

Progress Report on March 2020 Dean's Summary of the Global Development Studies (GDS) Program Review

Dr. Jacqueline Nolte, April 7, 2020

The GDS Program Review took place in 2019, the first time a review has taken place since the inception of the GDS degree in 2013 and since the introduction of a GDS minor and extended minor in 2018. GDS currently has 46 students registered in its programs and GDS graduates have been amongst the finest academic citizens that UFV graduates.

The reviewers commented positively on the overall quality of the GDS program, noting its attractiveness to students, and suggested that with "modest investment" the program could grow substantially. The Program Reviewers commended faculty who teach into the program, particularly those who offer the practicum component.

The focus of the review could have dealt more with the substance of curriculum content. Instead, the challenges of administering an interdisciplinary program overshadowed the former, notwithstanding the interrelationship of the issues. The Dean's Office has since made the recommended investments in the program, including a substantial investment in a full-time hire.

Recommendations, Actions and Progress – 2021-10-08	
Recommendation 1: Conduct curriculum mapping to identify learning outcomes specific to the GDS program review.	
Action: This is overdue and will be completed by the GDS curriculum committee, led by the GDS Chair, by the end of 2021, inclusive of the development of new GDS courses and streamlining the overall program.	Progress: This is underway and will be completed by the end of 2021.
Recommendation 2: Clarify the scope of "global development studies" at UFV, create a structure of required core courses at each level of the program and support the program in the scheduling of core courses offered by other departments.	
Action: GDS will develop a scope and purpose statement by the end of 2020. The curriculum committee will be asked by the Dean to compare its core courses to other GDS programs to identify gaps. The Chair will be asked to work with heads in other areas to ensure the scheduling of required courses and to alert the Dean to instances where responses from cognate disciplines have not been satisfactory.	Progress: A draft scope and purpose statement appears in Appendix 1, below. GDS already has a structure of required core courses at each level as approved by the original external review committee when the program was first approved. We will review and revise the existing structure in the context of curriculum mapping and review. Comparison of the UFV GDS curriculum with other programs across the country (and around the world) is underway. Our work in coordinating course scheduling with other departments was interrupted by the COVID pandemic, but will resume as we return to campus and after a new program assistant is hired.
Recommendation 3: Streamline required non-GDS course requirements to ensure they make a substantial contribution to the program's learning outcomes while at the same time ensuring students have sufficient choice of electives to complete their programs in a timely way.	
Action 1: The Associate Dean of Students (ADS) will be asked to guide the Chair with regard to the above recommendation.	Progress: Discussions among GDS faculty have begun. However, before we make any changes to curriculum, we will need to consult with students and alumni to ascertain their views on course utility and availability. A complete survey of UFV course offerings is underway to determine which of them might be valuable electives for GDS students. This should be complete by the end of December 2021. A survey of the curriculums of other GDS

	<p>programs has been completed. These will contribute to the curriculum review discussed under Recommendation 1. The Dean has asked that the program committee continue to seek guidance from the ADS.</p>
<p>Action 2: The Chair will collaborate with fellow heads to offer required courses, and will report the results of this collaboration to the Dean’s office in a timely manner, including instances where collaboration has been unsuccessful. The GDS Chair has requested that the Dean ask departments to report periodically on their contributions to multidisciplinary programs, which will be done.</p>	<p>Progress: As above, our work in coordinating course scheduling with other departments was interrupted by the COVID pandemic, but will resume as we return to campus and after a new program assistant is hired. We look forward to the commencement of college-level discussions on contributions to multidisciplinary programs.</p> <p>The Dean has indicated that the Associate Dean of Students will work with select programs to publish a list of courses they will offer in the next two years by Winter 2022. This will allow the Dean to assess contribution by other departments to the GDS (and other multidisciplinary) programs.</p>
<p>Recommendation 4: Develop standard guidelines for internship and practicum requirements.</p>	
<p>Action: A Practicum Coordinator has been hired in the College of Arts. The Chair will be advised to invite the Practicum Coordinator to a curriculum committee so that these guidelines are developed.</p>	<p>Progress: See the draft practicum guidelines in Appendix 2, below. Discussion of these has begun via email with GDS faculty and the Practicum Coordinator. A practicum committee, including the coordinator will begin to meet in Fall 2021.</p>
<p>Recommendation 5: Require that students see an academic advisor early in the program.</p>	
<p>Action: The Chair will discuss with UFV Advising the best way of ensuring that this happen and will work toward completing this by the end of 2021.</p>	<p>Progress: We have started discussions with the Director of Advising, but she reports that they do not have sufficient resources for frequent individual advising. Instead, we will undertake to communicate more frequently with our students through web pages, email, orientations and class announcements. A UFV advisor will continue to attend GDS Program Committee meetings and other committee meetings as appropriate.</p>
<p>Recommendation 6: Strengthen the GDS program committee and ensure it has ongoing responsibility for academic oversight of GDS courses and the GDS program.</p>	
<p>Action: The Dean's office will work with GDS to strengthen the role of the GDS program committee in having academic oversight of GDS courses and the GDS program.</p>	<p>Progress: The GDS Program Committee meets monthly with attendance of 15 faculty and staff representing 10 departments. So far in 2020-21, the GDSPC has discussed the proposal for the new school of Social Justice and Global Stewardship, grading standards, and new course proposals, among other issues. The GDS co-chairs have decided to reduce the frequency of GDSPC meetings in Fall 2021 to make more time available for meetings of the curriculum committee, practicum committees and School of Social Justice committees.</p>

Recommendation 7: Include the Program Chair of GDS in meetings in the College of Arts.	
Action: This is an error on the part of the reviewers. The chair has equal voice at all heads and chair meetings with the Dean.	Progress: Agreed.
Recommendation 8: Establish GDS as a stand-alone department with core GDS members, core funding for required courses, associate GDS faculty appointed from other departments and requisite administrative support. If this is not possible, reviewers noted that the proposed School of Global Development and Social Justice be formed but with a Director drawn from GDS given that GDS would be the largest of the interdisciplinary programs in the school.	
Action 1: The Dean is not in support of a small stand-alone department with one core GDS member and two cross appointed members. Arts is moving in the opposite direction of a profusion of small departments. Arguments that GDS requires a specific or fixed “allocation” of courses are based on a model of allocation that fell out of use many years ago, when the university adopted a shared revenue model. Courses are now allocated where demand exists i.e. there is not a set allocation of courses per subject area. GDS does enjoy dedicated administrative assistance and the hiring of a new core GDS faculty member has been completed.	Progress: This issue has been resolved for now by GDS joining the new School of Social Justice. Over the next year, the participating programs will negotiate with each other to establish mutually respectful structures and procedures for achieving all of our goals in a collaborative fashion. Hopefully, the new school will also provide a framework within which GDS (and the other programs) can achieve stronger guarantees of the availability of core courses. One of the GDS co-chairs is participating on the SAC to hire a new School Administrative Assistant. A new GDS faculty member began work in 2020. Two existing UFV faculty members have been cross-appointed to GDS. In the coming year, we will begin discussions toward the appointment of Associate Faculty members.
Action 2: The current two cross appointed GDS faculty who teach core GDS courses have concerns about moving into a new school as they believe that if many of the disciplines GDS draws on are placed in a different school, this could exacerbate problems of course availability. The GDS Program Chair’s preference is that GDS hire its own faculty or faculty be cross appointed to GDS so that the program can offer its own courses. This would require the transfer of courses (some cross-listed) and associated budget from the current home departments to GDS. The Chair and Dean will work together to explore where transfer of ownership of cross-listed courses to GDS can take place, contingent on the owning department’s need to retain ownership due to the courses being core requirements in their programs. The Dean believes that the former can occur, regardless of whether a school is formed or not and, if transfer of course ownership occurs in some instances, then these courses can be scheduled by the Program Chair as required. The issue regarding faculty is in process already, with the two current faculty members being cross-appointed and a new faculty member having been hired.	Progress: During 2021-22, we will explore with the dean and with collaborating departments the best resolutions to issues of course offering, scheduling and staffing. In some cases, this may entail moving ownership of courses to GDS; in others, it may require closer collaboration among departments and a framework for doing so. We also look forward to close collaboration with the other programs participating in the new School of Social Justice with whom we are already discussing the design and offering of cross-listed courses.

Recommendation 9: Appoint an additional core GDS faculty member	
Action: Done	Progress: We are very happy with the appointment of a new full-time, permanent GDS faculty member and with the cross-appointment of two more UFV faculty members to GDS. In 2020 an LAS hiring was not successfully completed and a half-position in LAS remained unfilled. It was to have been cross-appointed with Sociology or MACS. We would like to request that this position be reopened as a GDS/LAS cross-appointment. For GDS, this would help to globalize our program, which, in recent years due to faculty retirements has come to focus more on Africa and South Asia.
Recommendation 10: Develop faculty led protocols for efficient scheduling of courses across departments and programs.	
Action: The Department Chair's role is to exercise initiative with respect to working with other heads and, where this is unsuccessful, to bring forward specific requests to the Dean's office. The Dean's office does not coordinate timetabling for specific programs; however, the Deans office can help when specific issues are brought to the Dean's attention.	Progress: See the discussion above under Recommendations 2 and 3. Our work on collaborating with other departments to avoid course scheduling conflicts was interrupted by the COVID pandemic. It will resume as we return to campus and a new program assistant is hired. We will also attempt to alleviate the problem by broadening or streamlining the range of courses identified as electives for GDS students. When we run into persistent problems, we may suggest procedural solutions to the dean.
Recommendation 11: Improve access to administrative support	
Action: GDS now shares a full-time program assistant with PACS.	Progress: GDS shared a program assistant with PACS and MOLA. With GDS' move to the new School of Social Justice, it will share a program assistant with IS, PACS and the other programs constituting the new school. As these programs share similar administrative and academic concerns, this seems like a good fit. The position has been advertised and the hiring process is underway.
Recommendation 12: Ensure that GDS benefits from the same institutional supports as disciplinary programs, including the annual production of a data book for GDS.	
Action: The Chair will request this from IR.	Progress: This has been requested and received. We will work with IR to review and refine the data.

Appendix 1 - Scope and Purpose Statement Draft

The Bachelor of Arts in Global Development Studies (GDS) is a four-year degree program providing students with the knowledge, critical capacities, practical skills, and experience needed for successful careers or further study in international and community development. GDS is interdisciplinary, incorporating existing courses from more than 15 different disciplines into its core curriculum. BA-GDS Students are also encouraged to take a minor or a concentration. GDS also offers a minor and extended minor in Global Development Studies. These make a specialization in international studies or, more particularly, global development studies available to students pursuing other degrees at UFV.

Appendix 2 - GDS Practicum Guidelines Draft

1. Practicums should be started after the completion of the third year of the GDS program. This helps to ensure that students will receive the greatest possible amount of learning from the practicum experience and also that the workplace hosts will be most satisfied with the students they supervise.
2. Students should have completed the GDS language requirement before beginning the practicum. This is obviously critical if the practicum is conducted in the language studied for the language requirement. However, even if the language requirement is independent from the practicum, it is not reasonable for students to expect to be able to complete the language requirement in the 1 year (30 credits) left after the completion of the practicum. Such expectations are likely to delay students' graduations.
3. Practicum placements should be carefully selected to reflect individual students' capabilities and interests and to improve their chances of success in the practicum and to improve their career prospects.
4. Both practicum students and practicum placements must be approved by a committee comprising at least 3 GDS faculty members.
5. The work required for a practicum shall not include proselytization.
6. Students should receive active supervision (academic and workplace) throughout the practicum.
7. Practicum students should have the opportunity to complete challenging work that will develop their skills. Some of this work should be in the realm of planning or analysis. Students may be asked to perform menial tasks for some of their work hours if everyone in the workplace pitches in in this way.