



DOUGLAS COLLEGE

Comprehensive Program Review

Faculty of Language, Literature & Performing Arts
Music

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Recommendations: Summary and Summary List

Recommendations in the table below are listed in order of appearance (unranked)

Recomm. Number	Related Report Component	Recommendation	Status / Timeline
1	1	Update Program Guidelines for FMTS.	Projected for 2025–26
2		Re-number MUSC 1186 and MUSC 1286: these are currently numbered at the 1 st -year level but have “MUSC” pre-requisites and so must be taken in the 2 nd year.	Projected for Fall 2025
3		Cross-list PEFA 3136 and 3236 as MUSC courses. These courses are articulated for transfer as MUSC courses but are not clear options because of their “PEFA” acronym.	Projected for Fall 2025
4		Update Program Guidelines for Music Diploma.	Underway
5		Revise CGs for all out-of-date courses.	Underway
6	2	Develop additional Core Competencies specifically for FMTS students.	Projected for 2025–26
7		Update Program Guidelines to include Core Competencies/Program Outcomes.	Projected for 2025–26
8	3	Continue with field trips and other experiential learning opportunities currently programmed and explore expanding these as a Department and with the Director of Performing and Fine Arts (DoPFA).	MUSC Department and DoPFA
9	4	Consider de-sequencing of some or all Music Theory courses.	Unassigned
10		Explore including Basic Theory II (MUSC 1201) and Basic Aural and Sight Singing Skills II (MUSC 1204) courses in the Music Diploma programs to function as pre-requisites for Diploma Theory and Aural skills courses.	Unassigned
11	5	Improve alumni data gathering and organization, especially that related to student transfers and future employment.	DoPFA
12	6	Explore possibility of using music theory and aural skills assessments as post-admission placement tools, rather than admissions requirements	Unassigned

Recomm. Number	Related Report Component	Recommendation	Status / Timeline
13	7	Update and resolve articulation issues across course offerings and institutions	Assigned to Jim Palmer; beginning 2024; to complete by 2028–29
14		Decide on courses that have not been offered for a long time (or ever); e.g. MUSC 2101 (Intro to Jazz Theory), MUSC 1162, 1262 (Keyboard Harmony)	Unassigned
15		Discuss fate of and/or revise Contemporary Instrumental Improvisation course: MUSC 1114/1214.	Assigned to Music Programs (non-MTD), esp. Mark D'Angelo
16		Revise MD Program Guidelines to include pathway to Advanced Certificate in Applied Audio.	MUSC Department
17	8	Obtain richer and more comprehensive alumni data (also noted in Section 5).	DoPFA
18		Convene annual PAC meetings with better attendance to obtain better guidance and recast PAC as necessary.	MUSC Coordinator, LLPA Associate Dean
19	9	Consider artist/composer in residence program with focus on Indigenous and other global music.	MUSC Department, DoPFA
20		Increase number of regular workshop offerings by guest artists with focus on global music.	MUSC Department, DoPFA

RECOMMENDATIONS: SUMMARY AND SUMMARY LIST

Recomm. Number	Related Report Component	Recommendation	Status / Timeline
1	1	Review all Curriculum guidelines for current relevance.	2024–2025
2		Switch CMNS 1276 (Communications for Arts Entrepreneurs) for CMNS 2115 (Advanced Business Communication).	2024 trial
3		Revise PEFA 1239 to include music promotion and grant writing along with the existing focus on contracting and collaborating	2024–2025
4		Revise PEFA 2139 to shift focus to financial management, business structures and freelance work opportunities in the context of the audio, game, film and music industries.	2024–2025
5	2	Update Program Guidelines to include Core Competencies/Program Outcomes	2024–2026
6		Curriculum map individual courses to Core Competencies/Program Outcomes	
7		Add a sixth program competency that addresses the skills required to network, navigate and negotiate the complex freelance world of professional audio.	
8	3	Increase the number of industry professionals who guest lecture in our classes.	Ongoing
9		Expand the student assistant role to allow them to take more responsibility in supporting in-house live events and engage with a greater range of work experiences.	
10		Expand curriculum opportunities for fieldtrips, networking events and external connections	
11	4	Survey students about online components of the program and revise curriculum based on feedback received.	
12	5	Strengthen our network of alumni with the aim of matching young industry professionals with our students to provide mentorship, guidance, and potential job opportunities.	Ongoing

Recomm. Number	Related Report Component	Recommendation	Status / Timeline
13		Develop higher education pathways at Douglas College for graduates from the MTD program.	
14	6	Undertake Faculty Professional Development around Equity Diversity and Inclusion, Implicit Bias, and Reconciliation.	
15		Review marketing materials to ensure the messaging promotes inclusivity	Ongoing
16		Review admissions criteria to ensure that they do not disadvantage under-represented, equity deserving and marginalized groups	2024–2025
17	7	Pursue transfer agreements into and out of MTD and the Advanced Certificate in Applied Audio	Ongoing
18		Formalize the PEFA Certificate with music technology options as a foundational option for MTD students with strong traditional music training.	2025
19	8	Strengthen alumni network with invitations to open days, events and ‘listening parties’	Ongoing
20		Strengthen connections with local employers through field trips, guest lectures, curriculum consultation and outreach work	
21		Explore inter-disciplinary connections in ongoing curriculum development	
22	9	Increase female and diverse representation in faculty and technological support staff	2025–2027
23	10	Improve sound isolation between Studio A control and live rooms	2026-2027
24		Implement online booking system for studio spaces	2024
25		Establish another sound isolated rehearsal space	2024
26		Identify practice room size spaces that could be equipped as small listening booths	2027–2028

Since being established as a one-year certificate in 2011, and a two-year diploma in 2016, the music technology program at Douglas College has built a strong reputation for nurturing students’ creativity and providing foundational technical skills in audio recording, music production, sound design and live sound.

The consistently high and growing applicant numbers indicate strong ongoing demand. To continue to graduate resilient and adaptable audio professionals, our curriculum needs to evolve in line with the demands of the sector and the affordances of emerging technology.

Significant investment from the College and the Ministry of Post-Secondary Education and Future Skills in a new advanced credential (the Advanced Certificate in Applied Audio) has facilitated curriculum development that embraces immersive and interactive audio, serving the rapid growth in the Gaming, VR, XR and AR sectors. We are also building on our distinctive live sound program, afforded by Douglas College MTD's unique situation in a music department within a performing arts area, and the resource of a 350-seat professionally equipped theatre.

The new Advanced Certificate in Applied Audio, is the first step in developing a full applied degree in audio, event and creative technologies which will be the first opportunity for students in BC to pursue a bachelor's degree in the field.

As with any successful program, our greatest threat lies in the potential for complacency and the significant investment in our area and support from the VPA office could not be better timed as we interrogate our curriculum and update our facilities to meet the demands of an ever more rapidly changing world.

External Reviewer Report

Douglas College Faculty of Language, Literature and Performing Arts: Music Department

- Music Technology Diploma Program
- Basic Musicianship Certificate program, Music Diploma program, and the Foundation for Music Therapy Studies Diploma program

Site Visit Date: March 14, 2025

Date submitted: May 9, 2025

External Reviewer(s):

Rose Ginther, MacEwan University, Associate Dean and Associate Professor, Faculty of Fine Arts and Communications

Alexis Luko, University of Victoria, Director and Professor, School of Music

Introduction

We would like to start by thanking all the individuals who helped with the organization of our visit to the Douglas College Music Department, which took place on March 14, 2025. We were impressed with the high level of participation of staff, faculty, students, and administrators who all prioritized our visit and took time to provide important program information and to answer our questions.

Prior to the site visit, the reviewers received:

- a) Schedule for the visit;
- b) Music Technology Program Self Study prepared by Hazel Fairbairn, Kayvon Sarfehjooy, and Ian Putz;
- c) Music Self Study (Basic Musicianship Certificate program, Music Diploma program, and the Foundation for Music Therapy Studies Diploma program) prepared by Jim Palmer, Hazel Fairbairn, Heather Harty Scott, Joy Ollen, Eric Hannan, Barrie Barrington, Ruth Enns, Mark D'Angelo, Kayvon Sarfehjooy, and Ian Putz.

Over the course of our visit, we had the opportunity to meet with the Dean, Associate Dean, Vice President Academic Provost, the Music Coordinator, and Performing and Fine Arts Director. We also had a tour of the facilities with technicians, we met with MTD faculty, with coordinators, we had two meetings with music faculty and ended the day with a meeting with students from all programs. Over the course of our visit, we made note of how highly regarded the Music Department is by the upper administration. Particularly impressive on the day of the site visit was the participation of support staff and music technology faculty and the large turnout of students.

Thoroughness, rigor, and validity of the report

The self-study/report is very detailed and admirably thorough at a number of levels. Summary of Risks, Challenges and Opportunities were thoughtfully communicated, and the surveys were well thought out (thought often with low response rates).

Though we understand that not all Douglas College instructors may have had the opportunity to provide input for the written self-study, we found that there was ample opportunity for everyone to share ideas during the scheduled faculty meeting and faculty drop-in on the day of the site visit.

The student body is clearly highly invested in Douglas College's Music Department and had several significant items to share with the reviewers during the site visit student meeting. It is our view that these student perspectives brought several crucial issues to the fore that are not present in the self-study (discussed below).

The Foundation for Music Therapy Studies Diploma aligns well with health and career-centred priorities in the province and seems to strategically utilize existing resources. It was unclear, however, in the report and on the day of the site visit as to who the lead faculty members are for this diploma. While there is an excellent alumni questionnaire included in the report, responses were rather low and therefore not adequate to serve as a basis of any recommendations. More information about program success and sustainability would have been ideal to make a thorough assessment.

An element missing from the report was an Organizational Chart for the Faculty, which we received after the site visit as a separate document. What remains unclear is how the Director role interrelates with the Associate Dean, faculty and coordinator roles, and how decisions are made (see recommendations below about clarifying processes). The reviewers recommend reviewing the structure to ensure that the communication and reporting roles are clearly laid out.

Something to contemplate for Douglas College moving forward is the formatting of the report templates, which omit mention of high-level vision planning. To this end, more emphasis on how departments seek to align with Douglas College's Strategic Plans could be helpful to future reviewers and specifically to departments as they plan for the future. If Douglas College has an Indigenous plan, a recruitment and retention plan, an accessibility plan, or a hiring plan (i.e. preferential hiring), these should be reflected in self-study reports.

Environmental Scan

The Douglas College Music Department has an impressive history for providing a high-quality foundational musical education to students seeking transfer/degree completion in other music programs in (predominantly) western Canada.

In addition to Douglas College's music programs, there are several other two-year, publicly funded diploma programs in music in western Canada:

- Capilano University
- Vancouver Community College
- MacEwan University (Edmonton)

Degree completion options are also available at many universities across the country. In western Canada they include:

- University of British Columbia
- University of Victoria
- Capilano University
- Simon Fraser University
- Thompson Rivers University
- MacEwan University
- University of Alberta
- University of Calgary
- University of Lethbridge

Douglas College's offerings play an important role in the post-secondary music ecosystem in BC in preparing individuals for a variety of careers, including completing a baccalaureate degree.

The Basic Musicianship certificate plays a critical role in providing access to future studies in music at Douglas College including the Music Diploma program, the Music

Technology program and the Foundation for Music Therapy Studies. And while considerable competition exists for both the Music Diploma program and Music Technology program, the Foundation for Music Therapy has fewer competitors in the system.

In terms of quality and currency of curriculum, the self-study itself identified some areas which need further examination. While the core curriculum is solid, the very nature of music technology results in a fast pace of change driven by industry. This creates challenges for the faculty and staff in terms of currency and in providing opportunities for students to feel part of the sector in a relatively short, two-year program.

Reviewer Response to the Self-Study

The reviewers believe that the self-study methodology, data and findings are valid and reasonable. However, there are elements of the findings and recommendations that are more important and urgent than others. Pages 4 through 9 contain a summary of the reviewer response while pages 10 through 18 reflect the self-study recommendations and the reviewer's alignment with those recommendations.

APPENDIX

The self-study table below indicates support for all the recommendations surfaced by the self-study. Additional comments in support of these recommendations are found in the far-right column.

MUSIC TECHNOLOGY DIPLOMA

Self-Study Recommendations		External Reviewer Assessment			
No.	Content	Agree	Disagree	Other	Comments / Rationale
1	<i>Review all Curriculum guidelines for current relevance.</i>	yes			This is essential in this rapidly changing field
2	<i>Switch CMNS 1276 (Communications for Arts Entrepreneurs) for CMNS 2115 (Advanced Business Communication).</i>	yes			
3	<i>Revise PEFA 1239 to include music promotion and grant writing along with the existing focus on contracting and collaborating</i>	yes			Music promotion and grant writing are important career skills
4	<i>Revise PEFA 2139 to shift focus to financial management, business structures and freelance work opportunities in the context of the audio, game, film and music industries.</i>	yes			
5	<i>Update Program Guidelines to include Core Competencies/Program Outcomes</i>	yes			In meeting with students, misalignment between courses became evident where students felt that some courses overlapped but there were gaps between others
6	<i>Curriculum map individual courses to Core Competencies/Program Outcomes</i>	yes			Agreed. Important as indicated in the note above

7	<i>Add a sixth program competency that addresses the skills required to network, navigate and negotiate the complex freelance world of professional audio.</i>	yes			In this field, this learning outcome is imperative and was again, named by students as important..
8	<i>Increase the number of industry professionals who guest lecture in our classes.</i>	yes			<p>Guests from the industry add an important component to the student experience</p> <p>Meeting with instructors suggested that there are good efforts to invite industry professionals to classes, but more could be done to integrate a number of guest lectures into certain courses.</p> <p>Recommendation to establish a base budget for honorariums for guest lecturers.</p>
9	<i>Expand the student assistant role to allow them to take more responsibility in supporting in-house live events and engage with a greater range of work experiences.</i>	yes			Agreed but also explore possibilities to include this type of work experience in a capstone course.
10	<i>Expand curriculum opportunities for field trips, networking events and external connections</i>	yes			As with 8 above, making industry connections and networking with those in the field are very useful for students near graduation
11	<i>Survey students about online components of the program and revise curriculum based on feedback received.</i>	yes			This bears some attention since students expressed concern about scheduling. If there were some courses available online or hybrid, they may be able to more

					easily adjust their own schedules to enable them to attend to family and work commitments during their studies.
12	<i>Strengthen our network of alumni with the aim of matching young industry professionals with our students to provide mentorship, guidance, and potential job opportunities.</i>	yes			This is an excellent idea if alumni are willing to mentor students. If not, matching first- and second-year students each year is another option.
13	<i>Develop higher education pathways at Douglas College for graduates from the MTD program.</i>	yes			Degree completion opportunities exist within the province and in Alberta.
14	<i>Undertake Faculty Professional Development around Equity Diversity and Inclusion, Implicit Bias, and Reconciliation.</i>	yes			This is critical and should be ongoing. Providing faculty with opportunities to explore these topics in a safe space and encouraging all to consider EDI is important. Additionally, Reconciliation and inviting Indigenous artists, elders and knowledge keepers on campus is equally important.
15	<i>Review marketing materials to ensure the messaging promotes inclusivity</i>	yes			To encourage diversity in the classroom, marketing materials must reflect that preferred vision.
16	<i>Review admissions criteria to ensure that they do not disadvantage under-represented, equity deserving and marginalized groups</i>	yes			Ensuring admissions processes do not contain artificial barriers is again, important EDI work.

17	<i>Pursue transfer agreements into and out of MTD and the Advanced Certificate in Applied Audio</i>	yes			Having transfer agreements in place allows students to see a path to completing a degree
18	<i>Formalize the PEFA Certificate with music technology options as a foundational option for MTD students with strong traditional music training.</i>	yes			
19	<i>Strengthen alumni network with invitations to open days, events and 'listening parties'</i>	yes			The alumni network will be important to continue to grow and nourish since these individuals play a role in word of mouth advertising but also in building and maintaining the reputation of Douglas College programs
20	<i>Strengthen connections with local employers through field trips, guest lectures, curriculum consultation and outreach work</i>	yes			Yes, especially in connection with curriculum and currency of curriculum. Again, this can strengthen and maintain Douglas College's connection to the workplaces in which students aspire to work.
21	<i>Explore interdisciplinary connections in ongoing curriculum development</i>	yes			Interdisciplinarity and allowing students to learn from other disciplines is an important breadth aspect of post-secondary education
22	<i>Increase female and diverse representation in faculty and technological support staff</i>	yes			Again, marketing materials that represent the diverse student population and providing access through the admissions process to women and gender diverse individuals is important.

23	<i>Improve sound isolation between Studio A control and live rooms</i>	yes			This was identified by instructors, staff and students in the reviewer meetings as a priority.
24	<i>Implement online booking system for studio spaces</i>	yes			Room booking availability and ease of booking was a key issue expressed by students during the reviewer's time on campus. This is one of the most important issues to be addressed as part of this review.
25	<i>Establish another sound isolated rehearsal space</i>	yes			Access to rehearsal space was also identified as key
26	<i>Identify practice room size spaces that could be equipped as small listening booths</i>	yes			As 23 - 25, access to the rooms necessary for successful completion of their studies was expressed by students as a key issue

Basic Musicianship Certificate program, the Music Diploma program, and the Foundation for Music Therapy Studies Diploma program

Self-Study Recommendations		External Reviewer Assessment			
No.	Content	Agree	Disagree	Other	Comments / Rationale
1	<i>Update Program Guidelines for FMTS.</i>	yes			
2	<i>Re-number MUSC 1186 and MUSC 1286: these are currently numbered at the 1st-year level but have "MUSC" pre-requisites and so must be taken in the 2nd year.</i>	yes			

3	<i>Cross-list PEFA 3136 and 3236 as MUSC courses. These courses are articulated for transfer as MUSC courses but are not clear options because of their "PEFA" acronym.</i>	yes			Make it as easy as possible for students to see how to successfully complete a program of study using courses from multiple programs
4	<i>Update Program Guidelines for Music Diploma.</i>	yes			
5	<i>Revise CGs for all out-of-date courses.</i>	yes			
6	<i>Develop additional Core Competencies specifically for FMTS students.</i>	yes			
7	<i>Update Program Guidelines to include Core Competencies/Program Outcomes.</i>	yes			
8	<i>Continue with field trips and other experiential learning opportunities currently programmed and explore expanding these as a Department and with the Director of Performing and Fine Arts (DoPFA).</i>	yes			Field trips are excellent ways to get students in touch with the realities of the field and for networking with professionals. The reviewers suggest separating this action into two separate actions with increased and enhanced work integrated/experiential learning opportunities being a separate initiative.
9	<i>Consider de-sequencing of some or all Music Theory courses.</i>	Where possible, yes			Desequencing courses can be a useful way to remove barriers to enrolment however, only where students have the proficiency to move forward with coursework. Do a survey of curriculum in other institutions (specifically transfer institutions) to ensure DC is aligned with current

					post-secondary learning outcomes and curriculum. Consider de-siloing music theory approaches (traditional approaches to music theory versus contemporary popular theory)
10	<i>Explore including Basic Theory II (MUSC 1201) and Basic Aural and Sight Singing Skills II (MUSC 1204) courses in the Music Diploma programs to function as pre-requisites for Diploma Theory and Aural skills courses.</i>	yes			Address barriers that limit access to and enrollment numbers in the diploma program.
11	<i>Improve alumni data gathering and organization, especially that related to student transfers and future employment.</i>	yes			Alumni are an important source of information but are also your best advocates. Create exit surveys for graduating and transfer students to keep in touch with alumni and gather information about post-graduation pathways.
12	<i>Explore possibility of using music theory and aural skills assessments as post-admission placement tools, rather than admissions requirements</i>	yes			This is a wise choice to enable students to obtain access to the program and then be placed appropriately. If additional coursework is recommended for some students while others are able to move into higher levels in these areas, perhaps those students have greater access to option courses, allowing them to have a more flexible program of study.

13	<i>Update and resolve articulation issues across course offerings and institutions</i>	yes			Very important for student satisfaction Transfer students in the student meeting expressed stress and uncertainty about articulation agreements and equivalencies.
14	<i>Decide on courses that have not been offered for a long time (or ever); e.g. MUSC 2101 (Intro to Jazz Theory), MUSC 1162, 1262 (Keyboard Harmony</i>	yes			See recommendations above about curriculum revamp
15	<i>Discuss fate of and/or revise Contemporary Instrumental Improvisation course: MUSC 1114/1214</i>	yes			
16	<i>Revise MD Program Guidelines to include a pathway to Advanced Certificate in Applied Audio.</i>	yes			
17	<i>Obtain richer and more comprehensive alumni data (also noted in Section 5).</i>	yes			Alumni are a good source of information and reflect the outcomes of the program one to five years post-graduation
18	<i>Convene annual PAC meetings with better attendance to obtain better guidance and recast PAC as necessary.</i>	yes			Program Advisory committees provide important and timely advice for both formative and summative program enhancements. The reviewers recommend one PAC per credential since these
19	<i>Consider artist/composer in residence program with focus on Indigenous and other global music.</i>	Yes, but not at the expense of other more urgent and important			These types of enrichment programs may enhance what the program is able to do with and for students currently. Be sure to build a program that provides sufficient

		changes like space and scheduling			connections with students and their curriculum in order to maximize its potential as enrichment to the student experience. Every effort should be made to maximize Faculty and student involvement and event attendance.
20	<i>Increase number of regular workshop offerings by guest artists with focus on global music.</i>	Yes, if part of curriculum			Impact and connection to curriculum should be the primary consideration.

**DOUGLAS COLLEGE COMPREHENSIVE REVIEW (CR)
RESPONSE FROM THE
OFFICE OF THE VICE-PRESIDENT, ACADEMIC AND PROVOST**

Douglas College Administration policy A38: Program Review requires a follow-up plan be developed by the Vice President, Academic and Provost, in response to the Self-Study and External Report.

FACULTY	Language, Literature and Performing Arts	
Department / Program	Music: Music Technology Diploma, Basic Musicianship Certificate, Music Diploma, and the Foundation for Music Therapy Studies Diploma.	
Date Submitted	May 2025	
External Review Panel (ERP) [List all]	Alexis Luko Rose Ginther	University of Victoria, Director and Professor, School of Music MacEwan University, Associate Dean and Associate Professor, Faculty of Fine Arts and Communications
Reason for Timing of Comprehensive Review	<input checked="" type="checkbox"/> Schedule (routine) or <input type="checkbox"/> Off-cycle, due to emergent concerns (specify below) <div style="margin-left: 40px;"> <input type="checkbox"/> Changes in discipline/field/licensing <input type="checkbox"/> New program development <input type="checkbox"/> Demand/enrolment/budget concerns <input type="checkbox"/> Other (specify) </div>	
Date of last Comprehensive Review	2016	
RESPONSE/RECOMMENDATIONS		
SUMMARY RESPONSE AND VPA RECOMMENDATIONS In particular, DDP name should focus on the following:	Douglas College's Music Department has a long and storied history, serving broad community needs in music education while meeting niche, industry-focused demands in music technology. The external reviewers to the comprehensive program review noted, for example: <i>"The Douglas College Music Department has an impressive history for providing a high-quality foundational musical education to students seeking transfer/degree completion in other music programs in (predominantly) western Canada."</i> The external reviewers were complimentary regarding the level of faculty, staff and student participation and noted the seriousness with which the Department approached the review process.	

The external reviewers indicated very strong support for curriculum renewal (identified in the self-study), noting in their recommendations that there are persistent overlaps in the content of some courses and instructional gaps elsewhere. Significantly, the external reviewers recommend changes to the department's admissions processes, which are currently at odds with Douglas College's mission as an 'access' institution. Current admissions processes, in particular the handling of entrance theory tests, appear to be out of alignment with peer institutions and are negatively affecting student recruitment and retention. The VPA supports the recommendation to hold placement tests *after* admission and to ensure the pathway between the Basic Musicianship Certificate and Music Diploma program is unencumbered by admission tests.

Several recommendations are concerned with the shortage of instructional/performance space and related problems in course scheduling. The VPA notes that space-related issues have been an ongoing concern at the College and were the impetus to expand the New Westminster campus. The VPA believes that space and related scheduling concerns will largely disappear once new facilities are opened at 808 Royal during the 2027 academic year (i.e., freeing space in the existing campus). In the meantime, the VPA encourages the Dean and Associate Dean to continue to work with the VPA and Institutional Effectiveness to find interim classroom/performance spaces and stop-gap measures to alleviate course scheduling problems. The VPA recommends that the department give immediate and serious consideration to evening, Saturday and summer programming.

The VPA supports the external reviewers' recommendations to implement Universal Design in Learning (UDL) and expand the inclusion of non-western musical genres and perspectives in the curriculum. Relatedly, the VPA advises that the self-study recommendations for faculty professional development in equity, diversity and inclusion should be a priority for the department.

The VPA commends the department on having undertaken a rigorous review of its programs/credentials. The VPA directs the Dean and Associate Dean to work closely with the department on the implementation of all recommendations.

As per the College's routine follow-up to comprehensive program reviews, the Department is to submit its Implementation and Action Plan (IAP) to the Dean within 45 days of receipt of this Report, and to report back to the Dean one year after submission of the IAP to account for progress made.

All Self-Study recommendations accepted?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
All External Report recommendations accepted?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No The VPA asks the Dean and department to address the recommendations according to the sequence of priorities identified by the external reviewers.
Next scheduled PR (5 – 7 years):	2032



Vice-President, Academic and Provost

July 9, 2025

Date