening skills: 12 credits

General description: By the time students complete the requirement, they will have acquired general knowledge of techniques, generally encountered issues, and procedures outside of their main field of specialization. This milestone may include an internship in a professional setting, with faculty and professional(s) supervising the student's project.

Course	Skills/competencies and learning activities
Practicum in experimental techniques	Students will acquire advanced skills in techniques specific to their area of expertise under the direct supervision of the lab director.
Practicum in project management	Students will be matched with a professional in their area of expertise in order to develop further skills in project management and planning. Assessment will include a project report detailing the student's experience and placing it in a wider context. Tasks will vary depending on the agreement between the student's supervisor and the professional.

### Specialized content: 12 credits

General description: Following the program's main objective of preparing students to design and present technical reports to a professional audience, the specialized content milestone provides students with a larger array of skills dedicated to the tasks related to the technical know-how of a project review or proposal.

Course	Skills/competencies and learning activities
Budget management	Students will acquire advanced skills in preparing, managing, and presenting budget requirements as part of a professional project. General topics include materials budgeting, tender practices, common administrative procedures, ethical practices, and an overview of provincial and federal laws and regulations.
Communication skills	This course focuses on written and oral expression. By the end of this course, students are expected to be capable of presenting a professional-level project analysis or proposal.
Presentation seminar	In continuation with the Project Management course group in 1), students will present either a review of a current situation in the field and provide a detailed analysis, or present their findings following their internship. Students are expected to clearly identify the theoretical concepts and techniques used in either case.

### Thesis-based Masters (with research component)

**General objective of the program:** The MSc program is focused on training students in research and experimental design for an eventual preparation to the PhD. By the time they graduate, students will have gained experience in a research setting and have the capacity to explain the research methods and methodology applicable to their area.

#### **Milestones: 1) Core courses; 2) Research and thesis**

### Core courses: 15 credits

General description: By the time students complete their core courses, they will have acquired the knowledge and technical skills needed to understand a variety of topics in their field of study, as well as the statistical research methods applicable to their project.

Course	Skills/competencies and learning activities
MODE701: Current Topics in the field	Ability to consider advanced topics in Model research from different theoretical perspectives.
MODE708: Seminar	Ability to present, discuss and review advanced research and experiments in a field specific to the student's research area.
MODE719: Research methods and experimental design	Advanced study and review of current research methods (including statistical analysis) and experimental design related to the student's research area.

### Research and thesis: 30 credits

General description: The Research and thesis is the culminating milestone of the program. Students must show competencies in all areas related to the writing of their thesis and will demonstrate their capacity of continuing into the doctoral program. Their supervisor and examination committee will measure the assessment of the student's success in this milestone.

Course	Skills/competencies and learning activities
MODE790: Research and thesis	Students conduct a novel empirical research project, prepare a written thesis, and present their work to a committee of faculty members.

### Thesis-based doctoral program (Ph.D.)

**General description of the Ph.D. program:** The Ph.D. is a research-intensive program based on innovation in experimental design. The main objective of the Ph.D. program is to train students in developing a research project and following it through all stages usually associated with high-level research in an academic or professional setting, including the publication of at least one article in a peer-reviewed publication during their doctorate. Students are also expected to gain sufficient experience in teaching courses at the University level, both in their own area of research and in broader fields of inquiry.

**Milestones: 1) Core courses; 2) Comprehensive Examination; 3) Broadening skills; 4) Research and thesis**

### Core courses: 15 credits

General description: By the time students complete their core courses, they will have acquired the knowledge and technical skills needed to understand a variety of topics in their field of study, as well as methodological issues in their field in order to prepare for their Comprehensive Examination.

Course	Skills/competencies and learning activities
MODE801: Research seminar I and II	Ability to develop oral presentations and writing skills coherent with a wide knowledge of advanced topics in research in their field, and development of analytical skills needed for the Comprehensive Examination. Ability to present their project to the group.
MODE 807: Special Topics Seminar	With the guidance of their supervisor, students will take elective courses to further their knowledge in advanced studies outside of their field. Electives vary from year to year, and students are encouraged to take seminars outside of their area of specialization.

### Comprehensive Examination: 0 credits

General description: The successful completion of the Comprehensive Examination is a major milestone in the program as proof that students have acquired the skill to review and explain scientific research literature at a professional level within a specific time period. Students have to take their Comprehensive Examination no later than twelve months after the beginning of their doctoral program.

Course	Skills/competencies and learning activities
MODE852: Exam	Students are required to complete one of the following activities, in consultation with their supervisor: Write a long scientific paper in a field outside of their area of specialization; Prepare a seminar on a core area in the field to be taught as part of the Special Topics section; or Prepare a review of the research literature outside of their field.

Broadening skills: 15 credits

General description: The successful completion of the Comprehensive Examination is a major milestone in the program as proof that students have acquired the skill to review and explain scientific research literature at a professional level within a specific time period. Students have to take their Comprehensive Examination

Course	Skills/competencies and learning activities
MODE857: Pedagogical training	Students acquire skills needed to teach at a university level, including: preparing materials for classes, giving lectures, and marking. Assessment of learning includes a 4-lecture session on a range of topics from the field.
MODE802-806: Electives	These electives courses cover a wide range of content applicable to research and professional activities in the field, including mathematical analysis, experimental design, project review, risk assessment, and ethics. Students are expected to deepen their mastery of their area of specialization and extend their knowledge in similar fields.
MODE810: Area seminar	Ability to analyze presentations on research findings in a critical manner and to contribute meaningfully to the discussion on research. Activities include three critical reviews of recent publications in the student's area of specialization.
MODE811: Teaching research and laboratory techniques	Students develop the ability to train students at the undergraduate and graduate levels and to teach laboratory techniques. Activities include mentoring a student ("apprentice") in a specialized technique or experimental skill.

Research and thesis: 60 credits

General description: The research and thesis is the culminating milestone of the program, where students must demonstrate their competencies in their area of expertise at various levels, including technical knowledge, pedagogical training, and capacity to plan and conduct novel research.

Course	Skills/competencies and learning activities
MODE890: Thesis	Students conduct a personal and novel research project, write a thesis describing their findings while situating the research within a broader context in the field, and defend their experimental design and results before a committee of faculty members.

# DAC Report

## 8. Program analysis

### d) Learning objectives and program performance

In this section, the DAC is invited to describe and analyze the areas of excellence and the potential areas for improvement when it comes to the programs under appraisal; this section must be repeated for each program or cluster of programs.

Recommendations from the DAC on the program's learning objectives and performance should follow the description and analysis presented in this section.

The following topics are offered to initiate the DAC's analysis on the programs under appraisal; it is not mandatory to include each topic in the DAC Report, as some might not be relevant to the department or programs under appraisal.

#### Curriculum mapping and program objectives analysis

- Program sequence
  - Efficiency and coherence of the sequence of courses from admission to graduation
  - Availability of the information on the sequence and program objectives
  - Issues with scheduling or attributing courses
  - Recent curriculum changes
- Program and learning objectives as described in the curriculum mapping
  - Alignment of the program's learning objectives with the department's goals and strategic vision
  - Program structure
  - Students' perceived needs
  - Professional and transferrable skills
- High-impact educational practices<sup>13</sup>

These include: First-year seminars and experiences; core courses or activities; learning communities; writing-intensive courses; collaborative assignments and projects; undergraduate research opportunities (Honours thesis); practicums, internships, and labs; diversity and global learning; capstone or "end of curriculum" courses and projects.

#### Data analysis

- Data package analysis
  - Trends in applications, admissions, retention, withdrawals, and graduation rates
  - Overall description of the program's performance over the last five (5) years
  - Comparison between the program and the sector's or Faculty's performance
  - Recommendations for maintaining or improving the program's enrolments

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<sup>13</sup> Please see [https://www.aacu.org/sites/default/files/files/LEAP/HIP\\_tables.pdf](https://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf) for more information on high-impact educational practices.

- Survey data analysis
  - Student survey results
  - Informal consultations with students
  - Additional survey data (if available)

### Program relevance and updates

- Interest and need
  - Program characteristics and specificity
  - Need for the program (students, University, employers, and society) and sustainability
  - Frequency of curriculum review and updates
- Research and/or creation in the program
  - Overall research and/or creation in the program
  - Links with the curriculum
  - Innovation in the discipline
  - Incentives to pursue research and/or creation in the program

*Suggested length: 1,000 to 1,500 words per program (please use one template per program or cluster)*

Name of program	
-----------------	--

# DAC Report

## 9. Recommendations

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Recommendations must address the department's and its programs' strengths and weaknesses and suggest steps for improvement or to ensure their ongoing quality. Recommendations ought to be made within current resources and budget allocations.

In this section, a short narrative should accompany each recommendation to explain why the DAC considers it essential to the improvement of the department or program.

The DAC is encouraged to use the same numbering throughout the document and make sure that all recommendations found in the rest of the DAC Report are listed in this section.

*Suggested length: 500 to 1,000 words per DAC Report (a numbered list is recommended)*

- 1.

## 10. Appendices: Librarian's Summary Report, Short Data, Curricula vitae, and other relevant documentation

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**Mandatory appendices should be organized as follows:**

### **Appendix 1: Librarian's Summary Report**

This report is submitted by the Subject Librarian to the Appraisal Coordinator, who includes it in the data package sent to the DAC Chair. The report in its entirety must also be included as an appendix to the DAC Report.

### **Appendix 2: Summarized data spreadsheet**

The Appraisal Coordinator provides a PDF document titled "short data" as part of the appraisal data package. The DAC is asked to include this document as an Appendix in order to provide minimal enrolment and admission data.

### **Appendix 3: Full-time faculty CV**

All full-time faculty currently employed in the department are required to provide a short version of their CV as part of the appraisal. If possible, the DAC should ask all faculty to use the same or a similar format of CV (such as the Canadian Common CV). The CV should at least cover the last five academic years, but may span a longer period of the faculty's career.

The following template must be used if the curricula vitae do not include sections on teaching, course development, program development, and university service (a full template is available by request to the Appraisal Coordinator).

### **Appendices 4 – X: Other relevant documentation**

The DAC is invited to include as Appendices all documentation considered relevant to the appraisal and to the understanding of the department and programs. Examples of appendices include:

- Strategic and hiring plans
- Reference guides for faculty or staff
- Brochures and advertisements
- Colloquium and conference announcements
- Health and safety guidelines or handbooks
- Selection of course outlines
- Information on research groups or research centres

# DAC Report

## CV complement for full-time faculty

### Teaching

Please list undergraduate, graduate and independent courses taught in the last 5 years (add rows if necessary)

Course number	Course title	Number of credits	Academic year

### Course development

Please indicate the title of new courses you developed in the last 5 years (add rows if necessary)

Course number	Course title	Type of course	Role in the development

### Program development

Please indicate the title of new programs you developed in the last 5 years (add rows if necessary)

Program name	Type of program	Role in the development

### University, departmental, and professional service

Please list the committees on which you sat (including elected and appointed offices held) in the last 5 years (add rows if necessary)

Name of committee and position (if applicable)	From (mm/yyyy) to (mm/yyyy)

## APPENDIX C: EE REPORT TEMPLATE

External Evaluators (EE) are invited to use these templates to write the EE Report. Some variations will occur due to the nature of the department and programs under appraisal; therefore, an answer to every question or analysis of each suggested topic is neither mandatory nor expected. EE should strive to provide a portrait that is as accurate as possible of the evaluated department and programs' situation and contribution.

EE are also asked to respond, if within their knowledge, to a list of concerns and challenges raised by the department in the DAC Report. A copy of the DAC Report will be made available to the EE before their visit to the University.

For clarity and brevity's sake, it is recommended that, as much as possible, the report's length be limited from 5 to 10 pages (excluding appendices).

This template includes the following sections:

1. **Cover page**
2. **Short outline of the visit**
3. **Assessment**
  - a) Faculty members as a group
  - b) Administrative processes
  - c) Programs
4. **Recommendations**



# External Evaluators Report

## 2. Short outline of the visit

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Please summarize the following:

- Facilities observed
- Additional activities

The schedule of the visit and list people interviewed will be provided by the Appraisal Coordinator and attached to the EE Report.

# External Evaluators Report

## 3. Assessment

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The EE are invited to share their thoughts on the following suggested topics and on any other they wish to discuss following their visit.

### a) Faculty members as a group

- Profile
  - Balance of senior and junior faculty, and of full- and part-time faculty
  - Workload, administrative duties, and average number of students per instructor
  - Retention rate of faculty
- Productivity
  - Research and/or creation opportunities and output
  - Reputation and comparison with other departments in the discipline
- Research and/or creation
  - Overall research environment and promotion of research and/or creation
  - Links between research and/or creation and the curriculum
  - Ways used to foster innovation in the discipline

### b) Administrative processes

- Available resources
  - Library resources (based on the Librarian's Summary Report)
  - Facilities
  - Technological and digital support
- Strategies used to optimize administrative performance and communication
  - Advising strategies
  - Training and administrative duties
  - Co-Op agreements (if applicable)
  - Communication between staff, faculty and students
  - Special events and communication plans

### c) Programs

- Data analysis and feedback
  - Admission, retention and graduation (based on Appendix 2 of the DAC Report)
  - Student surveys
- Curriculum mapping
  - Educational practices
  - Teaching and learning objectives
- Professional programs (if applicable)
  - Training
  - High-impact educational practices (work placement, practicum, workshops...)
- Relevance and innovation
  - Unique contributions of the programs (past, current and future initiatives)
  - Potential for improvement, partnerships, and collaboration

# External Evaluators Report

## 4. Recommendations

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This section should include the following:

- Comments on the DAC Report
- Numbered recommendations

## APPENDIX D: UAC REPORT TEMPLATE

The following templates are used to write the UAC Report. Some variations may occur due to the nature of the department and programs under appraisal; therefore, an answer to every question is neither mandatory nor expected. The UAC should remain attentive to providing a portrait that is as accurate as possible of the department's situation and contribution, and that responds to issues raised in the DAC and the EE Reports.

For clarity and brevity's sake, it is recommended that the UAC try as much as possible to limit its Report to five pages (excluding appendices) and to use a bullet-point or numbered list format whenever possible.

This template includes the following sections:

1. **Cover page**
2. **Summary**
  - a) Situate the department in the university appraisal process
  - b) Summarize the department and its programs (including services, facilities, and resources)
  - c) Respond to the DAC Report, EE Report, and DAC Response to the EE Report (if applicable)
3. **Numbered recommendations**

# UAC Report 1. Cover page

Department of \_\_\_\_\_ Year of appraisal \_\_\_\_\_

Name of UAC member	Representing
	Office of the Provost
	Office of the VPRGS
	Full-time faculty
	Full-time faculty
	Full-time faculty
	Part-time faculty
	Student (CSU)
	Student (GSA)
	Institutional Planning & Analysis

List of programs under appraisal

List of programs excluded from the appraisal

The UAC met on the following dates:				

*This report was received by:* \_\_\_\_\_ *On:* \_\_\_\_\_

The UAC must summarize the status of the department and programs under appraisal. More specifically, the UAC is invited to:

- a) Situate the department in the university appraisal process
- b) Summarize the department and its programs (including services, facilities, and resources)
- c) Respond to the DAC Report, EE Report, and DAC Response to the EE Report (if applicable)

# UAC Report

## 3. Recommendations

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The UAC must include a numbered list of recommendations in its Report.

- 1.

## APPENDIX E: IMPLEMENTATION PLAN TEMPLATE

The following template is used by the Faculty Dean to write the Implementation Plan. The Dean should remain attentive to providing a portrait that is as accurate as possible of the department's situation and contribution, and that responds to recommendations and concerns raised in the DAC, EE, and UAC Reports.

For clarity and brevity's sake, it is recommended that the Plan be limited to five pages and to use a numbered list format in section 3.

**This template includes the following sections:**

- 1. Cover page**
- 2. Summary**
  - a) Short description of the department and its programs, including its mission statement
  - b) Identification of strengths and opportunities for positive change
  - c) Description of research strengths and future directions
  - d) Identification of exceptional facilities
- 3. Numbered recommendations and rationale**

# Implementation Plan

## 1. Cover memo

Department of \_\_\_\_\_ Year of appraisal \_\_\_\_\_

To: Vice-Provost, Teaching and Learning

From: Faculty Dean

Faculty of:

Date:

Please find enclosed the finalized Implementation Plan for the Department cited above as part of the academic program appraisals process. This Plan was duly discussed with:

The Department Chair

The Dean of Graduate Studies (if applicable)

As mentioned in the Concordia University Academic Program Appraisals Manual, 5<sup>th</sup> edition revised, the Faculty and Department will follow-up on this Plan in two years, when prompted by your office.

Sincerely,

Faculty Dean's name \_\_\_\_\_

Faculty Dean's signature \_\_\_\_\_

# Implementation Plan

## 2. Summary

---

The Faculty Dean is invited to summarize the department's positioning in the Faculty, and the vision of the Faculty on maintaining or improving the performance of its programs. The following topics may be considered for inclusion:

- a) Short description of the department and its programs, including its missions statement
- b) Identification of strengths and opportunities for positive change
- c) Description of research strengths and future directions
- d) Identification of exceptional facilities

# Implementation Plan

## 3. Recommendations

The Faculty Dean is invited to include a numbered list of recommendations for improvement, as well as a rationale and implementation schedule (an Excel spreadsheet is also available by request to the Appraisal Coordinator).

Recommendations	Prioritized timeline for completion	Responsibility	Dean's comments and resource implications
1.			
Rationale:			
2.			
Rationale:			
3.			
Rationale:			
4.			
Rationale:			
<i>Add rows as needed</i>			