



University
of Windsor

University of Windsor Quality Assurance Processes Cyclical Program Review Guidance for **Internal Facilitators**

Introduction

The purpose of this document is to outline the role of Internal Facilitators on the review teams in Cyclical Program Review, and to provide guidance to these internal reviewers.

Independent expert review is foundational to the [Quality Assurance process for Ontario's universities](#). Thank you for participating in this essential process. The Cyclical Program Review of existing programs is the key quality assurance process aimed at assessing the quality of existing academic programs, identifying ongoing improvements to programs, and ensuring continuing relevance of the program to students and other stakeholders. For any questions, contact iqap@uwindsor.ca

Quality Assurance of Ontario's Universities

The Quality Council is the provincial body responsible for assuring the quality of all programs leading to degrees and graduate diplomas granted by Ontario's publicly assisted universities. It operates at arm's-length from both the provincial government and the universities. The Quality Council does not make decisions regarding the funding of university programs; however, the provincial government's Ministry of Colleges and Universities (MCU) will not fund a program which has not been quality assured and approved by the Quality Council. Ontario's universities have committed to a process to ensure the quality and continuous improvement of their academic undergraduate and graduate programs.

The degree of rigour established throughout the Quality Assurance Framework (QAF) and in particular, the Protocol for Cyclical Program Reviews plays an essential role in ensuring the ongoing improvement of existing academic programs using internationally accepted quality assurance practices.

Role of the Internal Facilitator in Cyclical Program Review

Internal Facilitators serve as:

- Ambassador to the University of Windsor. You are the host and guide to the University of Windsor.
- The provider of information and answers questions asked by the external reviewers concerning the University's academic policies and program structures.
- The internal facilitator keeps meetings on track and focused on purpose of review. A diagram of the Focus of the IQAP Program Review can be found on page 4 of this document. One page 6 is the Review Criteria for External Review.
- Acts as a liaison between the reviewers and the Office of Quality Assurance
- They accompany external reviewers during the site visit and attend every meeting scheduled during the visit (eg staff, students, faculty, administrators).
- They are not members of the academic program(s) under review.
- They are not responsible for providing recommendations for the program(s) under review.

Internal facilitators **do not assist** in the writing of the External Reviewers' Report. However, they may be asked to read through the report if requested. Reading the draft report may assist in identifying errors or confirming discussions before the finalized report is submitted to the Office of Quality Assurance / AVPA.

The internal facilitators receive all documentation that is sent to the External Reviewers:

- AAU's Self Study document
- Faculty CVs
- Supporting documentation such as Appendices and University's Strategic Plan

How to Prepare

- Review [Section 7 of Windsor's](#) Institutional Quality Assurance Process (IQAP), which outlines the Cyclical Program Review process.
- Review the self-study prepared by the academic program under review
- Review the schedule and hold the times of the site visit in your calendar
- Before accepting invitation to act as an internal facilitator, advise the Office of Quality Assurance if there are any known conflicts of interest with the AAU/programs undergoing review.
- The Office of Quality Assurance will provide guidance should the review be very late or possible contentiousness within the departments undergoing review.

During the Site Visit

- Please bring your device(s) to the meetings to be ready to look up policies, definitions, collective agreements, etc.
- Provide reminders to the departments and the reviewers that should they work through you to request any additional meetings or information / liaise with the Office of Quality Assurance or the AVPA's office during the site visit.
- If issues concerning power dynamics, personality or any conflicts arise during the site visit, please reach out to me in the AVPA's office.

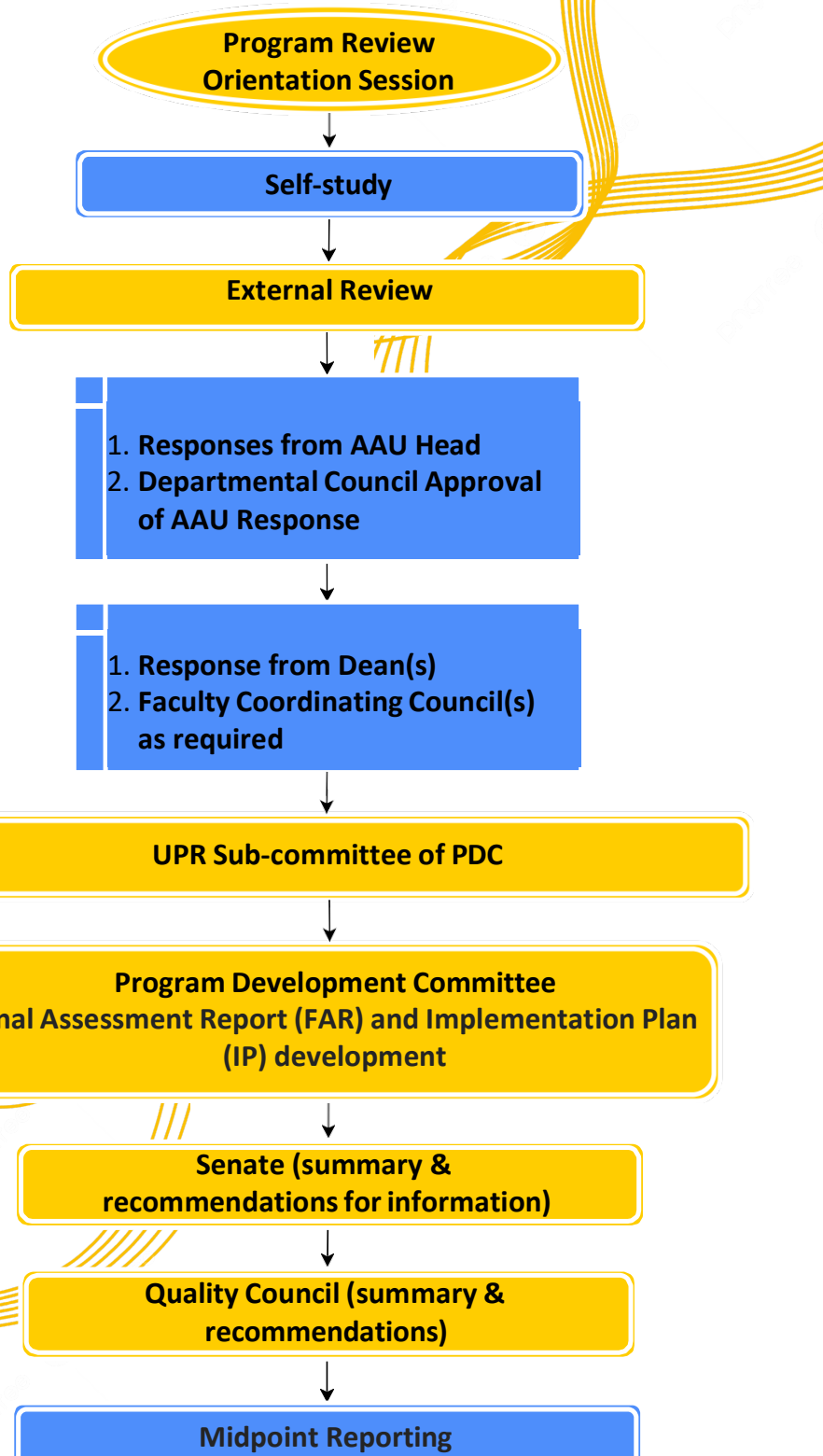
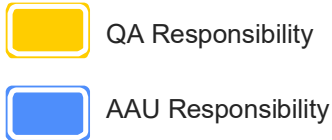
Below is the University of Windsor's Cyclical Program Review Process Flow Chart. The External Review is the part of the process you are involved in as an Internal Facilitator. Following the Flow Chart is a graphic outlining the Focus of IQAP Program Reviews as well as a visualization of the full cyclical program review process and the Review Criteria. If you require any further information concerning your role, please do not hesitate to contact me or the IQAP office support staff. (Penny Kollar pkollar@uwindsor.ca Svetlana Georgieva svetlana@uwindsor.ca)

Sincerely,



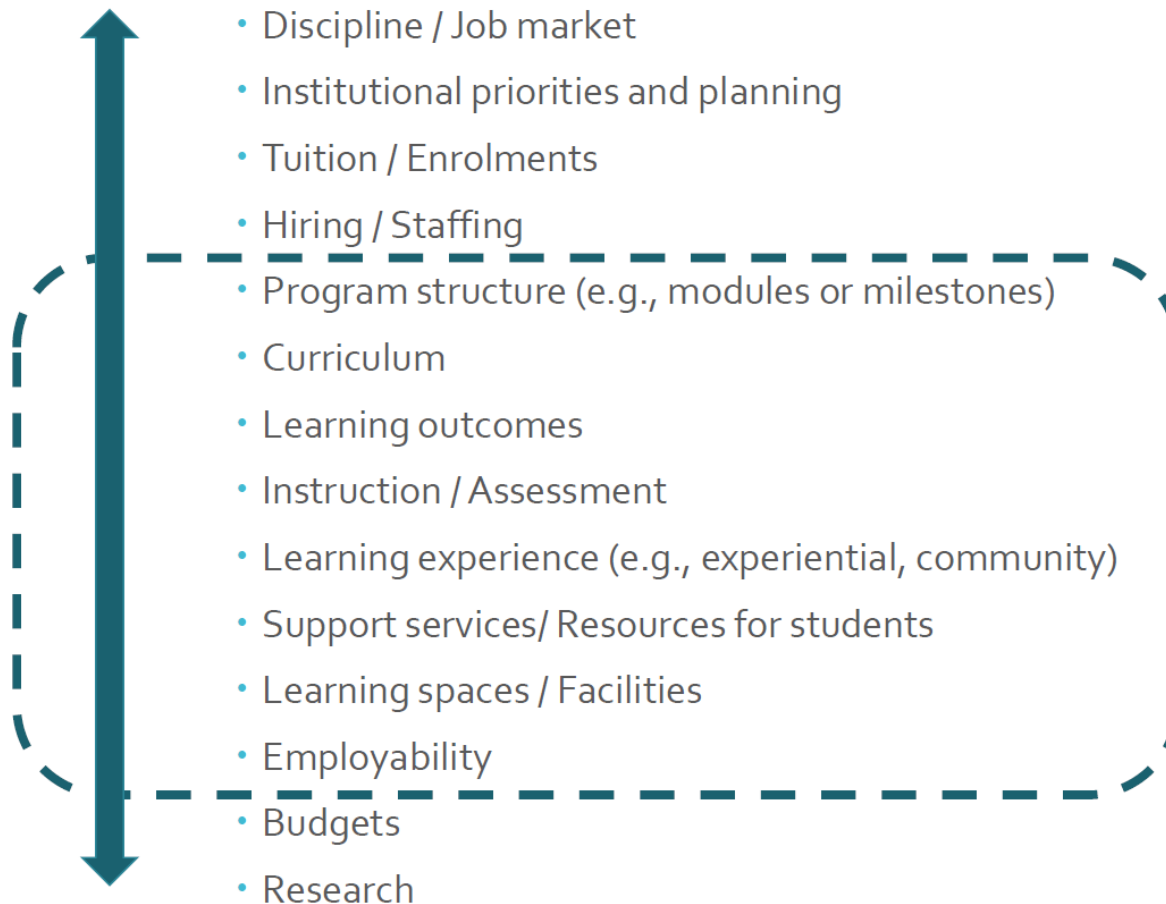
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University of Windsor Quality Assurance Flow Chart Cyclical Program Review



Focus of IQAP Program Reviews

The criteria used by the external reviewers is included in Table 5, **Cyclical Program Review Evaluation Criteria**, (on the next page) and is adapted from the Quality Assurance Framework. The diagram below provides the overall approach and demonstrates the evaluation criteria used in a cyclical program review. The content within the dotted outline is where greater emphasis is given to help inform continuous improvement for the programs.



Visualization of Cyclical Program Review Process

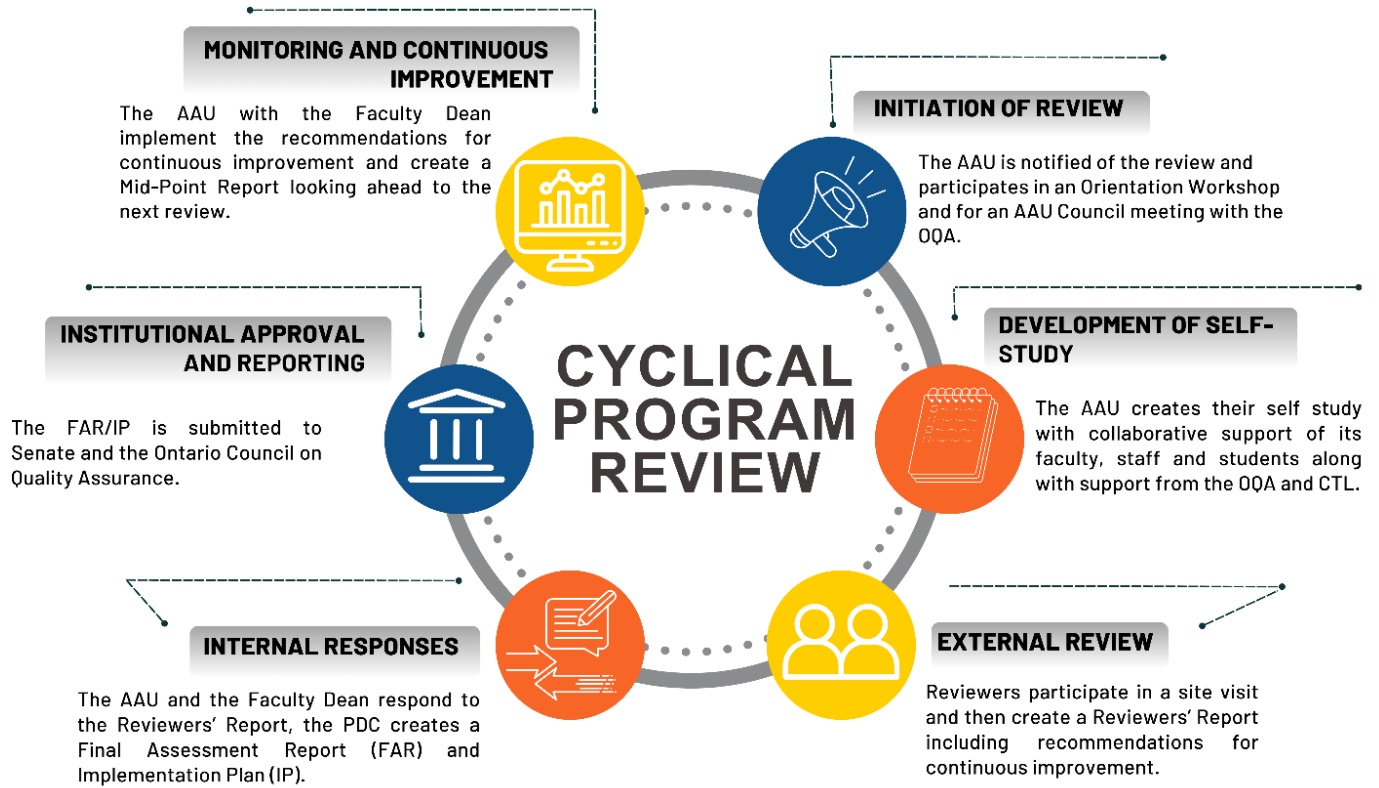


Table 5
Cyclical Program Review Evaluation Criteria
From the Quality Assurance Framework

The IQAP for review of existing undergraduate and graduate programs requires the evaluation criteria below.
<p>5.1.3.1.1 Objectives</p> <p>a) Program is consistent with the institution’s mission and academic plans.</p>
<p>5.1.3.1.2 Program requirements</p> <p>a) Appropriateness of the program’s structure and the requirements to meet its objectives and the program-level learning outcomes;</p> <p>b) Appropriateness of the program’s structure, requirements and program-level learning outcomes in meeting the institution’s own undergraduate or graduate Degree Level Expectations;</p> <p>c) Appropriateness and effectiveness of the mode(s) of delivery to facilitate students’ successful completion of the program-level learning outcomes; and</p> <p>d) Ways in which the curriculum addresses the current state of the discipline or area of study.</p>
<p>5.1.3.1.3 Program requirements for graduate programs only</p> <p>a) Clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the time required;</p> <p>b) Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses; and</p> <p>c) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.</p>
<p>5.1.3.1.4 Assessment of teaching and Learning</p> <p>a) Appropriateness and effectiveness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations; and</p> <p>b) Appropriateness and effectiveness of the plans to monitor and assess:</p> <ul style="list-style-type: none"> • The overall quality of the program; • Whether the program continues to achieve in practice its objectives; • Whether its students are achieving the program-level learning outcomes; and • How the resulting information will be documented and subsequently used to inform continuous program improvement.
<p>5.1.3.1.5 Admission requirements</p> <p>e) Appropriateness of the program’s admission requirements given the program’s objectives and program-level learning outcomes; and</p> <p>f) Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.</p>

5.1.3.1.6 Resources**

Given the program's class sizes and cohorts as well as its program-level learning outcomes:

- d) Participation of a sufficient number of qualified core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment;
- e) If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience;
- f) If required, provision of supervision of experiential learning opportunities;
- g) Adequacy of the administrative unit's utilization of existing human, physical and financial resources; and
- h) Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access.

5.1.3.1.7 Resources for graduate program only**

Given the program's class sizes and cohorts, as well as its program-level learning outcomes:

- c) Evidence that faculty have the recent research or professional/clinical expertise needed to foster an appropriate intellectual climate, sustain the program, and promote innovation;
- d) Where appropriate to the program, evidence that financial assistance for students is sufficient to ensure adequate quality and numbers of students; and
- e) Evidence of how supervisory loads are distributed, in light of qualifications and appointment status of the faculty.

5.1.3.1.8 Quality indicators

- a) Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring);
- b) Any other evidence that the program and faculty ensure the intellectual quality of the student experience; and
- c) For students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills, and times-to-completion and retention rates.

**In keeping with past practice and the requirement for a review of academic services that directly contribute to the quality of each program under review in the Self-Study, consideration must also be given to the appropriateness, effectiveness, and sufficiency of resources and services that directly contribute to the academic quality of programs, in particular, library resources and services, for both graduate and undergraduate programs.