Master of Environment and Sustainability
Final Assessment Report & Implementation Plan
June 2023

Faculty / Affiliated University College	Faculty of Science
Degrees Offered	Master of Environment and Sustainability (M.E.S)
Date of Last Review	2014-2015
Approved Fields	N/A
External Reviewers	Dr. Maureen Reed, School of Environment and Sustainability University of Saskatchewan Dr. Scott Mitchell, Department of Geography & Environmental Studies Carleton University M

Program/Faculty

Approval Dates	SUPR-G: October 16, 2023 & September 11, 2023 revisions to be added then brought back to committee ACA: October 25, 2023 Senate: November 10, 2023
Year of Next Review	Year of next cyclical review: 2030-2031
Progress Report	June 2026

Executive Summary

Initiated in 2007, the Master of Environment and Sustainability Program is a three term (1-year), course-based interdisciplinary program comprised of required courses, elective workshop courses and a co-op mi

Concerns and Areas of Improvement Identified and Discussed by the Program

- The high number of limited duties instructors and high instructor turnover, complicates the sharing of course syllabi somewhat because new instructors keep re-designing courses.
- Space limitations constrain cap limits to workshops and the consulting course.
- The length of the program is constrained by the co-op 'season', as most co-ops are hiring for the summer term (May- August).
- All day workshops may be too long – splitting workshops into smaller chunks would help with student motivation and engagement.
- Students identified the following areas for improvement: 1) incorporation of social sustainability as one of the 3 pillars of the program with a focus on indigenous communities; 2) further opportunities for in-depth study of cou

Summative Assessment – External Reviewers' Report

Summary of the Reviewers' Recommendations and Program/Faculty Responses

The following are the reviewers' recommendations in the order listed by the external reviewers. Recommendations requiring implementation have been marked with an asterisk (*).

Reviewers' Recommendation	Program/Faculty Response
Recommendation #1* Strengthen curriculum design, assessment, and coordination. a) Work with the Centre for Teaching and Learning (CTL) on items such as: • revising program objectives that make the program distinctive; • ensuring courses have measurable learning outcomes; • embedding EDI-DI into course offerings; • diversifying assessments across courses; and • offering suggestions for how to assess important, yet challenging, outcomes such as "leadership". b) Work with alumni and employers to bring student feedback into learning assessment and outcome process. c) Develop coordination mechanisms for all instructors in the program.	**Program:** a) The program is planning to complete a curriculum review/update over the summer of 2023. This includes updating program learning outcomes, further incorporating EDI into the curriculum, reviewing assessments and aligning course objectives with program objectives. The program has already contacted the CTL to set up individual consultations. b) At the end of their co-op, students are explicitly asked to write a report about how they applied their academic skills within their co-op. The program will consider incorporating these types of reflective components throughout existing courses to help facilitate the formative assessment of learning outcomes (e.g., journal entries, etc.). The program will continue to work with alumni to assess learning outcomes and solicit feedback around assessment processes. c) Recent changes in the collective bargaining agreement should allow us to compensate limited duties instructors for time outside of their regular classes. This will facilitate broader discussions with these instructors such as aligning teaching content, aligning course deadlines, and ensuring instructors are more aware of the needs of the broader program. Some of this can be facilitated by individual meetings with the Program Director, but larger discussions will be facilitated by an MES retreat in the summer of 2023. **Faculty:** a) Beyond the program's consultation with the CTL, new contracts for limited duties instructors will include duties and compensation for professional development and contributing to curriculum alignment. b) The program plans to collect more feedback from alumni and employers to better assess the achievement of learning outcomes and program direction. The Faculty suggests that alumni and employers are represented in the advisory board for the program. c) The Faculty will ensure that hours for professional development and program consultations are included in the contracts of limited duty hires.

Recommendation #5*
Increase engagement with university-wide
resources and support services.

For example:
a) "Own Your Future" may help deliver existing or
   expanded professional development seminars;
b) Western International may offer orientation and
   support services for international students and
   guide the program staff about what
   international students need to know in advance

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Graduate Program Chair, in consultation with the SGPS and the Dean of the Faculty is responsible for enacting and monitoring the actions noted in Implementation Plan.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
Recommendation #1: Strengthen curriculum design, assessment, and coordination by: - Working with the Centre for Teaching and Learning - Working with alumni and employers to bring student feedback into learning assessment and outcome process. - Developing coordination mechanisms for all instructors in the program.	- Review program curriculum to update learning outcomes, further incorporate EDI into the curriculum, review assessments and align course objectives with program objectives. - Incorporate reflective components throughout existing courses to help facilitate the formative assessment of learning outcomes. - Collect more feedback from alumni and employers to better assess the achievement of learning outcomes. Consider having alumni and employers represented on the advisory board. - Include duties and compensation for professional development, as well as contributing to curriculum alignment, in new contracts for limited duties instructors.	Director Associate Dean	By September 2024
Recommendation #2: Secure faculty resources dedicated to the program to support delivery of curriculum, program development, outreach (such as with Indigenous communities), and administrative needs.	- Create a program committee to help with the service load of administering the program and build resilience. - Increase the presence of tenured faculty members through guest lectures in existing programs. - Explore the potential for more full-time faculty to be incorporated into the program over the coming years through teaching some of the core courses.		

	- forming a dedicated committee where full-time faculty members will have some of their service workload assigned to assessing MES applications; and - Developing a rubric that highlights the needs of our program and aligns that with incoming international students.		
Recommendation #4: Secure appropriate and accessible spaces for teaching.	Request an appropriate space for the program workshops. If space on campus is not available, explore off-campus options that are accessible to the students.	Associate Dean Program Director	By September 2023
Recommendation #5: Increase engagement with university-wide resources and support services.	- Curate a comprehensive list, with contact information, of support services for students in need so that students can be efficiently directed to the support they are seeking. - Ensure that Western's case managers can be called upon to determine what programs will best serve the student when need arises.	Associate Dean Program Director	By September 2023
Recommendation #6: Improve resources available to international students.	Working in conjunction with Western International: - Include information about supports for international students in admission letters that are sent prior to their arrival. - Ensure that MES international students are well-supported to tackle discussions regarding co-op positions with employers. - Explore further strengthening connections with other graduate departments (e.g., Biology) to help secure excess TAships that may be available for our students. - Integrate additional opportunities for domestic and international students to connect and develop as a community at the outset of the program. For instance, via dedicated social events or a peer buddy/mentoring initiative.	Program Director	By September 2024