FOR INFORMATION　　　　　　　**PUBLIC**　　　　　　　**OPEN SESSION**

TO:　　　　　　UTSC Academic Affairs Committee

SPONSOR:　　　Prof. William A. Gough, Vice-Principal Academic and Dean
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PRESENTER:　　Prof. Katherine Larson: Vice-Dean Teaching, Learning &
　　　　　　　　Undergraduate Programs
CONTACT INFO:　416-208-2978, vdundergrad.utsc@utoronto.ca

DATE:　　　　　January 3, 2022 for January 10, 2022

AGENDA ITEM:　5B

ITEM IDENTIFICATION:

Review of Academic Programs and Units; Centre for Critical Development Studies and its
undergraduate programs, UTSC

JURISDICTIONAL INFORMATION:

Under section 5.7 of the Terms of Reference of the University of Toronto Scarborough
Academic Affairs Committee (UTSC AAC) provides that the Committee "shall receive for
information and discussion reviews of academic programs and/or units consistent with
the protocol outlined in the *University of Toronto Quality Assurance Process*. The
reviews are forwarded to the Committee on Academic Policy and Programs for
consideration."

GOVERNANCE PATH:

　UTSC Academic Affairs Committee [For Information] (January 10, 2022)

PREVIOUS ACTION TAKEN:

- Committee on Academic Policy and Programs (AP&P), October 26, 2021 [For
  Information]. The Committee was satisfied with the Dean's Administrative
  Response.

- Academic Board, November 12, 2021 [For Information]. The Board was satisfied with the Report from AP&P.

HIGHLIGHTS:

The *Cyclical Review Protocol* "is used to ensure University of Toronto programs meet the highest standards of academic excellence" (UTQAP, Section 5.1). The *Protocol* applies to all undergraduate and graduate degree programs offered by the University, and the University's full complement of undergraduate and graduate degree and diploma programs are reviewed on a planned cycle. Reviews are conducted on a regular basis, and the interval between program reviews should not exceed 8 years.

The external review of academic programs requires:
- The establishment of a terms of reference;
- The selection of a review team;
- The preparation of a self study;
- A site visit (remote or in-person, as appropriate);
- Receipt of a report from the external review team;
- The Vice-Provost, Academic Programs' formal request for an Administrative Response;
- The Chair/Director's formal Administrative Response;
- The Dean and Vice-Principal Academic's formal Administrative Response; and
- The Final Assessment Report and Implementation Plan.

In accordance with the *Protocol*, an external review of the Centre for Critical Development Studies and its undergraduate programs, was initiated in the 2020-21 academic year. During a remote site-visit held on March 3-4 and 10-11, 2021, the review team met with a wide array of stakeholders, including UTSC senior academic administrators, the Centre Director, and faculty, staff and students in the Centre. The reviewers were very impressed by the Centre, in particular noting the unit's strong alignment with the UTSC Strategic Plan (2020-25), the rigorous and well-designed undergraduate International Development Studies program, which they describe as "on par with the strongest IDS programs in Canada," the "strong level of reflection and innovation to adapt the program to the changing state of the world and to student needs," and the very high quality of students at both the undergraduate and graduate levels. It will be helpful, here, to note that CCDS was converted to the Department of Global Development Studies (GDS) effective July 1, 2021. Throughout the Administrative Response letters, the acronym GDS has been used when referring to the current and future actions of the department.

The reviewers recommend that CCDS undertake a comprehensive strategic planning and visioning process to clarify the future, as the unit changes from an EDU:B to an

academic department, including: consideration of areas for curricular change, priorities for faculty hiring and complement planning, and planning for administration and management of the department. GDS responds that, over the next two years, the Department will hold a series of department and committee meetings focused on establishing their future directions and priorities, as well as a set of core values for pedagogical practices and research priorities, and for department daily operations and governance. These discussions will help to shape future discussions around curricular change, and GDS anticipates they will result in improved communication of their collective pedagogical philosophies around development thought and practice. To support these efforts, GDS advocates establishing a "Practitioner-in-Residence." The Dean's Office is supportive of "activist-in-residence" initiatives.

With regard to complement planning, GDS highlights the recent hire of two new tenure-stream faculty at the Associate Professor rank, and notes the need for a further faculty hire to support the African Studies program. The Dean's Office notes that, in support of complement planning, in 2019-20, UTSC established the Faculty Complement Committee (FCC) to provide recommendations to the Dean regarding the distribution of teaching-stream and tenure-stream faculty positions sought by academic units in the yearly recruitment cycle, within the context of strategic multi-year departmental and campus faculty complements. The FCC provides a consultative, inclusive and transparent process that involves all academic units in determining the complement submission at UTSC. GDS will be encouraged to bring their plans and priorities forward each year through the FCC. The Dean's Office will also work with GDS to ensure it has the resources it needs to support the further development of the African Studies Program, which it is now administering.

With regard to planning for administration and management of the department, GDS responds that a number of actions have already been taken, following their recent departmentalization. For example, GDS is now headed by a Chair, supported by two Associate Chairs. The Chair and Associate Chairs meet regularly as an Executive Committee, and the Associate Chair roles will rotate among the faculty every 2 years – a structure that is designed to facilitate succession planning. GDS has approval for a new administrative staff role (shared with the Departments of Political Science and Human Geography) that will focus on student advising. Finally, in terms of space, the Vice-Dean Faculty Affairs, Equity and Success is working closely with all UTSC Chairs and their Business Managers on space planning. The Chair of GDS notes that, as a group, academic leadership is paying attention to the expressed needs and desires of staff for both hybrid work arrangements and optimal office design for shared spaces.

The reviewers make a number of recommendations regarding the expansion, enhancement, and accessibility of Co-op and broader experiential learning opportunities. GDS responds that expanding such opportunities is a departmental priority, and they will be engaging in the following activities: in 2021-22, they will host a wide Open House for all students; they will further develop the Knowledge Equity

lab, coupled with design of the GDS feminist collective; they will establish a committee focused on expanding sustainable, practical and experiential opportunities, particularly for non-Co-op students; they will review their curriculum with the goal of empowering students to reflect critically on the ethics of working with marginalized groups; they will continue their review of the Co-op admissions process, with the goal of reducing barriers, and reducing anxiety for students.

The reviewers highlight the need to ensure that program curricula provide adequate and appropriate preparation for students prior to their leaving for international Co-op placements. GDS responds that students are encouraged to find volunteer/internship/short-term placements throughout their first three years of study so that they may gain experience, and learn the expectations, of office work, as well as cross-cultural understanding. GDS notes that longer-term placements remain the ideal but, as part of their strategic visioning practices, the Department will think through, and articulate the rationale for longer term placements, and will communicate this more clearly in a new IDS Co-op Handbook.

The reviewers comment on student reports of harassment, discrimination, and unsafe living arrangements during their placements and highlighted the need to ensure that students receive appropriate support and communication. GDS responds that they are working to strengthen their communications regarding student expectations while abroad; for example, they have developed an IDS Co-op Handbook, which is being published as of Fall 2021, in which they address the costs associated with Co-op placements, the process of assignment placements, emergency services when abroad, mental health supports, and pre-departure check lists. In addition, over the next two years, GDS will seek ways to prepare non-white and female students for the insidious ways racism and sexism emerge abroad. To facilitate this activity, GDS is consulting with the Equity, Diversity and Inclusion Office (EDIO), at UTSC, on ways to establish supports for students who experience discrimination while on placement. They are also introducing a new B-level course as of Winter 2022 – IDSB07H3 (Confronting Development's Racist Past and Present) that will provide an opportunity for students to learn about global racisms and their embeddedness in development. Finally, GDS will consider whether there is a need for additional faculty members to assist with mentoring students regarding racism and sexual discrimination while in the field. Further responding to the reviewers' concerns, the Dean's Office is prioritizing the development of campus-wide best practices and guidelines to support students preparing for Co-op and experiential learning placements, both locally and globally, drawing also on tri-campus resources and from the EDIO at UTSC.

The reviewers highlight comments from some students in the non-Co-op programs who feel they receive less attention from faculty and staff than Co-op students, and recommend enhancing learning opportunities for students in these programs. GDS notes some of their existing initiatives, including a Research Mentorship Program, and a senior thesis writing course that are intended for non-Co-op students. However, GDS

agrees with the reviewers' recommendation and has established a committee to review non-Co-op student programming and begin building innovative undergraduate opportunities for experiential learning, research, mentoring, and public-speaking. The committee's goal is to introduce at least one new opportunity for non-Co-op students in 2021-22, and will continue to work over the next five years to create a robust set of learning opportunities that will include non-Co-op students and bring Co-op and non-Co-op students together.

The reviewers comment on a need for increased clarification and consensus among the GDS faculty about future directions for graduate program offerings. GDS responds that, over the next two years, the Department will engage in discussions regarding graduate program offerings and work towards a consensus around developing a stand-alone MA program and/or expanding the existing Collaborative Specialization – Development Policy and Power to include PhD programs.

The reviewers encourage faculty members to pursue additional and diverse research funding opportunities, through tri-campus grants and other federal funding sources, as well as opportunities through the UTSC VPRI Office. GDS responds that their faculty are a diverse group of scholars who successfully win awards and funding from a variety of sources appropriate to their fields and disciplines, including: SSHRC Insight Development & Insight Grants, Distinguished Professor Award, Canada Research Chair, Fulbright Scholarship, Royal Society of Canada Fellowship, Connaught Research Fellowships and more. The Dean's Office notes that there is also a robust mentoring culture at UTSC, and the Vice-Dean Faculty Affairs, Equity, and Success is available as a resource for discussing frameworks and needs connected to mentorship to further support opportunities for GDS faculty in this area.

The reviewers note the need for further divisional support, including from the Development and Alumni Relations Office (DARO), to fully realize the unit's fundraising potential and to support its innovative programs. GDS responds that they would welcome additional administrative support from DARO to design and market a strategy for ongoing fundraising. The Dean's Office notes that access to Co-op and experiential learning opportunities, particularly those with a global focus, are an explicit priority of DARO's emerging fundraising campaign for UTSC. In addition, the Dean's Office is committed to ensuring ongoing and future development of the outstanding programs for which GDS is known.

The implementation timeline for departmental action is given in the Dean's Administrative Response. The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the Chair of GDS. A brief report to the Office of the Vice-Provost, Academic Programs, midway between the March 2021 site visit and the year of the next site visit, will be prepared. The next external review of the Department has been scheduled for 2028-29.

FINANCIAL IMPLICATIONS:

There are no net financial implications to the campus' operating budget.

RECOMMENDATION:

This item is presented for information only.

DOCUMENTATION PROVIDED:

1. Review Report (April 13, 2021)
2. Provostial Request for Administrative Response (July 21, 2021)
3. Chair's Administrative Response (September 27, 2021)
4. Dean's Administrative Response (September 30, 2021)
5. Provostial Final Assessment Report and Implemental Plan (pending)

September 27, 2021

Professor William Gough
Vice-Principal Academic and Dean
University of Toronto Scarborough

Chair's Administrative Response: External Review of the Centre for Critical Development Studies

Dear Bill,

I am pleased to provide the departmental administrative response to the external review of the Centre for Critical Development Studies (CCDS). I want to thank the review team – Professor John Cameron, Department of International Development Studies, Dalhousie University; Professor Rebecca Tiessen, School of International Development and Global Studies, University of Ottawa; and Professor Karl Zimmerer, Department of Geography, Pennsylvania State University – for their consultation with us during the remote site-visit, held on March 3rd, 4th, 10, and 11th, 2021, and for their Report, which was finalized on April 27, 2021, and shared with our faculty, staff and students.

We deeply appreciate the reviewers overall positive assessment of CCDS, noting in particular the unit's strong alignment with the UTSC Strategic Plan (Inspiring Inclusive Excellence), the rigorous and well-designed undergraduate International Development Studies program, which they describe as "on par with the strongest IDS programs in Canada," the "strong level of reflection and innovation to adapt the program to the changing state of the world and to student needs," and the very high quality of students at both the undergraduate and graduate levels. They also give attention to the challenges within the department, and make a number of recommendations. Where changes are within departmental control, a response is given below. It will be helpful, here, to note that CCDS was converted to the Department of Global Development Studies (GDS) effective July 1, 2021. Throughout this letter, we have used the acronym GDS when referring to the current and future actions of the department.

- *The reviewers recommended that CCDS undertake a comprehensive strategic planning and visioning process to clarify future directions as the unit changes in status from an EDU:B to an academic department, including:*
  - *Consideration of areas for academic specialization and course offerings;*
  - *Priorities for future faculty hiring and complement planning; and*
  - *Administration and management of the department, including succession planning, future hiring priorities, and space planning.*

We thank the reviewers for these recommendations, and will address each point in turn.

First, we agree with the reviewers that, given our very recent departmentalization, GDS will benefit greatly from undertaking a comprehensive strategic planning and visioning process in order to establish future directions and priorities. Over the next 2 years, we will engage in an ongoing discussion of our collective goals and values for the department. As a starting point, in the 2021-2022 academic year, we will hold several department and committee meetings in which we will focus on establishing a set of core values for pedagogical practices, collective research priorities, daily operations and governance practices of the department. These values and priorities will help to shape preliminary discussions around academic specialization and course offerings highlighted in the Report. During this process GDS will seek guidance and support from the Dean's Office, including leveraging any available resources.

We further agree that, as part of this strategic visioning and planning process, there is a need for improved communication regarding our collective pedagogical philosophies around development thought and practice. We do feel it is important to respond to the concerns, raised by the reviewers, that there may be an anti-World Bank bias among the faculty in the department. GDS recognizes that many students aspire to work in large, mainstream development organizations. Our faculty bestow value to these organizations, and have past and present collaborations with such organizations, including the World Bank, and a variety of UN agencies and International Environmental Organizations. We also greatly value the discomfort that comes with having to reconcile the critical thinking learned in courses with the realities of mainstream development while on placement or in volunteer/internship opportunities. Bearing this tension in mind, the reviewers' recommendation to establish a "Practitioner-in-Residence" is one that we embrace since it will benefit both students and faculty, and also help us better to demonstrate our commitment to the *practice* of development and not just the *critique* of development. Our ability to establish such a position will, of course, be subject to the availability of funding from the Dean's Office and/or University.

Second, with regard to the recommendation that we consider areas for academic specialization and course offerings:
   a. As of Fall 2021, we have established two curriculum committees; one for our International Development Studies (IDS) programs and courses and the second for our African Studies programs and courses (AFS). This year, the committees will begin by reviewing the IDS and AFS programs, and their accompanying cross-listed courses. Over the next 2 years we will discuss how to fully integrate the AFS program into GDS, both as a program and as a community of faculty. At the same time, this exercise will allow us to follow the recommendation to ensure a diverse set of course offerings, in the IDS programs, from outside Political Science, which the Report notes to be over-represented in our offerings. We will look to add courses from the areas of cultural studies, history, women's and gender studies, religion, and environmental science. As we do the work of integration, we will then review the name of the program – International Development Studies – and consider if this should be changed to Global Development Studies.
   b. In the 2023-24 academic year, with support and resources from the Dean's Office, GDS will meet for a day long retreat (with supplemental meetings, as needed) to re-orient the course offerings along the goals of the mission and value statements that we have defined over the course of strategic planning and visioning process.
   c. Finally, we appreciate, and take seriously, the reviewers' recommendation to improve opportunities for students to study languages appropriate to their areas of research interests and international placements, as well as for future job competitiveness. We note that, while a limited number of language courses are taught at UTSC – primarily French and modern standard Chinese, as well as introductory Hindi, Tamil, Japanese, and Spanish, the majority of language training options are located on the St. George Campus. Transportation and scheduling conflicts can make it difficult for UTSC students to access these courses. We agree that expanded opportunities for language learning that is located on the UTSC campus would be ideal, however, the timeline and resources needed to support this initiative are not within departmental control.

Third, with regard to the recommendation that we consider priorities for future faculty hiring and complement planning: we agree with the reviewers that careful consideration in our complement planning is important as we move forward as a department. It should be noted that, since the site visit and the receipt of the reviewers' Report, GDS has completed the hire of two new tenure-stream faculty members, effective August 1, 2021, Caroline Hossein, whose research focuses on Cooperative Banking for Racialized Women, and Zubairu Wai, whose research focuses on Epistemologies of African Development, both at the Associate Professor rank. These scholars will contribute materially to the UTSC Strategic Plan (2020-2025) – Inspiring Inclusive Excellence; in addition, both faculty offer excellent potential for supporting the shaping, development and integration of the newly adopted African Studies program more deeply into GDS.

We welcome the reviewers' recommendation to hire a scholar whose research focuses on South/South East Asian Studies. We anticipate a future planning process, beyond the annual Faculty Complement Committee (FCC) process, that will allow the department to collectively think about how we can hire based on the combined priorities of both enriching

our areas of specialization and course offerings, as well as recruiting a scholar who will contribute to the development of our strategic vision and values for the department. We look forward to working, over the next two years, with the Dean's Office to support our complement planning goals.

Integration of the African Studies Program into GDS will require additional faculty complement. There is an existing part-time faculty appointment that is currently shared by the Department of Historical and Cultural Studies and GDS. While we appreciate this shared faculty member, now that African Studies is fully supported and administered by GDS, it would be highly beneficial to move this part-time role into GDS. Another benefit to moving the part-time position into GDS is it will put us in a better position to expand opportunities for all non-Co-op students, including those in AFS programs. We believe one of the ways we can begin our more inclusive campaign is to have the part-time appointment be housed exclusively in GDS as their teaching and research is focused on African Studies and gender/development. If this is not feasible, GDS will seek the Dean's support to hire a second, part-time faculty member to take on these responsibilities.

Finally, with regard to the recommendation that we consider the administration and management of the department, including succession planning, future hiring priorities, and space planning: these recommendations align well with what is already taking place in the GDS. For example, in 2021-2022, following the transition to department status, a new Chair and two new Associate Chairs were appointed. Associate Chair, Ryan Isakson, is responsible for chairing the department's Curriculum Committee and managing related matters, and Associate Chair, Judith Teichman, is responsible for managing the allocation of TAs and the hiring of stipend instructors. As Chair, I am responsible for managing the annual teaching roster, and serve as the liaison between GDS and its departmental student association, the International Development Studies Student Association (IDSSA), along with leading department operations and events. Each Associate Chair takes on additional duties as needed (i.e., the Research Advisory Board and leading sub-committees). We note that this structure is altered from the structure described in our proposal to convert from EDU:B to department status. In that document, we identified a Chair and one Associate Chair. The current structure of Chair and two Associate Chairs was established so as to facilitate succession planning and the successful integration of AFS; in addition, it is more inclusive of the institutional knowledge held by our multi-generational faculty members.

The Chair and Associate Chairs will meet regularly as the department Executive Committee. The Associate Chair roles will rotate among faculty in the department every 2 years. This practice breaks from past practice when the same Associate Director was in place for at least 10 years; our hope is that this will facilitate succession planning, as well as strengthen the department, overall. GDS also has approval to add a new administrative staff role that will focus on student advising (this role will be shared with the Departments of Political Science and Human Geography). In terms of space: while the resolution of space issues lies outside of departmental control, the Vice-Dean Faculty Affairs, Equity and Success is working closely with Chairs and their Business Managers on space planning. As a group, academic leadership is paying attention to the expressed needs and desires of staff for both hybrid work arrangements and optimal office design for shared spaces. There is already evidence that this action has eased staff concerns, and improved morale, around the location and placement of administrative offices. We are committed to ensuring continued effective communication among faculty, staff and students regarding space.

- *The reviewers made a number of recommendations regarding the expansion, enhancement, and accessibility of co-op and broader experiential learning opportunities for all CCDS students.*

We thank the reviewers for their recommendations around Co-op and experiential learning more broadly, which include: expanding experiential learning opportunities, with an emphasis on enhanced inclusivity; continuing to support and invest in the Knowledge Equity Hub and Community Knowledge Learning Hub; creating additional opportunities for students to engage in critical reflection on the ethics of working with marginalized groups and disadvantaged individuals in Toronto-based or Canadian communities; reviewing the Co-op program with the goal of

better aligning the critical analytical components of the program with student experiences in their placements; and regularly reviewing and revising the Co-op admissions process to ensure it is inclusive.

Expanding opportunities for Co-op and broader experiential learning opportunities for all GDS students is paramount. In 2021-22 we will be hosting a department-wide Open House for all students; in previous years, our departmental orientation event invited only our Co-op students. We are hosting this event to demonstrate our commitment to creating a more inclusive environment for non-Co-op students. There are other initiatives in the works, including the following:

   a. The Knowledge Equity lab will be further developed, and the GDS feminist collective (new this year) will be designed, over the next year. The future of any initiatives will be tied to department consensus and the inclusion of multiple faculty and students to ensure a collective vision for programming in line with the department and UTSC's broader mission of inclusive excellence.

   b. As of September 2021, we have established a committee dedicated to expanding student programming and both practical and experiential opportunities, particularly for non-Co-op students (also discussed above). Over the next 1 to 2 years, we will develop a strong list of experiential learning opportunities. For these opportunities to be sustainable over the long-term, additional resources will be needed to provide administrative support for both writing grants and applications, to liaise with Development and Alumni Relations Office, and to seek new sources of support for placements and partnerships.

   c. We believe that empowering students to reflect critically on the ethics of working with marginalized groups starts with attending to our curriculum (i.e., IDSB07H3, Confronting Development's Racist Past and Present —discussed below). We also agree that having racialized and marginalized faculty members in the department and within departmental leadership promotes an atmosphere of cross-cultural and multi-ethnic awareness that students can learn before they take on internships and placements in/with marginalized communities, in Canada and abroad. In addition, the Year 3 pre-departure course includes EDI workshops, Access*Ability* workshops and sessions on identity, positionality and conflict resolution, which offer students the opportunity to reflect further on their responsibilities when working in racialized and marginalized communities.

   d. While we seek to maintain high standards, in line with the reviewers' recommendations, we are rethinking the Co-op admissions process. A change that has been approved for the 2021-22 academic year is to replace in-person/zoom interviews with a series of short questions. We hope this will mitigate any anxiety associated with performing in front of an audience and eliminate the possibility of any bias based on appearance. In addition, over the medium term, we will discuss and collaborate on ways to enable first year applicants (those enrolled in the IDS non-Co-op Major program) to apply, at the end of Year 1, for entry, in Year 2, into one of the Specialist Co-op programs. The department will request new resources from the Dean's Office to offer scholarships for exceptional applicants, with the goal of making Co-op more accessible and affordable.

- *The reviewers highlighted the need to ensure that the program curricula provide adequate and appropriate preparation for students prior to entering international co-op placements.*

We appreciate the importance of appropriate preparation. Students are guided to find volunteer/internship/short-term placements throughout their first 3 years to learn the expectations of office work and cross-cultural understanding (both through volunteer opportunities and as offered by the Co-op training in GDS). In addition, the program remains nimble to change; for example, we will no longer require students to write bi-monthly reports in IDSD01Y3; instead, students will meet monthly with the Co-op Program Manager and Co-op Program Coordinator to discuss their experiences. Rather than writing reports while in country, students will be encouraged to use the preface section of their theses to reflect on their placements and international travel experience.

We agree that longer-term placements offer a vital opportunity for Co-op students and feel strongly that should they remain in place. In fact, in some cases the length of the placement is determined by our partner organizations. That said, as part of our strategic visioning practices we will think through, and articulate, our rationale for longer term placements and communicate this more clearly in our new IDS Co-op Handbook and department messaging.

- *The reviewers noted student reports of harassment, discrimination, and unsafe living arrangements during their placements and highlighted the need to ensure that students receive appropriate support and communication.*

We are working to strengthen our communications regarding the student expectations while abroad; for example, we have developed an IDS Co-op Handbook. In this Handbook, which is being published as of Fall 2021, we will address, with as much transparency as possible, the costs associated with Co-op placements, the process of assigning placements, emergency services when abroad, mental health supports, and pre-departure check lists.

In addition, with the suspension of travel during the pandemic, we will have the opportunity, over the next 1 to 2 years, to find ways to prepare non-white and female students for the insidious ways racism and sexism emerge abroad. We are currently consulting with the Equity, Diversity and Inclusion Office (EDIO), at UTSC, on ways to establish supports for students who experience discrimination while on placement. We are also introducing a new B-level course as of Winter 2022 – IDSB07H3 (Confronting Development's Racist Past and Present). Our goal for this course is to provide an "in-house" opportunity for students to learn about global racisms and their embeddedness in development. Together, the pre-departure briefings and course will prepare students, before they travel, for the global inequities they may face while on placement. We will also consider whether there is a need for additional faculty members (with appropriate expertise and experience) to assist the Co-op Program Manager and Co-op Program Coordinator in mentoring students regarding racism and sexual discrimination while in the field. The training, resources and communications outlined above will assist student navigation of resources and supports if/when emergencies arise.

- *The reviewers noted comments from some students in non co-op programs who feel that they receive less attention from faculty and staff than co-op students; the reviewers recommended enhancing learning opportunities and mentoring for students in these programs.*

It may be helpful, here, to begin by highlighting some of our existing initiatives. Since 2015 the department has been offering a Research Mentorship Program that is available only to non-Co-op students; this program recruits up to 10 students a year (who must have a minimum A- average) to work one-on-one with a faculty member as a research assistant. Additionally, in 2020-21 we introduced a senior thesis writing course (IDSD02H3) for our non-Co-op students.

Having said that, we agree with the reviewers' recommendation to expand the undergraduate thesis option as well as other student programming to include non-Co-op students. As of 2021-2022, GDS has established a committee to review non-Co-op student programming, and begin building innovative undergraduate opportunities including, but not limited to, experiential learning, research, mentoring, and public-speaking. Our goal is to introduce, and advance, at least one new opportunity for non-Co-op students in the 2021-2022 academic year, and continue to work over the medium- and long-term (1-5 years) to create a robust set of learning opportunities that will include non-Co-op students, and also bring Co-op and non-Co-op students together into a more cohesive community of learners.

Enhancing learning opportunities and mentoring for students in non-Co-op programs will be a key priority for the new leadership team in GDS**.** Our goal is to promote a culture of belonging for all students in the department – not just students in Co-op and non-Co-op IDS programs, but also our newest group of students in the AFS programs. We are deeply committed to designing inclusive programs ,and will welcome support from the Dean's Office and the University for resources to introduce the Development Practitioner-in-Residence and/or Activist-in-Residence program recommended in the Report. Additions to the faculty complement in AFS, already outlined in this letter, will

enable the department to expand non-Co-op opportunities across the department. **This is a high priority for our department.**

As part of our visioning process over the next few years, we will also design events and activities that will enable students from the multiple programs to work together on collective projects such as a proposal for a new International Documentary Film Festival. Over the next 1 to 2 years, GDS will undertake outreach with the appropriate student groups that are active in our department, and invite their participation in this process.

- *The reviewers noted the need for increased clarification and consensus among faculty members about future directions for graduate program offerings.*

We agree with the assessment of the reviewers. Over the medium term, GDS will engage in discussions regarding our graduate program offerings and work towards a consensus around developing a stand-alone MA program, and/or expanding the existing Collaborative Specialization – Development Policy and Power to include PhDs. We will consult, as needed and appropriate, with the Vice-Dean Graduate and Postdoctoral Studies, and the Dean regarding resources needed to support these endeavors.

- *The reviewers encouraged faculty members to pursue additional and diverse research funding opportunities, through tri-council grants and other federal funding sources, as well as internal opportunities through the UTSC Office of the Vice-Principal Research and Innovation.*

We thank the review team for their recommendation. We note that GDS faculty are a diverse group of scholars who successfully win awards and funding from a variety of sources appropriate to their fields and disciplines such as SSHRC Insight Development & Insight Grants, Distinguished Professor Award, Canada Research Chair, Fulbright Scholarship, Royal Society of Canada Fellowship, Connaught Research Fellowships and more. Many faculty also include and hire GDS undergrads to participate on research projects. It would be helpful to emphasize, here, that there also exists a robust mentoring culture at UTSC; one in which each faculty member is paired with a mentor. Appropriate funding opportunities is an important topic of discussion between mentors and mentees.

- *The reviewers noted the need for further divisional support, including from the Development and Alumni Relations Office, to fully realize CCDS's fundraising potential and to support its innovative programs.*

We agree with the reviewers on this point, and would welcome additional administrative support, particularly from the Development and Alumni Relations Office, to design and market a strategy for ongoing fundraising to support the development and advance of innovative undergraduate programming in GDS.
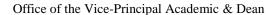
Regards,

Sharlene Mollett

Professor Sharlene Mollett
Chair, Department of Global Development Studies
University of Toronto Scarborough

Implementation Plan

Action	Timeline	Lead
Publish the IDS Co-op Handbook	Short term (6 months)	Chair, GDS; IDS Co-op Manager
Hold department and committee meetings focused on establishing a set of core values for pedagogical practices, collective research priorities, daily operations and governance practices	Short term (6 months to 1 year)	Chair, GDS; Associate Chair, Judith Teichman
Advocate with the Office of the Dean to establish a "Practitioner-in-Residence"	Short term (6 months to 1 year)	Chair, GDS; IDS Co-op Manager
Review non-Co-op student programming and introduce at least one new opportunity	Short term (6 months to 1 year)	Chair, GDS; Associate Chair Ryan Isakson; Bettina Von Lieres; Caroline Hossein
Host department wide Open House for all students	Short term (6 months to 1 year)	Chair, GDS; IDS Co-op Manager
Expand Knowledge Equity lab and introduce GDS feminist collective	Short term (6 months to 1 year)	Chair, GDS; Leslie Chan
Review the admissions process for IDS programs, with the particular goal of creating pathways for students from non-Co-op programs into Co-op programs; request additional resources to ensure Co-op is accessible for more students	Medium term (1 to 2 years)	Chair, GDS; IDS Co-op Manager; Associate Chair Ryan Isakson
Engage in a comprehensive strategic planning and visioning process; including discussion of collective goals and values; GDS will seek the guidance of the Dean's Office and leverage available resources	Medium term (1 to 2 years)	Chair, GDS; Associate Chair, Judith Teichman; with department faculty
Work with the Dean's Office and the FCC process to add faculty complement focused on African Studies	Medium term (1 to 2 years)	Chair, GDS
Develop additional mechanisms to prepare non-white and female students for placements abroad	Medium term (1 to 2 years)	Chair, GDS; IDS Co-op Manager
Engage in discussions regarding graduate programs	Medium term (1 to 2 years)	Chair, GDS; Associate Chair, Judith Teichman; Anne-Emanuelle Birn
In 2023-24, hold a departmental retreat focused on aligning course offerings with departmental mission and values	Medium term (2 years)	Chair, GDS
Undertake outreach with the appropriate student groups, and invite their participation (medium term); Develop a strong list of experiential opportunities for students, ensuring they are sustainable (long term)	Medium to long term (1 to 5 years)	Chair, GDS; Bettina Von Lieres; IDS Co-op Manager
Fully integrate the AFS program into the department	Medium to long term (2 to 3 years)	Chair, GDS; Zubairu Wai, Caroline Hossein, Bettina Von Lieres, Thembela Kepe
Review IDS and AFS programs and courses; integrate courses from a more diverse range of disciplines into the IDS programs; review the title of the IDS programs	Medium to long term (2 to 4 years)	Chair, GDS; Associate Chair Ryan Isakson; Thembela Kepe; Zubairu Wai; Caroline Hossein; Bettina Von Lieres

Action	Timeline	Lead
Work with Dean's Office and the FCC process to add faculty complement focused on South/South East Asian Studies	Long term (3 to 5 years)	Chair, GDS

September 30, 2021

Professor Susan McCahan
Vice-Provost, Academic Programs
Office of the Vice-President and Provost
University of Toronto

Dean's Administrative Response: External Review of the Centre for Critical Development Studies

Dear Susan,

Thank you for your letter of July 21, 2021 requesting my administrative response to the external review of the Centre for Critical Development Studies (CCDS). We want to thank the review team – Professor John Cameron, Department of International Development Studies, Dalhousie University; Professor Rebecca Tiessen, School of International Development and Global Studies, University of Ottawa; and Professor Karl Zimmerer, Department of Geography, Pennsylvania State University– for their consultation with us during the remote site-visit, held on March 3rd, 4th, 10, and 11th, 2021, and for their report, which was finalized on April 27, 2021. It will be helpful, here, to note that CCDS was converted to the Department of Global Development Studies (GDS) effective July 1, 2021. Throughout this letter, we have used the acronym GDS when referring to the current and future actions of the department.

I appreciate the seriousness with which the reviewers approached the external review process, as well the thoughtful consideration given to CCDS and its undergraduate programs in the review Report. I am very pleased by the overall positive review of the department. In particular, the reviewers noted the unit's strong alignment with the UTSC Strategic Plan (Inspiring Inclusive Excellence); the rigorous and well-designed undergraduate International Development Studies program, which they describe as "on par with the strongest IDS programs in Canada"; the "strong level of reflection and innovation to adapt the program to the changing state of the world and to student needs"; and the very high quality of students at both the undergraduate and graduate levels.

The external review report was sent to the Director of the CCDS, Professor Paul Kingston, on May 5, 2021, with a request to share it widely among the faculty, staff and students. On September 9, 2021, the decanal group, including myself, the Vice-Dean Teaching, Learning and Undergraduate Programs (VDTLUP), Vice-Dean Graduate and Postdoctoral Studies (VDGPS), Vice-Dean, Recruitment, Enrolment and Student Success (VDRESS), Vice-Dean Faculty Affairs, Equity, and Success (VDFAES), Interim Associate Dean Undergraduate Programs and Curriculum (ADUPC), Associate Dean Experiential and Global Learning, and the Academic Programs Officer, met with the Chair, and one of Associate Chairs, of GDS to discuss the external review report and administrative response; I am pleased with the depth of the discussion that took place.

My administrative response to the points raised in your letter is given below. This response has been developed in close consultation with the Chair of GDS, and reflects the key elements of the unit response letter, dated September 27, 2021. It also includes responses to points raised in the Request for Administrative Response that are outside departmental control.

Let me address the specific points raised in your letter:

- *The reviewers recommended that CCDS undertake a comprehensive strategic planning and visioning process to clarify future directions as the unit changes in status from an EDU:B to an academic department, including:*
    - *Consideration of areas for academic specialization and course offerings;*
    - *Priorities for future faculty hiring and complement planning; and*
    - *Administration and management of the department, including succession planning, future hiring priorities, and space planning.*

In her Response letter, the Chair agrees with the reviewers that GDS will benefit from undertaking a comprehensive strategic planning and visioning process. Starting in 2021-22, and continuing over the next 2 years, GDS will hold a series of department and committee meetings focused on establishing their future direction and priorities, and a set of core values for pedagogical practices and research priorities, as well as departmental daily operations and governance practices. These discussions will help to shape preliminary and ongoing discussion around academic specialization and course offerings. The department anticipates these discussions will also result in improved communication of their collective pedagogical philosophies around development thought and practice. GDS values the discomfort that comes with having to reconcile the critical thinking that students learn in courses with the realities of mainstream development while on placement or in volunteer/internship opportunities. Bearing this tension in mind, the department advocates establishing a "Practitioner-in-Residence"; my office is supportive of "activist-in-residence" initiatives. The Dean's Office will work with GDS during this process to provide guidance and support, as well as assistance to leverage any available resources.

With regard to the recommendation that the department consider areas for academic specialization and course offerings, GDS will be undertaking a number of actions, including:
   i.   As of Fall 2021, they have established two curriculum committees – one focused on International Development Studies (IDS) and the other focused on African Studies (AFS). For IDS programs, key considerations will be expanding the diversity of their course offerings, and a possible program name change to Global Development Studies. For AFS programs, the focus will be on fully integrating both AFS programs and faculty into GDS.
   ii. In 2023-24, the department will meet for a day long retreat to re-orient course offerings along the goals and values defined during the strategic planning and visioning process.
   iii. Finally, with regard to expanding language offerings at UTSC, my office recognizes the importance of considering this as resources allow. We will encourage the GDS to work in collaboration with the Department of Language Studies to ensure that available language offerings are optimized to meet campus-wide needs. We are also prioritizing the further development of language study options that connect directly to and benefit our local community.

With regard to the recommendation that the department consider priorities for future faculty hiring and complement planning, the Chair highlights the recent hire of two new tenure-stream faculty at the Associate Professor rank: Caroline Hossein, whose research focuses on Cooperative Banking for Racialized Women, and Zubairu Wai, whose research focuses on Epistemologies of African Development have joined the department, effective August 1, 2021. The Chair notes a need for further faculty hiring to support African Studies, as well as the desirability of a future hire focused on South/South East Asian Studies.

To support the department in their complement planning, in 2019-20, UTSC established the Faculty Complement Committee (FCC) to provide recommendations to me regarding the distribution of teaching-stream and tenure-stream faculty positions sought by academic units in the yearly recruitment cycle, within the context of strategic multi-year departmental and campus faculty complements. The FCC provides a consultative, inclusive and transparent process that involves all academic units in determining the complement submission at UTSC. GDS will be encouraged to bring their plans and priorities forward each year through the FCC. My office will also work with GDS to ensure it has the resources it needs to support the further development of the African Studies Program, which it is now administering.

With regard to the recommendation that the department consider its administration and management, including succession planning, future hiring priorities, and space planning: first, GDS notes that a number of actions have already taken place, following the recent departmentalization. GDS is now headed by a Chair, who is supported by two Associate Chairs – one responsible for chairing the department's Curriculum Committee and managing related matters, and the other for managing the allocation of TAs and the hiring of stipend instructors. The Chair manages the annual teaching roster, acts as liaison with the departmental student association, and takes the lead on department operations and events. The Chair and Associate Chairs meet regularly as an Executive Committee, and the Associate Chair roles will rotate among the faculty every 2 years – a structure that is designed to facilitate succession planning. Second, the department has approval for a new administrative staff role that will focus on student advising (this role will be shared with the Departments of Political Science and Human Geography). Finally, regarding space, the Vice-Dean Faculty Affairs, Equity and Success is working closely with all UTSC Chairs and their Business Managers on space planning. The Chair of GDS notes that, as a group, academic leadership is paying attention to the expressed needs and desires of staff for both hybrid work arrangements and optimal office design for shared spaces. There is already evidence that this action has eased staff concerns and improved morale around the location and placement of administrative offices.

- *The reviewers made a number of recommendations regarding the expansion, enhancement, and accessibility of co-op and broader experiential learning opportunities for all CCDS students.*

As the Chair describes in her Response letter, expanding opportunities for Co-op and broader experiential learning opportunities for all GDS students is a departmental priority. In 2021-22, GDS will host a department wide Open House for all students. Other initiatives include:
   i. Further development of the Knowledge Equity lab coupled design of the GDS feminist collective;
   ii. Establishing a committee focused on expanding sustainable, practical and experiential opportunities, particularly for non-Co-op students. GDS will request additional resources to support activities related to writing grants and applications, to liaise with the Development and Alumni Relations Office, and to seek new sources of support for placements and partnerships.
   iii. Review the curriculum with the goal of empowering students to reflect critically on the ethics of working with marginalized groups (i.e., IDSB07H3, Confronting Development's Racist Past and Present).
   iv. Continue their review the Co-op admissions process. The Chair notes that, as of 2021-22 they are replacing in-person/zoom interviews with a series of short questions, with the goal of mitigating any anxiety associated with performing in front of an audience, and eliminating the possibility of any bias based on appearance. In addition, GDS will discuss and collaborate on ways to enable first year applicants (those enrolled in the IDS non-Co-op Major program) to apply, at the end of Year 1, for entry, in Year 2, into one of the Specialist Co-op programs. The department will be requesting new resources from the Dean's Office to offer scholarships for exceptional applicants, with the goal of making Co-op more accessible and affordable. My office recognizes the importance of this program for GDS and for the campus and for ensuring equitable access to Co-op opportunities, and will work with the department and with the Development and Alumni Relations Office in assessing short-term and long-term supports.
- *The reviewers highlighted the need to ensure that the program curricula provide adequate and appropriate preparation for students prior to entering international co-op placements.*

In her Response letter, the Chair notes that students are guided to find volunteer/internship/short-term placements throughout their first 3 years to learn the expectations of office work and cross-cultural understanding (both through volunteer opportunities and as offered by the Co-op training in GDS). In addition, the program remains nimble to change; for example, students are no longer required to write bi-monthly reports in IDSD01Y3; instead, students will meet monthly with the Co-op Program Manager and Co-op Program Coordinator to discuss their experiences. Rather than writing reports while in country, students will be encouraged to use the preface section of their theses to reflect

on their placements and international travel experience. The department agrees with the reviewers that longer-term placements offer a vital opportunity for Co-op students and feel strongly that should they remain in place. The Chair notes that, in some cases, the length of the placement is determined by partner organizations. That said, as part of the GDS strategic visioning practices the department will think through, and articulate, the rationale for longer term placements and communicate this more clearly in a new IDS Co-op Handbook, as well as department messaging.

- *The reviewers noted student reports of harassment, discrimination, and unsafe living arrangements during their placements and highlighted the need to ensure that students receive appropriate support and communication.*

The Chair notes the department is working to strengthen their communications regarding the student expectations while abroad; for example, they have developed an IDS Co-op Handbook, which is being published as of Fall 2021, in which they will address, with as much transparency as possible, the costs associated with Co-op placements, the process of assigning placements, emergency services when abroad, mental health supports, and pre-departure check lists. The Chair further notes that, over the next 1 to 2 years, GDS will seek ways to prepare non-white and female students for the insidious ways racism and sexism emerge abroad. To facilitate this activity, the department is currently consulting with the Equity, Diversity and Inclusion Office (EDIO), at UTSC, on ways to establish supports for students who experience discrimination while on placement. They are also introducing a new B-level course as of Winter 2022 – IDSB07H3 (Confronting Development's Racist Past and Present). This course will provide an "in-house" opportunity for students to learn about global racisms and their embeddedness in development. Together, the pre-departure briefings and course will prepare students, before they travel, for the global inequities they may face while on placement. Finally, GDS will consider whether there is a need for additional faculty members (with appropriate expertise and experience) to assist the Co-op Program Manager and Co-op Program Coordinator in mentoring students regarding racism and sexual discrimination while in the field. In addition to supporting GDS in their crucial program-specific work in this area, the Dean's Office is prioritizing the development of campus-wide best practices and guidelines to support students preparing for Co-op and experiential learning placements, both locally and globally, drawing also on tri-campus resources and from the EDIO at UTSC.

- *The reviewers noted comments from some students in non co-op programs who feel that they receive less attention from faculty and staff than co-op students; the reviewers recommended enhancing learning opportunities and mentoring for students in these programs.*

In her Response, the Chair highlights some of the GDS's existing initiatives, including a Research Mentorship Program, offered since 2015, that is available only to non-Co-op students; this program recruits up to 10 students a year to work one-on-one with a faculty member as a research assistant. Additionally, in 2020-21 the department introduced a senior thesis writing course (IDSD02H3) for non-Co-op students.

Having said that, the department agrees with the reviewers' recommendation to expand the undergraduate thesis option as well as other student programming to include non-Co-op students. As of 2021-2022, GDS has established a committee to review non-Co-op student programming, and begin building innovative undergraduate opportunities including, but not limited to, experiential learning, research, mentoring, and public-speaking. The committee's goal is to introduce, and advance, at least one new opportunity for non-Co-op students in the 2021-2022 academic year; it will continue to work over the next 1 to 5 years to create a robust set of learning opportunities that will include non-Co-op students, and also bring Co-op and non-Co-op students together into a more cohesive community of learners.

Enhancing learning opportunities and mentoring for students in non-Co-op programs will be a key priority for the new leadership team in GDS**.** Promoting a culture of belonging for all students in the department – not just students in Co-op and non-Co-op IDS programs, but also the newest group of students in the AFS programs – is a departmental priority. As part of the department's visioning process they will design events and activities that will enable students from the multiple programs to work together on collective projects such as a proposal for a new International

Documentary Film Festival. Over the next 1 to 2 years, GDS will undertake outreach with the appropriate student groups, and invite their participation in this process.

- *The reviewers noted the need for increased clarification and consensus among faculty members about future directions for graduate program offerings.*

In her Response letter, the Chair confirms that over the next 1 to 2 years, GDS will engage in discussions regarding graduate program offerings and work towards a consensus around developing a stand-alone MA program, and/or expanding the existing Collaborative Specialization – Development Policy and Power to include PhDs. They will consult, as needed and appropriate, with me and the Vice-Dean Graduate and Postdoctoral Studies regarding resources needed to support these endeavors.

- *The reviewers encouraged faculty members to pursue additional and diverse research funding opportunities, through tri-council grants and other federal funding sources, as well as internal opportunities through the UTSC Office of the Vice-Principal Research and Innovation.*

As the Chair notes in her Response letter, GDS faculty are a diverse group of scholars who successfully win awards and funding from a variety of sources appropriate to their fields and disciplines such as SSHRC Insight Development & Insight Grants, Distinguished Professor Award, Canada Research Chair, Fulbright Scholarship, Royal Society of Canada Fellowship, Connaught Research Fellowships and more. Many faculty also include and hire GDS undergrads to participate on research projects. It would be helpful to emphasize, here, that there also exists a robust mentoring culture at UTSC, one in which each faculty member is paired with a mentor. The Vice-Dean Faculty Affairs, Equity, and Success is available as a resource for discussing frameworks and needs connected to mentorship to further support opportunities for GDS faculty in this area.

- *The reviewers noted the need for further divisional support, including from the Development and Alumni Relations Office, to fully realize CCDS's fundraising potential and to support its innovative programs.*

The Chair notes, in her Response letter, that GDS would welcome additional administrative support, particularly from Development and Alumni Relations Office (DARO), to design and market a strategy for ongoing fundraising to support the development and advance of innovative undergraduate programming in GDS. Access to co-op and experiential learning opportunities, particularly those with a global focus, are an explicit priority of DARO's emerging fundraising campaign for UTSC, which I expect will benefit GDS. My office is also committed to ensuring ongoing and future development of the outstanding programs for which the department is known.

The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the Chair of the Department of Global Development Studies. A brief report to the Office of the Vice-Provost, Academic Programs, midway between the March 2021 site visit and the year of the next site visit, and no later than Winter 2025, will be prepared. The next external review of the Department has been scheduled for 2028-29.

Regards,

Professor William A. Gough
Vice-Principal Academic & Dean

Cc: Professor Sharlene Mollett, Chair, Department of Global Development Studies, UTSC

Implementation Plan

Action	Timeline	Lead
Publish the IDS Co-op Handbook	Short term (6 months)	Chair, GDS; IDS Co-op Manager
Hold department and committee meetings focused on establishing a set of core values for pedagogical practices, collective research priorities, daily operations and governance practices	Short term (6 months to 1 year)	Chair, GDS; Associate Chair, Judith Teichman
Advocate with the Office of the Dean to establish a "Practitioner-in-Residence"	Short term (6 months to 1 year)	Chair, GDS; IDS Co-op Manager
Review non-Co-op student programming and introduce at least one new opportunity	Short term (6 months to 1 year)	Chair, GDS; Associate Chair Ryan Isakson; Bettina Von Lieres; Caroline Hossein
Host department wide Open House for all students	Short term (6 months to 1 year)	Chair, GDS; IDS Co-op Manager
Expand Knowledge Equity lab and introduce GDS feminist collective	Short term (6 months to 1 year)	Chair, GDS; Leslie Chan
The Dean's Office will prioritize the development of campus-wide best practices and guidelines to support students preparing for Co-op and experiential learning placements, both locally and globally, drawing also on tri-campus resources and from the EDIO at UTSC	Medium term (1 year and ongoing)	Vice-Dean Teaching, Learning and Undergraduate Programs; Associate Dean Experiential and Global Learning
Review the admissions process for IDS programs, with the particular goal of creating pathways for students from non-Co-op programs into Co-op programs; request additional resources to ensure Co-op is accessible for more students	Medium term (1 to 2 years)	Chair, GDS; IDS Co-op Manager; Associate Chair Ryan Isakson
Engage in a comprehensive strategic planning and visioning process; including discussion of collective goals and values; GDS will seek the guidance of the Dean's Office and leverage available resources	Medium term (1 to 2 years)	Chair, GDS; Associate Chair, Judith Teichman; with department faculty
Work with the Dean's Office and the FCC process to add faculty complement focused on African Studies	Medium term (1 to 2 years)	Chair, GDS
Develop additional mechanisms to prepare non-white and female students for placements abroad	Medium term (1 to 2 years)	Chair, GDS; IDS Co-op Manager
Engage in discussions regarding graduate programs	Medium term (1 to 2 years)	Chair, GDS; Associate Chair, Judith Teichman; Anne-Emanuelle Birn
In 2023-24, hold a departmental retreat focused on aligning course offerings with departmental mission and values	Medium term (2 years)	Chair, GDS

Action	Timeline	Lead
Undertake outreach with the appropriate student groups, and invite their participation (medium term); Develop a strong list of experiential opportunities for students, ensuring they are sustainable (long term)	Medium to long term (1 to 5 years)	Chair, GDS; Bettina Von Lieres; IDS Co-op Manager
Fully integrate the AFS program into the department	Medium to long term (2 to 3 years)	Chair, GDS; Zubairu Wai, Caroline Hossein, Bettina Von Lieres, Thembela Kepe
Review IDS and AFS programs and courses; integrate courses from a more diverse range of disciplines into the IDS programs; review the title of the IDS programs	Medium to long term (2 to 4 years)	Chair, GDS; Associate Chair Ryan Isakson; Thembela Kepe; Zubairu Wai; Caroline Hossein; Bettina Von Lieres
Work with Dean's Office and the FCC process to add faculty complement focused on South/South East Asian Studies	Long term (3 to 5 years)	Chair, GDS

Cyclical Review: Report Template

As Commissioning Officer, I confirm that:
- ✓ The review report addresses all elements of the terms of reference, which reflect the requirements outlined in the University of Toronto Quality Assurance Process (UTQAP), including the program evaluation criteria
- ✓ I have brought to the attention of the reviewers any clear factual errors in the report and the reviewers have corrected these.

Commissioning Officer: William Gough, Vice-Principal Academic and Dean	Report Accepted as Final on April 27, 2021

Reviewers are asked to provide an Appraisal Report that:
Identifies and commends the program's notably strong and creative attributes
Describes the program's respective strengths, areas for improvement, and opportunities for enhancement
Recommends specific steps to be taken to improve the program, distinguishing between those the program can itself take and those that require external action
Recognizes the institution's autonomy to determine priorities for funding, space, and faculty allocation;
Respects the confidentiality required for all aspects of the review process; and
Addresses all elements of the terms of reference, which reflect the requirements outlined in the University of Toronto Quality Assurance Process (UTQAP), including the program evaluation criteria

Division/unit under review:	University of Toronto Scarborough (UTSC): Centre for Critical Development Studies (EDU: B)
Program(s) under review:	International Development Studies, BA: Specialist and Co-op; Major International Development Studies, BSc: Specialist and Co-op; Major (suspended 2010-11) International Development Studies: Minor (Arts)
Commissioning officer:	Professor William Gough, Vice-Principal Academic and Dean
Date of scheduled review:	Wednesday March 3, Thursday March 4, 2021, Wednesday March 10, and Thursday March 11, 2021 (held remotely)
Reviewers' names and affiliations:	• Professor John Cameron, Department of International Development Studies, Dalhousie University • Professor Rebecca Tiessen, School of International Development and Global Studies, University of Ottawa • Professor Karl Zimmerer, Department of Geography, Pennsylvania State University
Date	April 13, 2021

1 Review Summary

University of Toronto Review Overview and Recommendations

The Centre for Critical Development Studies (CCDS) is at a critical and exciting juncture. This outstanding Centre (currently classified as EDU B) will soon transition to a full-fledged department (the Department of Global Development Studies[1]) which will create new opportunities for selective growth and expansion. The recent hiring of two excellent and experienced scholars will help expand CCDS course offerings and areas of research expertise. In this report, we highlight what we consider to be the most important strengths of the CCDS as well as strategic areas and suggested steps to consider as the Centre undertakes its forthcoming transition.

In this section of the report, we highlight our recommendations, which we hope will help the CCDS to build on its successful history and well-deserved status as a "real gem" (a description that came up a few times during interviews) on the UTSC campus.

1. **Need for Strategic Planning or Envisioning Process:**
Our first general recommendation is that the CCDS needs to undertake a process of strategic planning/envisioning that is fuller, more robust, and sustained during the coming years. The need for and prospective benefits of this process are timely and can be considered urgent given the impending change in the administrative status of CCDS to take place in July 2021 and a series of curricular and administrative challenges and opportunities.

The strategic planning/envisioning process could begin with a day-long process to critically examine CCDS curriculum and administrative arrangements but it will also need to be considered as a sustained ongoing process of engaged, critical self-reflection and productive planning/envisioning of future directions. Current administrative processes (department meetings and annual retreats) do not appear to offer sufficient time for the expanded level of reflection that is needed. There appears to be insufficient clarity and consensus on future directions for CCDS as well as a lack of opportunities for facilitated visioning exercises among the unit's members.

In acting on this general recommendation, CDDS may wish to consider the following as potential key elements in the strategic planning/envisioning process:
- Vision and direction for the newly formed Department in terms of areas of specialization and course offerings.
- Expansion of experiential learning to be more inclusive for all students.
- Review of the co-op program with the goal of better aligning the critical analytical components of the program with student experiences in co-op placements.

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[1] We will refer to the unit as the CCDS throughout this report as the transition to Department is not yet complete.

- Expand and support the non-co-op programs.
- Design of graduate program offerings.
- Encourage faculty members to pursue additional research funding opportunities.
- Strategic planning/envisioning for the administration and management of the department, succession planning, future hiring and comparable workloads for junior faculty members relative to other departments.

2. Vision and Direction in Areas of Specialization and Course Offerings:
Our second general recommendation is concerned with CCDS's specialization areas and course offerings. Here we recommend that CDDS may wish to consider the following as series of observations on key strengths, opportunities, and corresponding suggestions:

2.1 CCDS has existing area strengths in Africa and Latin America. Two new hires in 2021 will allow CCDS to expand its expertise in the area of Africa studies, colonialism and diaspora studies. A proposed new course on 'racism, colonialism and development' will be a valuable addition to CCDS' course offerings. The 2021 hires are a good fit with the recent adoption of the African Studies minor within the CCDS. However, additional expertise is needed in regions such as South Asia and Southeast Asia, particularly to support honours thesis students and graduate students who are focussing on topics in these regions. A planning process will help the CCDS consider priorities for future hiring and opportunities to establish stronger linkages across departments to facilitate cross-appointments of faculty members with expertise in diverse regions of the world.

2.2 CCDS has extraordinary strength and expertise in the areas of political science, political economy, and food security, among other areas of expertise. Gaps in expertise need to be considered as part of the visioning exercise that will allow the CCDS to expand the scope and content of its curriculum and graduate supervision with additional areas of expertise in gender/sexuality/feminism and development, cultural studies/anthropology/sociology of development, as well as history, the humanities, sciences and languages. The CCDS cannot offer expertise in all areas, so strategic decisions are needed about what those areas of expertise and future areas of growth will be.

2.3 Careful review of courses offered by CCDS and of cross-listed courses to reduce duplication in material covered, particularly in courses offered by political science where there were reports of overlap or redundancy. The move to department status will give CCDS an opportunity to critically engage on what 'development studies' means for this unit and how it should be represented in curriculum design.

2.4 Timeliness of the above envisioning and planning, especially the review and possible undertaking of adjustments in courses and the curriculum, is important given the upcoming transition to department status. It will presumably include the initiation of "full and free"-type claim to certain faculty appointments, which, in turn, will provide

the department with potential additional teaching capacity that we think should be factored into the full spectrum of above considerations.

2.5 CCDS has made efforts (since its last cyclical review) to create more opportunities to offer language-focussed courses and linkages with language studies. Additional investments in fostering these linkages and creating more opportunities for students to develop linguistic skills (particularly in the official languages of the United Nations: Arabic, Chinese, English, French, Russian and Spanish) is vital to preparing students better for experiential learning and co-op placements abroad as well giving students skills they need for career success in a global workforce and to understand how different world views are embedded in language.

2.6 The current incorporation of environmental science as an interdisciplinary emphasis in CCDS is a unique area of specialization that is well suited to synergies with the strengths of other programs on the UTSC campus. Specialized approaches in interdisciplinary environmental science at CCDS (e.g., agroecology) operate in a notably successful yet distinct context regarding research funding. They can serve as a resource to contribute to expanding faculty interest, experience, and expertise in obtaining research funding (See 6.1 below).

2.7 A unique specialization of CCDS is its high level of interdisciplinarity in its educational programs and research. This interdisciplinarity is much valued both within CCDS and by the UTSC administration. Envisioning and planning should be undertaken in a way that integrates the support and evolution of this interdisciplinarity while undertaking the aforementioned elements.

2.8 CCDS should consider expanding the undergraduate thesis option to include non-co-op students as a means of expanding the options for and the inclusivity of high performing students.

3. Expansion of experiential learning to be more inclusive for all students:
Our third general recommendation is for the CCDS to continue to expand certain key experiential learning opportunities, with an emphasis on enhanced inclusivity.

CCDS has made immense strides to expand experiential learning options beyond its flagship international co-op program to include opportunities in Toronto and other parts of Canada. The Knowledge Equity Hub and the Community Knowledge Learning Hub are highly innovative initiatives to support experiential learning opportunities and to make them accessible to a more diverse range of students, including those with financial and personal constraints that make international experiential learning very difficult. We encourage CCDS and the UTSC administration to further support and invest in these experiential learning initiatives to better reflect community-based global learning opportunities accessible to all students. CCDS has been able to generate some short-term funding to support the Knowledge Equity Hub and the Community Knowledge

Learning Hub, but much stronger financial support will be needed to sustain and, it can be hoped, to expand these excellent initiatives.

3.1 The Knowledge Equity Hub is an excellent addition to the experiential learning offerings for CCDS. There is widespread interest and commitment to the expansion of these experiential learning opportunities from students, staff and faculty members. The Hub has already been an effective mechanism for expanding learning opportunities with events, speakers, and a web presence (webpage). We encourage CCDS to explore opportunities to make the Hub more student-driven to ensure students have a stronger voice in the future of this initiative.

3.2 We also encourage CCDS to create additional opportunities for students to engage in critical reflection on the ethics of working with marginalized groups and disadvantaged individuals in Toronto-based or Canadian communities. This learning would be deepened through dedicated courses to ensure students have deeper reflective opportunities and critical engagement with scholarship linking their locally based experiential learning opportunities with broader debates and scholarship on this topic. To develop the Hub further, CCDS may wish to join a network dedicated to these priorities and explore some of the resources available through the Community-Based Global Learning Collaborative (https://compact.org/global-sl/). We also commend the CCDS for initiating discussions about the possible expansion of experiential learning to include opportunities to link with northern Canadian communities and possibly indigenous communities. There is some important scholarship that can inform future work in this area. CCDS is reminded, however, of the importance of strong community partnerships that are needed to facilitate any engagements with Indigenous community members, keeping in mind the principle of "there is nothing about us without us".

3.3 Working with local community groups may also require financial resources, so additional strategies to access resources to support these collaborations is needed. We encourage the senior administration at UTSC to support the expansion of experiential learning opportunities within CCDS through direct financial support and guidance to the Development and Alumni Relations Office to prioritize fundraising for these initiatives.

3.4 The pandemic has provided an opportunity to consider the possibility of e-volunteering. A successful year of co-op placements that have been entirely virtual provides an opportunity for CCDS to consider maintaining this option for students who cannot or prefer not to travel abroad. There is a clear interest among co-op students to return to international travel for placements. However, there may also be new options for international co-op options that include virtual placements for students who are not able to or do not wish to travel abroad for financial or familial reasons.

3.5 Additional opportunities for experiential learning may be explored within the classroom. Examples of ongoing Collaborative Online International Learning (COIL) were provided during the review process. The COIL classroom provides rich opportunities for

intercultural learning that could be linked to innovative forms of experiential learning to create more breadth of experiential learning within courses rather than the treatment of experiential learning as a one-off option (co-op or community partner placements). CCDS is encouraged to think of opportunities to expand and showcase the breadth of experiential learning at all levels of study (from first to final year of study) by highlighting the range of experiential learning options available to students already and developing new options for experiential learning (such as model UN meetings, integration of course assignments with volunteer activities in the community, etc.). Integrating experiential learning into individual classes may reduce the workload for administrative staff by decentralizing the workload amongst all faculty members.

3.6 Other types of expanded experiential learning potentially involve internship opportunities that are notably important for certain sub-groups of the undergraduate students such as the BSc majors with interests in environmental conservation, biology, and agroecology. Internships play a key role in their research experience and training. Support for these internships, especially opportunities that can overlap with experiential learning outlined in 3.1-3.6 above, is highly desirable and beneficial.

3.7 Review the co-op program with the goal of better aligning the critical analytical components of the program with student experiences in co-op placements.

3.8 The co-op Stream is a flagship program for CCDS and UTSC and has a long history and strong reputation in Canada for its outstanding learning experience. Over the years, many important additions have been made to the course offerings through CCDS to ensure students develop a solid foundation prior to the co-op program and a deep and analytical reflective experience when they return. These advancements in critical and reflective learning are well-noted. However, challenges remain.

3.9 Students expressed concerns that their critically informed education through CCDS can make it difficult to transition to placements that may reflect and reinforce the problems they can now identify in this field. There were several references to a 'disconnect' between what students learn in CCDS courses and the learning that happens through co-op placements. This disconnect creates valuable reflective learning opportunities for students but may require more careful preparation of the co-op students and support for their reflection and analysis while in co-op placements.

3.10 Students also identified the need for additional supports and alternative approaches to the pre-departure preparation and debriefing processes for co-op students. For example, most students in CCDS represent black, indigenous and people of colour (BIPOC) communities and these students expressed concerns that co-op partner organizations often expect the student interns to be white Canadians. Pre-departure and debriefing sessions may focus heavily on 'white saviourism' without sufficient context of how 'white saviourism' has shaped broader forms of 'saviour mentalities'. The language of the pre/post reflection courses needs to be more inclusive.

3.11 Students also highlighted that the treatment of students who identify as part of BIPOC communities can be different than for white students. Ensuring fair treatment of all students may require additional communication with partners to ensure that safety and equality of opportunity is guaranteed for all students. For example, a student of South Asian origin said she had sub-standard housing, located several hours from the main office. The partner organizations assumed she would not have the same safety concerns as white students, presuming her ability to navigate local communities differently. Other students reported sexual harassment, discrimination, and unsafe living arrangements during their co-op placements and felt strongly that they did not receive the support they needed from the co-op office or UTSC to navigate these issues.

3.12 Students raised additional concerns about a lack of clarity about additional costs that students may incur when abroad. Students reported that they were led to believe that the full costs of their participation in the co-op program would be covered by CCDS and were frustrated by additional expenses (i.e., mental health supports or health costs that were not covered).

3.13 International students (because of their visa/residency status) indicated that they had far fewer co-op opportunities to choose from than Canadian students, but this information was not made clear to them before they entered the program.

3.14 Addressing these challenges will require additional investigation into student experiences with co-op. Some of these issues might be mitigated by expansion of opportunities such as options to do virtual co-op placements for students who have financial concerns that affect their ability to pay the co-op fees or other fees associated with going abroad. Additional financial resources may also be needed to ensure that unforeseen costs can be fully covered whenever possible.

3.15 An additional support-related challenge noted in the review process was the lack of feedback students received in their bimonthly reports. Students are required to write and submit regular reports, but they indicated that they received little feedback on these reports from CCDS. Additional resources may be needed to ensure that CCDS has the capacity to appropriately respond to student reports during their co-op placements. Such feedback is an excellent opportunity to help students to navigate the disconnects that they report between their critical CCDS education and the mainstream approaches to development that they encounter in some co-op placements as well as the issues of racial and gender discrimination.

3.16 Students also view the process to procure placements as insufficiently transparent. Students were unsure of how placements were decided, and they expressed frustration about CCDS decisions to deny placements with organizations that students had researched and proposed. Additional clarity about the decision-making processes behind the allocation of placements would help to address these concerns.

3.17 Students suggested that additional mentorship with previous co-op placement students would be a valuable knowledge sharing activity, particularly opportunities to engage one-to-one with students with experience in the same organizations prior to accepting a co-op placement, so that they can make informed decisions.

3.18 Despite the many support-related challenges that were identified, the staff managing the co-op program are highly dedicated and already working to their maximum capacity. The CCDS could re-examine the potential for the co-op program to be more centralized or centrally located outside CCDS. However, the uniqueness of the CCDS co-op program may make this unfeasible. As noted in the self-study, there is substantial evidence from research on international student internships that 6 months should be the minimum time spent abroad for those on learning-based programs. A survey among past and present co-op partners may provide some of the information needed to make informed decisions about how to (if at all) change the program duration for the co-op program. Even without substantial program changes in mind, the need for a survey (evaluation) of impact with partner organizations is an important consideration for informing the co-op program.

4. Expand, support, and strengthen the options available through non co-op programs:
The fourth general recommendation of our review centres on developing and strengthening non co-op programs.

Expanding options for undergraduate learning through non co-op programs is an important area and one that raises several specific considerations. While a flagship for CCDS and UTSC, the co-op program serves only about 10% of the unit's undergraduate students, most of whom register in the Major and Minor programs. Since CCDS invests heavily in the co-op program, which also has a high public profile, students in the non co-op options (approximately 90% of students) may not feel a strong affinity to the CCDS or may feel marginalized as a "second class citizens." We heard comments from students such as, "students who are not in the co-op program feel disconnected and drift away, building stronger affinities with other departments." Careful consideration of how resources and time are allocated across the different program streams is needed to ensure all students feel they are valued and have access to the learning opportunities they deserve. In order to extend the successes of the Co-op program into the Major and Minor programs, CCDS could consider ways to invest more energy into supporting and strengthening these programs without taking resources away from the co-op program. The expansion and support of non co-op programs would lead to a preferable structure of multiple options available for CCDS undergraduates rather than the current delimitation of a co-op stream and a non co-op stream. Also, we recommend expanding opportunities for non-co-op students to complete an honours thesis (see also 2.8 above).

5.Design and future planning of graduate program offerings:
Our fifth general recommendation of our review is engaged with planning the future of graduate offerings.

Currently the graduate Collaborative Specialization is notably successful. There is, however, a need for increased clarification and consensus among CCDS faculty members about the future direction for graduate program offerings, particularly the MA program (as a collaborative initiative or a stand-alone MA in International Development Studies). We recommend that the strategic planning/visioning process for the newly formed department make this discussion a priority. Some faculty members support the collaborative model for the MA and PhD, given capacities they already have through their cross-appointed home departments and the supervisions they complete there. Other faculty members see value in a stand-alone MA program and the students that could be attracted to it. On the balance, the reviewers recommend that CCDS consider the creation of a stand-alone MA program and assess new ways to strengthen the development studies components of the collaborative model at both the MA and PhD levels.

5.1 Regarding the curriculum of the collaborative MA course in CCDS, graduate students expressed a high level of satisfaction but also provided a number of suggestions that we encourage CCDS to seriously consider: a) more diversity of guest speakers (especially more women and BIPOC speakers; b) more geography and anthropology content; c) consider creating practicum options for the grad program and increased opportunities for professional networking; d) keep the MA cohort small, which work well to enable proper group work, a close cohort, some benefits to practicum options in terms of grad program and networking for jobs; e) consider adding more courses to the collaborative MA program beyond the current half credit course. Students reported a strong desire for more depth in development studies; f) consider creating a dedicated MA program in CCDS in addition to the collaborative model (discussed above). Some students indicated a strong preference for the collaborative model, but others indicated that they would have preferred a stand-alone MA program in CCDS.

6. Faculty research development and success:
Our sixth general recommendation, along with suggested specific considerations, is intended to contribute observations and suggestions supporting faculty research development and success.

6.1 Encourage faculty members to pursue additional and diverse research funding opportunities. Research outputs from faculty members in CCDS are very strong, especially in relation to other similar-sized departments with high administrative and teaching demands. However, there appear to be research funding opportunities that can be more fully seized by faculty members, in particular the range of SSHRC grants but

also funding opportunities from the International Development Research Centre (IDRC), Mitacs, and Global Affairs Canada, etc. Leadership from the future Chair of the newly formed Department will be an important factor in encouraging faculty members to explore new and more expansive funding options. The UTSC Office of the Vice-Principal Research and Innovation offers various funding opportunities that are widely utilized though these might be leveraged even more extensively. New research funding can better engage students and retain them in top-notch graduate programs while it will also help to attract more students, particularly international students. Access to increased research funding may also incentivize more interdisciplinary connections across the faculty and university.

6.2 Consider the expansion of the formalized process through which non-CCDS faculty became affiliates. Affiliations outside the main unit are potentially well suited to many faculty in diverse departments across the University of Toronto. Building this broader intellectual community of faculty is uniquely well suited and advisable for taking under consideration in the upcoming phase of departmentalization. It will continue to fuel and provide university-wide leadership in the rigorous interdisciplinarity that is a current trademark of faculty activities and success.

7. Strategic planning/envisioning for the administration and management of the department, including succession planning, and future hiring:

Our seventh general recommendation regards the strengthening of strategic planning/envisioning with several specific suggestions to be considered in this domain. As CCDS transitions to a department, it will be important to consider succession planning, particularly since there are several new hires. Some early and mid-career faculty members emphasized that they are in research-intensive stages of their careers that may preclude them from serving in an administrative role for the department in the short to medium term future. It is important that these concerns are allayed through appropriate course release options because becoming a department chair should not affect the research contributions of faculty members. In acting on this general recommendation, CDDS may wish to consider the following as potential key elements:

7.1 To better distribute the administrative labour within CCDS, we suggest consideration of the appointment of two associate chairs: one for undergraduate work and one for graduate work and research support.

7.2 Additional hires will be necessary in the years ahead as CCDS grows (including increased MA offerings, a new PhD offering). When considering future hirings, the department will need to take into consideration the points provided under Section 1 (thematic and regional gaps) as well as the need for more BIPOC representation in colleagues to better reflect and support the student body.

7.3 Future hiring or resource allocations for teaching staff would also benefit from a renewed commitment to hiring an Activist-in-Residence or consideration of a "Practitioner-in-Residence" who can expand learning opportunities for students and provide additional points of view, particularly in the areas of development practice. As one student noted: CCDS is "too one-sided, and anti-World Bank." It is important to recognize that some students aspire to do meaningful work within organizations that may be heavily criticized in the program. Other demands included more practical learning in courses such as the need to better learn and practice monitoring and evaluation in project management.

7.4 The administration of the experiential learning options are staff-intense initiatives. Additional support is needed for African Studies students and to help with student advising in general. Applying for and managing the experiential learning grants (such as Queen Elizabeth Scholarships) is labour-intensive work. The continued growth of CCDS requires additional administrative support, particularly for student advising.

7.5 The physical location of staff offices and where additional staff might be located will need to be considered more carefully to maintain staff morale and to ensure effective communication among staff and between staff, students and faculty members.

7.6 Focused clarification of key roles in administrative management will need to be considered in general and especially in the departmentalization process. The recommended roles of a pair of Associate Directors (AD) will be critical to this transition (see 7.1 above) and yet certain aspects of current implementation are unclear in the case of the AD position. For example, the Self-Study refers to specific responsibilities that have been defined and undertaken by the current position of a single Associate Director (e.g., pages 7, 45, 74, 80). The virtual site visit of the review team did not include a clear indication of this current position.

7.7 We suggest that CCDS consider the creation of a faculty advisory group or committee (sometimes referred as a departmental executive committee). The purpose of this suggestion is primarily to expand and enhance the participation of faculty members in department governance. Opportunities and challenges in the transition to department status would benefit from the additional communication, information-sharing, and decision-making involving the combination of department administrative leadership and a small, rotating group of other faculty members that would be elected.

2 Evaluation Criteria

Please explicitly address each program that is listed in the Terms of Reference of the review. When making statements that do not apply to all programs, please specify which program(s) you are addressing.

Objectives

Consistency of the program with the University's mission and UTSC and the unit's academic plans:

The CCDS appears to be very solidly and effectively aligned with the UTSC Strategic Plan for 2020-25 (Inspiring Inclusive Excellence) and the University's overall mission. Our review notes that the CCDS is well-positioned to make particularly important contributions towards the achievements of specific major components of the strategic plan, as highlighted below, especially if additional resources can be allocated to support the work of the CCDS in these areas. We would like to highlight the strong potential of the CCDS to expand vital contributions to the following strategic directions in the missions of the University and UTSC:

1.1 Provide all students with transformative, experiential, and holistic curricular, co-curricular, and extra-curricular learning opportunities.

2.3 Establish the University of Toronto Scarborough as a centre of excellence for research partnerships and knowledge translation.

2.4 Invigorate the on-campus research culture to increase disciplinary and interdisciplinary engagement across departments and with the wider community.

3.1 Develop new and strengthen existing relationships with Indigenous peoples and communities based on equity, reciprocity, and recognition of the value of both university and community assets that support our respective missions.

3.2 Focus on strengthening trusting and enduring relationships with underrepresented, equity-deserving communities to facilitate access and a sense of belonging.

4.2 Continue to expand local, national, and international collaborations with partners across various sectors that help to integrate real-life experiences into the curriculum, create opportunities for co-learning, and facilitate co-creation of knowledge.

Program requirements and learning outcomes are clear, appropriate and align with the relevant undergraduate and/or graduate Degree Level Expectations.
The program requirements and learning outcomes for the CCDS undergraduate programs and Collaborative Specialization are clear, especially given the diversity and complexity of some program options (e.g., the Specialist in IDS BSc program).

Admission requirements (Appropriateness of admission requirements for the learning outcomes established for completion of the program).
The CCDS has designed and regularly reviews and revises the admissions requirements and process for its co-op program. In addition to the established UTSC admission requirements, CCDS also requires an additional written application and conducts

interviews with applicants to the co-op program. This process appears to be rigorous as well as inclusive of the diversity of students who may apply. We encourage CCDS to continue to regularly review and revise the co-op admissions process to ensure that it is inclusive of all potential applicants.

Curriculum and program delivery (Curriculum reflects the current state of the discipline or area of study and is appropriate for the level of the program).
The CCDS undergraduate program is rigorous and well-designed. Because International Development Studies (IDS) is a relatively new field of study (since the 1980s) and most IDS Departments are relatively small in terms of faculty complement, there is no established curriculum against which CCDS can be compared (unlike more established areas of study that have widely recognized fields and sub-fields). Given the wide inter-disciplinary scope of IDS, it is difficult for any department, particularly small ones, to cover the wide range of issues and themes that could be considered 'essential' to an IDS curriculum. In this context, IDS departments in Canada must make difficult strategic choices about how to allocate scarce faculty resources and for faculty hiring. CCDS has made good decisions in its curriculum design to offer a wide-ranging, interdisciplinary education in IDS. We encourage CCDS to pay careful attention to our Recommendation #2.2 to strengthen the interdisciplinary scope of the program beyond the already strong focus on Political Science to include more emphasis on anthropology / culture, the humanities, and sciences and especially to strengthen the opportunities for students to learn other languages.

Appropriateness and effectiveness of the program's structure, curriculum, length and mode(s) of delivery to its learning outcomes and degree level expectations; clarity with which these have been communicated.
The CCDS programs are well-designed and offer students a range of opportunities to achieve the learning outcomes and degree expectations. Reports from students indicate that the expectations and requirements are communicated effectively and they receive strong support from advising staff.

Evidence of innovation or creativity in the content and/or delivery of the program relative to other such programs.
The CCDS demonstrates a strong level of reflection and innovation to adapt the program to the changing state of the world and to student needs. We particularly commend the CCDS for innovations in experiential and community-based learning, such as the Community Knowledge Learning Hub and the Knowledge Equity Lab. We encourage the CCDS to pay particular attention to our Recommendation #3.10 to ensure that curriculum design, and especially the preparation for international co-op placements, reflects the lived realities of the large numbers of racialized students in the program.

Opportunities for student learning beyond the classroom.
The CCDS is a leader at UTSC and among IDS programs in Canada in providing exceptional learning opportunities for students outside the classroom, including its

flagship international co-op program as well as experiential learning opportunities in Toronto and other parts of Canada. We encourage CCDS to seriously consider our recommendations to ensure that experiential learning opportunities are available to all students and our recommendations related to the co-op program (Recommendations 3.1 – 3.18).

Opportunities for student research experience.
The CCDS co-op program offers a strong opportunity for undergraduate students to conduct original field research and to write an honours thesis. We encourage the CCDS to expand the undergraduate thesis option for students in the CCDS Major Program as many students with a strong interest and capacity for research do not enrol in the co-op program.

Assessment of learning (Appropriateness and effectiveness of the methods used for assessing student achievement of the defined learning outcomes and degree-level expectations, especially in the students' final year of the program.)
The CCDS undergraduate programs employ rigorous and diverse methods to assess student learning and to help ensure that students achieve the identified learning outcomes.

Quality indicators
Assessment of program against international comparators.
As noted above, IDS is a relatively new field of study. In Canada, most of the existing IDS programs were established in the 1980s and 1990s. Despite significant growth in student enrollments, faculty numbers have remained relatively small in comparison with more established discipline-based departments. Some universities in Canada and internationally have taken strategic decisions to invest seriously in their IDS programs to be able to offer effective coverage of the diverse range of issues that IDS involves. However, at most universities, IDS departments are relatively small (e.g., 5-12 faculty members), which means that they cannot cover all the topics or geographical areas involved in IDS. The CCDS program at UTSC fits into this second group. In this context, the CCDS has taken solid strategic decisions in hiring and program design to offer a program that is on par with the strongest IDS programs in Canada. The composition and character of the CCDS are most clearly comparable in the Canadian context whereas international comparators are more varied. The integral critical dimension of the CCDS makes it comparable internationally to such counterparts as the development studies programs at the University of Sussex, the University of California at Berkeley, and Cornell University, to which it can be assessed favorably. Further improvement against international and national comparators will require not just strong leadership and careful strategic planning/envisioning, but also increased financial resources to expand the faculty complement in CCDS.

Quality of applicants and admitted students.

CCDS attracts and retains a very high quality of students at both the undergraduate and graduate levels. The highly competitive admissions process for the CCDS international co-op program is clear evidence of the strength of students. It was also evident to us that the quality of students in the graduate Collaborative Specialization is very high.

Student completion rates and time to completion.
We encountered no evidence to indicate that there are problems with student completion rates or time to completion.

Quality of the educational experience, teaching and graduate supervision.
CCDS offers a very strong learning experience for undergraduate and graduate students, that involves innovative approaches to learning inside and outside the classroom. We encourage CCDS to pay careful attention to Recommendations 2, 3 and 4 related to undergraduate curriculum design and to Recommendation 5.1 on graduate program design.

Implications of any data (where available) concerning post-graduation employability.
Two of the three reviewers conducted previous research on the career trajectories of IDS graduates in Canada, which included graduates from CCDS (Tiessen and Cameron 2017). Existing data indicates that CCDS graduates access rewarding, well-paying jobs in a wide range of professional fields. We encourage CCDS to continue to conduct research on the career paths of its graduates and to engage its graduates in providing feedback that can contribute to the design of undergraduate and graduate programs.

Availability of student funding.
Students in the CCDS programs appear to have the same access to scholarships and bursaries as students in other UTSC programs. One important exception is the CCDS international co-op program, in which students are required to complete 8-month placements with non-governmental organizations outside of Canada. The CCDS program has made exceptional efforts to reduce financial barriers to participation in the international co-op program. However, the cost remains a barrier for some students and many students incur costs during their co-op placements that they cannot afford. It is thus clear that additional external funding is needed to provide appropriate funding for students in the international co-op program so that it is accessible to all students and not just those from wealthy backgrounds (See Recommendation 3.12).

Provision of student support through orientation, advising/mentoring, student services.
CCDS staff and faculty appear to provide very strong advising and mentoring support to students, particularly in the co-op program. We encourage CCDS to pay particular attention to the concerns of students in the non co-op programs who feel that they receive less attention from faculty and staff than co-op students and to our Recommendation #4 to invest additional energy and resources to provide enhanced learning opportunities and mentoring to students in the non co-op programs.

Program outreach and promotion.
Given its scarce resources, CCDS appears to engage seriously in outreach and promotion to potential students. Given the flagship status of the CCDS co-op program, UTSC could invest further resources to promote the program across Canada. However, given that the program already receives applications from more very strong students than it can admit, given funding constraints, this effort may not be worthwhile.

Additional Graduate Program Criteria
Monitoring and management of students' time to completion in relation to the program's defined length and program requirements.

The CCDS collaborative MA program offers one course that is available to students in seven other graduate programs and is not responsible for monitoring or managing completion times.

Quality and availability of graduate supervision.
All faculty members in CCDS currently hold appointments in which they share affiliations with graduate programs in other units and are actively involved in graduate supervision in those units. The collaborative specialization requires that students write their major research paper / thesis in their home department. Students who participated in the review meeting did not raise concerns about the quality or availability of graduate supervision.

Faculty commitment to student mentoring.
CCDS faculty appear to be highly committed to mentoring graduate students, both within the CCDS collaborative specialization and in Master's and PhD programs in other units.

Student quality, including for example grade level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills.
Because admissions to the MA collaborative specialization are controlled by the home departments of graduate students, CCDS has no control over most of these factors. That said, student quality is very high at all levels as evidenced in grade level for admission and success rates in student competitions. We do encourage CCDS to seriously consider our Recommendation 5.1 to expand the range of courses available to students in the collaborative specialization and to Recommendation 5.1c to expand professional networking opportunities for graduate students.

Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.
Given its scarce resources, the CCDS collaborative specialization offers a high-quality learning experience to students in a range of other disciplines who would not otherwise be able to engage with the international development dimensions of their respective

fields of research. Robust interdisciplinarity of the CCDS is evidenced at all levels of the program and faculty research and is a key to the high level of success regarding intellectual quality of the student experience. As noted above, we encourage CCDS to take seriously our Recommendation 5.1 to expand the course options in the collaborative specialization. We also draw attention to our Recommendation 6.1 for CCDS leaders to encourage and support faculty applications for external research grants that could be used to engage and support graduate students.

Sufficient graduate-level courses that students will be able to meet the requirement that all course requirements be met through courses at the graduate level.
The design of the collaborate specialization currently includes only one-half credit course. CCDS is clearly committed to the delivery of this course so that students can meet the requirements for graduation. However, students in the collaborative specialization expressed a strong interest in additional graduate level CCDS courses, which we encourage CCDS to consider offering (Recommendation 5.1).

Quality Enhancement
Initiatives taken to enhance the quality of the program and the associated learning and teaching environment. Extent to which initiatives have been undertaken to enhance the program's accessibility (i.e., for students requiring physical or mental health accommodations) and diversity.

In the context of scarce human and financial resources, the CCDS collaborative specialization offers a highly valuable learning opportunity for students in other fields of study to engage with the international development studies dimensions of their research. We see strong potential to expand the collaborative specialization, and to establish a stand-alone MA program in CCDS as well as a Collaborative Specialization at the PhD degree level. However, these initiatives will all require additional financial resources (support for students), faculty complement, and staff support. Given the strength of U of
T in graduate research and the growth of IDS Graduate programs at other universities across Canada (MA and PhD), we strongly encourage the CCDS and senior administration at UTSC to invest the necessary resources to expand graduate programming in CCDS.

3 Faculty/Research

Scope, quality and relevance of faculty research activities.
The scope, quality and relevance of faculty research activities are appropriate. Compared to other universities in Canada and internationally, the faculty members engage in high level research and publish in some of the highest-ranking journals.

Appropriateness of the level of activity relative to national and international comparators.
The scope of research activity among CCDS activity is on par with national and international comparators.

Appropriateness of research activities
The research activities conducted by faculty members in CCDS are an appropriate fit to support graduate and undergraduate research. As we highlight in Recommendations 2.1 and 2.2, more specialization in South Asia and Southeast Asia and more expertise in anthropology, sociology, cultural studies, and participatory development are needed to expand and grow the department. The plan to hire two new colleagues in July 2021 will expand course and research offerings in important ways, particularly in the development of courses related to racism and colonialism.

As we emphasize in Recommendation 6.1, we encourage CCDS faculty to pursue external research funding opportunities, which could be used to support and engage undergraduate and graduate students in research activities.

Faculty complement plan.
Appropriateness and effectiveness of the academic unit's use of existing human resources.
CCDS makes very effective use of its existing human resources. The unit represents a diverse range of disciplinary backgrounds, fields of research and geographical expertise. CCDS also effectively leverages connections and collaborations to engage faculty members with interdisciplinary perspectives from a range of other units. As we emphasize in Recommendation 2.2, we encourage CCDS to build on its already existing strengths in Political Science by strengthening connections with other fields. As CCDS works to strengthen is Major program and graduate programs, additional faculty resources will be required (see Recommendation 7.2).

Putting into action CCDS contributions to UTSC's strategic plan (2020-25) will also require additional staff resources, particularly to support student advising and the expansion of experiential learning opportunities and community engagement.

4 Relationships

Strength of the morale of faculty, students and staff.
Faculty morale in CCDS appears to be very strong, despite heavy loads associated with support to the co-op program and expansion of experiential learning opportunities for

students – as well as expectations from the departments to which faculty members are cross appointed.

Morale among staff also appears to be very strong, again despite heavy workloads – particularly related to student advising and management of the co-op and experiential learning programs. The importance to staff of issues of space management related to in-person work, communication, coordination, and morale are an especially important consideration at this time (see Recommendation 7.5).

Overall, students appear to be very pleased with the CCDS undergraduate and graduate programs. We do want to highlight Recommendation #4 for the CCDS to invest more energy, time and resources in the non-co-op programs and consider modifications to those programs so that the students in them have more opportunities to be fully engaged in the field of development studies.

Scope and nature of relationships with cognate Faculties, academic departments and units.
As an interdisciplinary unit, the success of the CCDS depends heavily on relationships with other units at UTSC. Currently, two staff are 100% appointed to CCDS and all other faculty members in CCDS are cross appointed to at least one other department, and most staff serve at least two other departments. It is important to recognize that cultivating and fostering these relationships involves an extra layer of responsibility that does not apply to many discipline-based units. The CCDS should be commended for strong efforts to engage with other units, and we encourage the academic leaders in CCDS to continue to build and strengthen these relationships.

As CCDS transitions to full department status, it will be important to pay special attention to the relationships with other units, especially as faculty members sort out the proportions of administrative and teaching time that they wish to commit to each unit.

It is important that the next Chair of CCDS work closely with the Chairs of other departments to ensure that the workload expectations for junior faculty members are both fair and clearly communicated.

Extent to which the unit has developed or sustained fruitful partnerships with other universities and organizations to foster research, creative professional activities and to deliver teaching programs.
CCDS has developed an impressive international network with non-governmental organizations that provide placement opportunities for students in the IDS co-op program.

CCDS has also pioneered innovative classroom-based collaborations that bring students from different universities together in on-line spaces to work on collaborative projects.

CCDS initiatives to establish an 'Activist in Residence' and 'Practitioner in Residence' program are also highly innovative and promising. Additional resources will be needed to support these initiatives.

Scope and nature of the unit's relationship with external government, academic and professional organizations.
The CCDS is very clearly engaged in outward-looking relationships. CCDS has been a long-term recipient of Queen Elizabeth II Diamond Jubilee Scholarship funding in support of its experiential learning programs, which has required a deep relationship with Universities Canada.

CCDS has also played an important leadership role in the Canadian Consortium of College and University Programs in International Development Studies (CCCUPIDS), the organization that convenes and represents IDS programs in Canada.

Social impact of the unit in terms of outreach and impact locally and nationally.
CCDS is deeply engaged with community-based organizations and non-governmental organizations in Toronto, Canada and the rest of the world through its co-op and experiential learning programs, including its highly innovative Community Knowledge Learning Hub and Knowledge Equity Lab. Faculty members in CCDS are international leaders in community-engaged learning and public access to academic research. We hope that UTSC will support CCDS efforts to continue to expand and innovate in this area.

5 Organization and Financial Structure

The appropriateness and effectiveness of the unit's organizational and financial structure, and its use of existing human, physical and financial resources in delivering its program(s).

As an interdisciplinary unit with faculty members who are all cross-appointed to other departments and a majority of staff who serve at least two other departments, CCDS has a particularly complex organizational and financial structure that requires strong leadership to manage effectively. Despite the inherent challenges of relying on human resources that are spread across multiple departments and units, CCDS has been able to thrive – primarily because of the strong interdisciplinary commitments of faculty and staff. As we have noted above, we encourage CCDS to build on its strengths by fostering new and stronger relationships with other units (Recommendation 2.4). Additionally, the definition and implementation of key administrative roles in the unit's

organizational structure will need to be clarified (e.g., the Associate Director; Recommendation 7.5)

The appropriateness with which resource allocation, including space and infrastructure support, has been managed.
As our review of CCDS was based entirely on virtual communication, we did not get a strong orientation to physical space and infrastructure. CCDS appears to make good use of its existing facilities. However, based on what we heard from faculty, staff and students, it is important for CCDS and the senior administration at UTSC to address several pressing space-related issues:

-Need for more common space for students in the graduate collaborative specialization to meet and work together. Additional space will be needed for graduate students if the master's offerings expand, and if the PhD collaborative specialization is developed.

-Staff are very concerned that plans to spread them throughout the building in which CCDS and other Social Science departments are based will undermine their productivity and threaten their morale. CCDS faculty and senior UTSC administration will need to pay very careful attention to ensure that the location of staff offices does not undermine communication with faculty and students as well as each other, productivity, and morale.

Opportunities for new revenue generation.
CCDS is pioneering several innovative programs and projects in experiential learning and community engagement that could make substantial contributions to the UTSC Strategic Plan. CCDS has already demonstrated impressive capacity to generate external funding for its initiatives (e.g., QE II Diamond Jubilee Scholarship funding for experiential learning programs, private donor support for the Knowledge Equity Lab). However, CCDS lacks the human resources to capitalize on these fundraising opportunities and will need support from the Development and Alumni Relations Office and senior UTSC administration to fully realize the fundraising potential from these initiatives.

6 Long-Range Planning Challenges

Consistency with the University's and UTSC's Academic Plans
As we noted in Section 2, the work of the CCDS aligns very closely with a significant number of the Strategic Directions outlined in the UTSC Strategic Plan, especially in the areas of experiential learning and community engagement.

Complement plan, including balance of tenure-stream and non-tenure stream faculty.

CCDS brings together a diverse complement of faculty with expertise in a range of disciplinary and interdisciplinary fields and geographic areas. To respond to student interests and to offer a more complete array of courses and curricular content, the CCDS will need to make careful strategic decisions to expand its faculty complement and strengthen collaborative relationships with other departments. It is particularly important that as the CCDS transitions to department status that its academic leaders do not fall into the trap of reinforcing disciplinary siloes.

Enrollment strategy.
CCDS attracts strong undergraduate and graduate students. Its international co-op program is already a flagship for CCDS and UTSC. Significant potential exists to expand enrollment in the non-co-op programs, but CCDS will need additional resources and strong leadership to serve the needs of students in both the co-op and non-co-op programs (see Recommendation #4).

Student financial aid.
CCDS has clearly identified the need to attract additional scholarship and bursary funding to support students in the international co-op program and the emerging array of experiential learning programs in Toronto and Canada. CCDS will need support from the Development and Alumni Relations Office and other units responsible for external fundraising to continue to support and expand these innovative programs (see Recommendation 3.4).

Development/fundraising Initiatives.
CCDS has demonstrated impressive capacity for external fundraising, but as noted above, it will need additional support to find the funds needed to support its innovative programs.

Management and leadership.
As CCDS transitions to department status, we anticipate several key challenges that will require strong leadership, in particular:
-investing in and strengthening collaborative relationships with other academic units
-mentoring new faculty members and providing support and encouragement to faculty members to pursue external research funding (see Recommendation 6.1)
-investing more resources and energy in the non co-op programs without undermining the co-op program (Recommendation #4)
-collaborating with other graduate programs to further develop the collaborative specialization and establish a collaborative specialization at the PhD level (Recommendation 5.1)

7 International Comparators

Assessment of the unit and the program(s) under review relative to the best in Canada/North America and internationally, including areas of strength and opportunities.

Given the number of faculty members, the CCDS compares favourably with other IDS programs in Canada and globally – in terms of the quality of teaching, research outputs and community engagement. The central role of the critical dimension of the CCDS makes it comparable to non-Canada North American universities such as the University of California at Berkeley, and Cornell University, to which the CCDS can be assessed favorably. Some other IDS programs offer a broader selection of undergraduate and graduate course offerings, but they are typically larger. The CCDS co-op program is particularly unique, in Canada/North America and globally.

July 21, 2021

Professor William Gough
Vice Principal Academic and Dean
University of Toronto Scarborough

Dear Professor Gough:

Thank you for forwarding the report of the March 2021 external review of the Centre for Critical Development Studies and its programs. The following programs were reviewed: International Development Studies, H.B.A.: Specialist, Specialist Co-op, Major; International Development Studies, H.B.Sc.: Specialist, Specialist Co-op, International Development Studies Minor (Arts).

As indicated in our *Statement of Institutional Purpose*, the University of Toronto is committed "to being an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality." This quality is assessed through the periodic appraisal of programs and units, which considers how our research scholarship and programs compare to those of our international peer institutions and assesses the alignment of our programs with established degree-level expectations. The University views the reports and recommendations made by external reviewers as opportunities to celebrate successes and identify areas for quality improvement.

The reviewers praised the International Development Co-op program as a flagship for CCDS and UTSC, and commented that the Centre is "a leader at UTSC and among IDS programs in Canada in providing exceptional learning opportunities for students outside the classroom"; they commended the Centre's strong level of reflection and innovation, which have enabled it to adapt to student needs and to the changing state of the world, including the development of virtual co-op placements during the COVID-19 pandemic; they praised the very strong research output from CCDS faculty members, as well as the Centre's strong relationships with both cognate units and community-based organizations and NGOs; finally, they noted that CCDS has demonstrated impressive capacity to generate external funding for initiatives such as the Queen Elizabeth II Diamond Jubilee Scholarship and the Knowledge Equity Lab.

I am writing at this time:
1. to request your administrative response to this report, which should include a plan for implementing the recommendations;
2. to request your feedback on the review summary component of the draft *Final Assessment Report and Implementation Plan*; and
3. to outline the next steps in the process.

1. **Request for Administrative Response and Implementation Plan:**

In your **Administrative Response**, please address the following areas raised by the reviewers and their impact on academic programs, *along with any additional areas you would like to prioritize*.

For each area you address, please provide an **Implementation Plan** that identifies actions to be accomplished in the immediate (six months), medium (one to two years) and longer (three to five years) terms, and who (Department, Dean) will take the lead in each area. If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.

- The reviewers recommended that CCDS undertake a comprehensive strategic planning and visioning process to clarify future directions as the unit changes in status from an EDU:B to an academic department, including:
  - ▸ Consideration of areas for academic specialization and course offerings
  - ▸ Priorities for future faculty hiring and complement planning
  - ▸ Administration and management of the department, including succession planning, future hiring priorities, and space planning.
- The reviewers made a number of recommendations regarding the expansion, enhancement, and accessibility of co-op and broader experiential learning opportunities for all CCDS students.
- The reviewers highlighted the need to ensure that the program curricula provide adequate and appropriate preparation for students prior to entering international co-op placements;
- The reviewers also noted student reports of harassment, discrimination, and unsafe living arrangements during their placements and highlighted the need to ensure that students receive appropriate support and communication. (*note in your response you may wish to refer to supports based in the academic unit or from divisional or institutional offices as appropriate*)
- The reviewers noted comments from some students in non-co-op programs who feel that they receive less attention from faculty and staff than co-op students; the reviewers recommended enhancing learning opportunities and mentoring for students in these programs.
- The reviewers noted the need for increased clarification and consensus among faculty members about future directions for graduate program offerings.
- The reviewers encouraged faculty members to pursue additional and diverse research funding opportunities, through tri-council grants and other federal funding sources, as well as internal opportunities through the UTSC Office of the Vice-Principal Research and Innovation.
- The reviewers noted the need for further Divisional support, including from the Development and Alumni relations office, to fully realize CCDS's fundraising potential and to support its innovative programs

Please prepare this response in consultation with the unit under review. As part of this consultation, please request a brief administrative response from the unit that focuses on items within their control. Please reflect this consultation and respond to the key elements of the unit's response in your response.

Finally, please confirm the **date of the next review** and your plans for **monitoring the implementation of recommendations** until then. I will ask you to provide a brief report to me midway between the 2020-21 review and the year of the next site visit.

2. Draft of Final Assessment Report (including Review Summary)

In July 2021, my office will provide a draft version of the *Final Assessment Report and Implementation Plan* (FAR/IP), which will include a summary of the review of the Centre for Critical Development Studies. At that time we will request your feedback regarding tone or accuracy of the summary component, and your response to any information that is requested in the comments. This document becomes part of the governance record.

3. Next Steps

Reviews of academic programs and units are presented to University governance as a matter of University policy. Under the University of Toronto Quality Assurance Process (UTQAP), the Vice-Provost, Academic Programs prepares a report on all program and unit reviews and submits these periodically to the Committee on Academic Policy and Programs (AP&P).

The review of the Centre for Critical Development Studies will be considered by AP&P at its meeting on **October 26, 2021. Please plan to attend this meeting, and ensure that the unit leadership also attends.** Your presence is important and will allow you to respond to any questions the committee may have regarding the report, and your administrative response and implementation plan. An overview of what happens at AP&P is available on our website.

I would appreciate receiving your completed administrative response and plan for implementing recommendations, as well as a copy of the unit's response, and any comments on the draft FAR/IP by **September 30, 2021.** This will allow my office sufficient time to prepare materials for the AP&P meeting.

The review summary and the Dean's administrative response are the two key components of the FAR/IP, which will be finalized after the AP&P meeting and distributed to you, the unit leads, the Governing Council secretariat, and the Quality Council, and posted on our website, as required by the UTQAP.

Please feel free to contact me or David Lock, Coordinator, Academic Planning and Reviews, should you have any questions.

Sincerely,

Susan McCahan
Vice-Provost, Academic Programs

cc.
Annette Knott, Academic Programs Officer, University of Toronto Scarborough
Daniella Mallinick, Director, Academic Programs, Planning and Quality Assurance
David Lock, Coordinator, Academic Planning and Reviews
Emma del Junco, Assistant Coordinator, Academic Planning and Reviews

UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

1. Review Summary

Programs Reviewed:	International Development Studies, H.B.A.: Specialist, Specialist Co-op, Major International Development Studies, H.B.Sc.: Specialist, Specialist Co-op International Development Studies Minor (Arts)
Unit Reviewed:	Centre for Critical Development Studies
Commissioning Officer:	Vice-Principal, Academic and Dean, University of Toronto Scarborough
Reviewers (Name, Affiliation):	Professor John Cameron, Department of International Development Studies, Dalhousie University Professor Rebecca Tiessen, School of International Development and Global Studies, University of Ottawa Professor Karl Zimmerer, Department of Geography, Pennsylvania State University
Date of Review Visit:	March 3-4 & 10-11, 2021
Date Reported to AP&P:	October 26, 2021

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Previous UTQAP Review

Date: December 12–13, 2013

Summary of Findings and Recommendations

Significant Program Strengths
- High quality of the programs
- Outstanding calibre of students
- Innovative and unique Co-operative programs
- Faculty dedication to ensuring student success
- Deep engagement of program stakeholders
- Vibrant sense of community

Opportunities for Program Enhancement
- Ensuring first-year students understand relevance of core first-year courses to development issues
- Identifying ways to ensure the needs of students in the Major program are met
- Strengthening the development economics and research methodology content of the curriculum
- Maximizing student learning during international field placements
- Exploring non-traditional models of language learning for students
- Acquiring the necessary resources to transition the unit from an Extra-Departmental Unit: B to an Extra-Departmental Unit: A, which will create greater program stability and enable it to manage faculty resources better
- Developing a Master's program

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Current Review: Documentation and Consultation

Documentation Provided to Reviewers

1. About the University and UTSC: UTSC Strategic Plan, 2020-25; UTSC Academic Plan (2015-20); UTSC Admissions Viewbook (2020-21); Campus Virtual Tour.
2. About the Review: Terms of Reference; Review Report Template; Remote Site Visit Schedule.
3. About the Department: Previous External Review Report (2014); Unit Academic Plan, April 2015; Unit Self Study, January 2021.
4. About Programs and Courses: Description of all programs (2020-21 Academic Calendar); and description of all courses (2020-21 Academic Calendar); Self-Study Data.
5. Course Syllabi (all courses).
6. Faculty CVs (all faculty).

Consultation Process

The reviewers met with the following: the decanal group, including the Vice-Principal Academic and Dean, Vice-Dean Recruitment, Enrolment and Student Success, Vice-Dean Teaching, Learning and Undergraduate Programs, Vice-Dean Graduate and Postdoctoral Studies, Interim Vice-Dean Faculty Affairs, Equity and Success, Acting Associate Dean Undergraduate Programs and Curriculum, Director, Office of the VP Dean, and Academic Programs Officer; the Vice-Principal Research; the Director of the Centre for Critical Development Studies; CCDS faculty – tenure- and teaching-stream (all ranks); Staff, IDS Co-op; UTSC Chief Librarian and library staff; departmental administrative staff; undergraduate students; and graduate students.

Current Review: Findings and Recommendations

1. Undergraduate Programs

Unless otherwise noted, all bulleted comments apply to all programs reviewed.

The reviewers observed the following **strengths:**

- Overall quality
  - ▸ International Co-op program a flagship for CCDS and UTSC, with a long history and strong reputation for outstanding learning experiences
  - ▸ CCDS programs attract strong students to undergraduate programs and graduate collaborative specialization
- Objectives
  - ▸ Clear requirements and learning outcomes for all CCDS programs
  - ▸ Well-designed programs offer students a range of opportunities to achieve the learning outcomes and degree expectations
  - ▸ Course offerings ensure Co-op students develop a solid foundation prior to their Co-op experience, and a deep and analytical reflective experience afterward
- Admissions requirements
  - ▸ Rigorous admission process is inclusive of the diversity of the applicant pool
- Curriculum and program delivery
  - ▸ Programs are rigorous and well-designed, offering a wide-ranging, interdisciplinary education in International Development Studies (IDS)
  - ▸ "Extraordinary strength and expertise" in political science, political economy, and food security; recent hires will enable expansion of expertise into areas of African studies, colonialism and diaspora studies
  - ▸ Positive efforts since the previous review to offer more courses with a focus on languages and language studies
  - ▸ CCDS is a leader, within UTSC and among Canadian IDS programs, in providing exceptional learning opportunities for students; Centre has made immense strides to increase local and domestic experiential learning opportunities

- ▸ Knowledge Equity Hub has been an excellent addition to experiential learning offerings, with widespread interest and commitment to expansion from students, staff and faculty
- ▸ Co-op program offers a strong opportunity for undergraduate students to conduct original field research and to write an honours thesis
- Innovation
  - ▸ CCDS demonstrates a strong level of reflection and innovation to adapt the program to student needs and to the changing state of the world
  - ▸ Interdisciplinarity in CCDS programs and research is unique and highly valued
  - ▸ Interdisciplinary emphasis in environmental science is a unique area of specialization, well suited to synergies with other UTSC programs
  - ▸ Collaborative Online International Learning (COIL) classroom provides rich opportunities for intercultural learning
  - ▸ Knowledge Equity Hub and Community Knowledge Learning Hub are "highly innovative initiatives" which support experiential learning opportunities, and make them accessible to a more diverse range of students
- Assessment of learning
  - ▸ CCDS programs employ rigorous and diverse methods to assess student learning and to achievement of identified learning outcomes
- Student engagement, experience and program support services
  - ▸ CCDS offers a very strong learning experience with innovative approaches to learning inside and outside the classroom.
  - ▸ Students report receiving strong advising and mentoring support from staff and faculty, particularly in the Co-op program
  - ▸ Strong engagement in outreach and promotion to prospective students
  - ▸ "Overall, students appear to be very pleased with their experience"
- Quality indicators – undergraduate students
  - ▸ Highly competitive admissions process for the International Co-op program is clear evidence of the strength of students
  - ▸ No evidence of any issues with student retention or time to completion
- Quality indicators – alumni
  - ▸ Existing data indicates that CCDS graduates find rewarding, well-paying jobs in a wide range of professional fields
- Student funding
  - ▸ CCDS has made exceptional efforts to reduce financial barriers to participation in the international Co-op program

The reviewers identified the following **areas of concern**:

- Curriculum and program delivery
  - ▸ Additional expertise is needed to support honours thesis students focussing on topics related to South and Southeast Asia
  - ▸ Reports from students regarding redundancy in material covered in some courses

- ▸ Students commented on difficulty transitioning from CCDS coursework to their Co-op placements, noting a "disconnect" between course content and their experiences in the field
- Accessibility and diversity
  - ▸ Students noted the need for additional supports and more inclusive approaches to the pre-departure preparation and debriefing processes, both for the students and the Co-op partner organizations hosting them
  - ▸ Students highlighted that, during co-op placements, treatment and expectations of students who identify as part of BIPOC communities can be different than for white students
- Student engagement, experience and program support services
  - ▸ Flagship Co-op program serves a small minority of CCDS students; reviewers caution that non-Co-op students may feel marginalized as "second class citizens" and note reports of non-Co-op students feeling disconnected from the unit
  - ▸ Reports from some students of sexual harassment, discrimination, and unsafe living arrangements during their Co-op placements; students felt strongly that they did not receive adequate support to navigate these issues
  - ▸ Student concerns regarding lack of clarity about additional costs they may incur during Co-op placements that are not covered by program fees
  - ▸ Students reported receiving little feedback on bimonthly reports submitted while on Co-op placements
  - ▸ Students view Co-op placement process as insufficiently transparent, expressing frustration about being denied placements with organizations that they had researched and proposed
  - ▸ International students indicated that they were not aware, prior to entering the program, that visa/legal status might restrict their options for Co-op placements relative to Canadian students
- Student funding
  - ▸ Cost of International Co-op program remains a barrier for some students; many students experience financial difficulty during their Co-op placements

The reviewers made the following **recommendations**:

- Admissions requirements
  - ▸ Continue to regularly review and revise Co-op admissions process to ensure fairness and inclusivity
- Curriculum and program delivery
  - ▸ Pursue opportunities to expand and showcase the breadth of experiential learning opportunities for CCDS students, and ensure that experiential learning opportunities are available to all students
    - Continue exploring possibilities for partnerships and experiential learning opportunities with northern Canadian and Indigenous communities
    - Consider supporting internship opportunities, particularly for students with interests in environmental conservation, biology, and agroecology

- ▸ Strengthen the interdisciplinary scope of CCDS programs
- ▸ Create additional opportunities, including dedicated course offerings, for students to engage in critical reflection on the ethics of working with marginalized groups and disadvantaged individuals
- ▸ Explore additional linkages with language studies, and continue creating opportunities for students to develop linguistic skills
- ▸ Review content of CCDS and cross-listed courses to reduce duplication in material covered
- ▸ Review the Co-op program with the goal of better aligning the critical analytical components of the program with student experiences in Co-op placements
- ▸ Conduct a survey of current and former Co-op partner organizations to evaluate impact of the Co-op program, and to gain insights for future program development
- ▸ Enhance opportunities for practical learning in courses, including monitoring and evaluation in project management
- ▸ Support and expand non-Co-op programs; provide more opportunities for non-Co-op students to fully engage in the field of development studies
- ▸ Consider expanding the undergraduate thesis option to include non-Co-op students
- Innovation
  - ▸ Provide financial support to sustain and expand Knowledge Equity Hub and Community Knowledge Learning Hub, to support community-based global learning opportunities accessible to all students
  - ▸ Consider post-pandemic continuation of virtual volunteering opportunities for students who cannot or prefer not to travel abroad
  - ▸ Continue supporting highly innovative and promising 'Activist in Residence' and 'Practitioner in Residence' programs
- Accessibility and diversity
  - ▸ Ensure that curriculum design, especially the preparation for international Co-op placements, reflects the lived realities of the large numbers of racialized students in the program
  - ▸ Work with Co-op partner organizations to guarantee safety, fair treatment, and equality of opportunity for all students
- Student engagement, experience and program support services
  - ▸ Review and consider allocation of time and resources across programs to ensure that all students feel they are valued and have appropriate access to learning opportunities
  - ▸ Carefully consider the concerns of non-Co-op students, who feel that they receive less attention from faculty and staff than Co-op students
  - ▸ Consider providing additional financial resources for students to cover unforeseen costs incurred while on Co-op placements
  - ▸ Ensure that CCDS has the capacity to respond appropriately to student concerns expressed in bimonthly reports submitted during Co-op placements
  - ▸ Provide additional clarity regarding the decision-making processes behind allocation of Co-op placements

- ▶ Enhance mentorship opportunities between current and previous Co-op students, particularly those with experience in the same partner organizations
- ▶ Explore opportunities to strengthen students' voice in shaping the future of the Knowledge Equity Hub
- Quality indicators – alumni
  - ▶ Continue researching the career paths of CCDS graduates, and engaging graduates in providing feedback to contribute to program development
- Student funding
  - ▶ Clear need for additional external funding to provide appropriate assistance and enhance accessibility of the International Co-op program

2. Graduate Program (n/a)

3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
  - ▶ Faculty members engage in high level research and publish in some of the highest-ranking journals
  - ▶ Scope, quality and relevance of faculty research activities are appropriate and on par with national and international comparators
- Faculty
  - ▶ CCDS faculty members are international leaders in community-engaged learning and public access to academic research
  - ▶ Diverse faculty complement with expertise in a range of disciplinary and interdisciplinary fields, and geographic areas
  - ▶ Excellent recent faculty hires will help expand course offerings and areas of research expertise
  - ▶ Faculty are highly committed to mentoring graduate students, both within the CCDS collaborative specialization and in Master's and PhD programs in other units

The reviewers made the following **recommendations**:

- Research
  - ▶ Encourage faculty to pursue additional internal and external research funding opportunities
  - ▶ Successful, specialized approaches in interdisciplinary environmental science may serve as a resource to contribute to expanding faculty interest, experience, and expertise in obtaining research funding
- Faculty
  - ▶ Careful strategic decisions will be needed in CCDS faculty complement planning and the strengthening of collaborative relationships with other departments

- ▸ Work closely with Chairs of other units to ensure that workload expectations for junior faculty members are fair and clearly communicated
- ▸ Consider thematic/regional gaps as well as increasing BIPOC representation in future complement planning
- ▸ Reviewers caution against "the trap of reinforcing disciplinary siloes" in faculty complement planning
- ▸ Support interdisciplinarity by expanding affiliations with non-CCDS faculty

4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - ▸ Very strong morale and dedication among faculty and staff, despite heavy workloads
  - ▸ Commendable, effective efforts in cultivating and fostering relationships with other units
  - ▸ Deep engagement with community-based/non-governmental organizations in Toronto, Canada and the rest of the world through Co-op and experiential learning programs
- Organizational and financial structure
  - ▸ Complex organizational and financial structure requires strong leadership to manage effectively
  - ▸ Unit has been able to thrive despite organizational challenges, primarily due to strong interdisciplinary commitments of faculty and staff
  - ▸ Impressive capacity to generate external funding for experiential learning programs and other initiatives
  - ▸ CCDS appears to make good use of its existing facilities
- Long-range planning and overall assessment
  - ▸ CCDS is at a critical and exciting juncture; transition to department status is expected to create new opportunities for growth and expansion
  - ▸ Solid, effective alignment with UTSC's Strategic Plan and the University's overall mission; CCDS is well-positioned to make important contributions towards the achievements of specific major components of the UTSC plan
- International comparators
  - ▸ CCDS compares favourably with other IDS programs in Canada and globally in terms of the quality of teaching, research outputs and community engagement.
  - ▸ Co-op program is particularly unique, in Canada/North America and globally.

The reviewers identified the following **areas of concern**:

- Organizational and financial structure
  - ▸ Heavy staff workloads, particularly related to student advising and management of Co-op and experiential learning programs

- ▸ Staff concerns that plans to spread their workspaces throughout the building in which CCDS and other Social Science departments are based will undermine productivity and threaten their morale
- Long-range planning and overall assessment
  - ▸ Reviewers note lack of clarity and consensus on future directions for CCDS

The reviewers made the following **recommendations**:

- Relationships
  - ▸ Build on existing interdisciplinary strengths through increased connection and collaboration with other units
- Organizational and financial structure
  - ▸ Consider options for providing additional administrative support, particularly to Co-op and experiential learning programs
  - ▸ Clarify areas of responsibility for key leadership roles, and consider appointment of two associate chairs: one for undergraduate work and one for graduate work and research support
  - ▸ Space planning for staff should carefully consider issues related to in-person work, communication and coordination among staff, as well as productivity and morale
  - ▸ Consider creation of a faculty advisory committee to expand and enhance the participation of faculty members in departmental governance
  - ▸ Address the need for more student common space
  - ▸ CCDS will need support from the Development and Alumni Relations Office and other units responsible for external fundraising to continue to support and expand innovative programs and initiatives
  - ▸ Consider succession planning for administrative leadership roles
- Long-range planning and overall assessment
  - ▸ Undertake a strategic planning process to consider the unit's future directions, priorities for future hiring, faculty complement planning, and opportunities for stronger linkages with other units
  - ▸ Strategic plan should consider gaps in expertise needed to expand the scope and content of program curricula and graduate supervision
  - ▸ Strong encouragement to invest in expansion of CCDS graduate program offerings, including a standalone MA program, strengthening of Masters-level collaborative specialization, and adding PhD-level collaborative specialization
  - ▸ Expand the range of courses available to students in the collaborative specialization, and expand professional networking opportunities for graduate students
  - ▸ Additional resources and strong leadership needed to expand enrolment in non-Co-op programs, and to serve the needs of both Co-op and non-Co-op students
- International comparators
  - ▸ Further improvement against international and national comparators will require strong leadership, careful strategic planning/envisioning, and increased financial resources to expand the faculty complement

UNIVERSITY OF
TORONTO
SCARBOROUGH

Office of the Vice-Principal Academic & Dean

September 30, 2021

Professor Susan McCahan
Vice-Provost, Academic Programs
Office of the Vice-President and Provost
University of Toronto

Dean's Administrative Response: External Review of the Centre for Critical Development Studies

Dear Susan,

Thank you for your letter of July 21, 2021 requesting my administrative response to the external review of the Centre for Critical Development Studies (CCDS). We want to thank the review team – Professor John Cameron, Department of International Development Studies, Dalhousie University; Professor Rebecca Tiessen, School of International Development and Global Studies, University of Ottawa; and Professor Karl Zimmerer, Department of Geography, Pennsylvania State University– for their consultation with us during the remote site-visit, held on March 3rd, 4th, 10, and 11th, 2021, and for their report, which was finalized on April 27, 2021. It will be helpful, here, to note that CCDS was converted to the Department of Global Development Studies (GDS) effective July 1, 2021. Throughout this letter, we have used the acronym GDS when referring to the current and future actions of the department.

I appreciate the seriousness with which the reviewers approached the external review process, as well the thoughtful consideration given to CCDS and its undergraduate programs in the review Report. I am very pleased by the overall positive review of the department. In particular, the reviewers noted the unit's strong alignment with the UTSC Strategic Plan (Inspiring Inclusive Excellence); the rigorous and well-designed undergraduate International Development Studies program, which they describe as "on par with the strongest IDS programs in Canada"; the "strong level of reflection and innovation to adapt the program to the changing state of the world and to student needs"; and the very high quality of students at both the undergraduate and graduate levels.

The external review report was sent to the Director of the CCDS, Professor Paul Kingston, on May 5, 2021, with a request to share it widely among the faculty, staff and students. On September 9, 2021, the decanal group, including myself, the Vice-Dean Teaching, Learning and Undergraduate Programs (VDTLUP), Vice-Dean Graduate and Postdoctoral Studies (VDGPS), Vice-Dean, Recruitment, Enrolment and Student Success (VDRESS), Vice-Dean Faculty Affairs, Equity, and Success (VDFAES), Interim Associate Dean Undergraduate Programs and Curriculum (ADUPC), Associate Dean Experiential and Global Learning, and the Academic Programs Officer, met with the Chair, and one of Associate Chairs, of GDS to discuss the external review report and administrative response; I am pleased with the depth of the discussion that took place.

My administrative response to the points raised in your letter is given below. This response has been developed in close consultation with the Chair of GDS, and reflects the key elements of the unit response letter, dated September 27, 2021. It also includes responses to points raised in the Request for Administrative Response that are outside departmental control.

Let me address the specific points raised in your letter:

- *The reviewers recommended that CCDS undertake a comprehensive strategic planning and visioning process to clarify future directions as the unit changes in status from an EDU:B to an academic department, including:*
  - *Consideration of areas for academic specialization and course offerings;*
  - *Priorities for future faculty hiring and complement planning; and*
  - *Administration and management of the department, including succession planning, future hiring priorities, and space planning.*

In her Response letter, the Chair agrees with the reviewers that GDS will benefit from undertaking a comprehensive strategic planning and visioning process. Starting in 2021-22, and continuing over the next 2 years, GDS will hold a series of department and committee meetings focused on establishing their future direction and priorities, and a set of core values for pedagogical practices and research priorities, as well as departmental daily operations and governance practices. These discussions will help to shape preliminary and ongoing discussion around academic specialization and course offerings. The department anticipates these discussions will also result in improved communication of their collective pedagogical philosophies around development thought and practice. GDS values the discomfort that comes with having to reconcile the critical thinking that students learn in courses with the realities of mainstream development while on placement or in volunteer/internship opportunities. Bearing this tension in mind, the department advocates establishing a "Practitioner-in-Residence"; my office is supportive of "activist-in-residence" initiatives. The Dean's Office will work with GDS during this process to provide guidance and support, as well as assistance to leverage any available resources.

With regard to the recommendation that the department consider areas for academic specialization and course offerings, GDS will be undertaking a number of actions, including:
   i.   As of Fall 2021, they have established two curriculum committees – one focused on International Development Studies (IDS) and the other focused on African Studies (AFS). For IDS programs, key considerations will be expanding the diversity of their course offerings, and a possible program name change to Global Development Studies. For AFS programs, the focus will be on fully integrating both AFS programs and faculty into GDS.
   ii.   In 2023-24, the department will meet for a day long retreat to re-orient course offerings along the goals and values defined during the strategic planning and visioning process.
   iii. Finally, with regard to expanding language offerings at UTSC, my office recognizes the importance of considering this as resources allow. We will encourage the GDS to work in collaboration with the Department of Language Studies to ensure that available language offerings are optimized to meet campus-wide needs. We are also prioritizing the further development of language study options that connect directly to and benefit our local community.

With regard to the recommendation that the department consider priorities for future faculty hiring and complement planning, the Chair highlights the recent hire of two new tenure-stream faculty at the Associate Professor rank: Caroline Hossein, whose research focuses on Cooperative Banking for Racialized Women, and Zubairu Wai, whose research focuses on Epistemologies of African Development have joined the department, effective August 1, 2021. The Chair notes a need for further faculty hiring to support African Studies, as well as the desirability of a future hire focused on South/South East Asian Studies.

To support the department in their complement planning, in 2019-20, UTSC established the Faculty Complement Committee (FCC) to provide recommendations to me regarding the distribution of teaching-stream and tenure-stream faculty positions sought by academic units in the yearly recruitment cycle, within the context of strategic multi-year departmental and campus faculty complements. The FCC provides a consultative, inclusive and transparent process that involves all academic units in determining the complement submission at UTSC. GDS will be encouraged to bring their plans and priorities forward each year through the FCC. My office will also work with GDS to ensure it has the resources it needs to support the further development of the African Studies Program, which it is now administering.

With regard to the recommendation that the department consider its administration and management, including succession planning, future hiring priorities, and space planning: first, GDS notes that a number of actions have already taken place, following the recent departmentalization. GDS is now headed by a Chair, who is supported by two Associate Chairs – one responsible for chairing the department's Curriculum Committee and managing related matters, and the other for managing the allocation of TAs and the hiring of stipend instructors. The Chair manages the annual teaching roster, acts as liaison with the departmental student association, and takes the lead on department operations and events. The Chair and Associate Chairs meet regularly as an Executive Committee, and the Associate Chair roles will rotate among the faculty every 2 years – a structure that is designed to facilitate succession planning. Second, the department has approval for a new administrative staff role that will focus on student advising (this role will be shared with the Departments of Political Science and Human Geography). Finally, regarding space, the Vice-Dean Faculty Affairs, Equity and Success is working closely with all UTSC Chairs and their Business Managers on space planning. The Chair of GDS notes that, as a group, academic leadership is paying attention to the expressed needs and desires of staff for both hybrid work arrangements and optimal office design for shared spaces. There is already evidence that this action has eased staff concerns and improved morale around the location and placement of administrative offices.

- *The reviewers made a number of recommendations regarding the expansion, enhancement, and accessibility of co-op and broader experiential learning opportunities for all CCDS students.*

As the Chair describes in her Response letter, expanding opportunities for Co-op and broader experiential learning opportunities for all GDS students is a departmental priority. In 2021-22, GDS will host a department wide Open House for all students. Other initiatives include:

i. Further development of the Knowledge Equity lab coupled design of the GDS feminist collective;
ii. Establishing a committee focused on expanding sustainable, practical and experiential opportunities, particularly for non-Co-op students. GDS will request additional resources to support activities related to writing grants and applications, to liaise with the Development and Alumni Relations Office, and to seek new sources of support for placements and partnerships.
iii. Review the curriculum with the goal of empowering students to reflect critically on the ethics of working with marginalized groups (i.e., IDSB07H3, Confronting Development's Racist Past and Present).
iv. Continue their review the Co-op admissions process. The Chair notes that, as of 2021-22 they are replacing in-person/zoom interviews with a series of short questions, with the goal of mitigating any anxiety associated with performing in front of an audience, and eliminating the possibility of any bias based on appearance. In addition, GDS will discuss and collaborate on ways to enable first year applicants (those enrolled in the IDS non-Co-op Major program) to apply, at the end of Year 1, for entry, in Year 2, into one of the Specialist Co-op programs. The department will be requesting new resources from the Dean's Office to offer scholarships for exceptional applicants, with the goal of making Co-op more accessible and affordable. My office recognizes the importance of this program for GDS and for the campus and for ensuring equitable access to Co-op opportunities, and will work with the department and with the Development and Alumni Relations Office in assessing short-term and long-term supports.

- *The reviewers highlighted the need to ensure that the program curricula provide adequate and appropriate preparation for students prior to entering international co-op placements.*

In her Response letter, the Chair notes that students are guided to find volunteer/internship/short-term placements throughout their first 3 years to learn the expectations of office work and cross-cultural understanding (both through volunteer opportunities and as offered by the Co-op training in GDS). In addition, the program remains nimble to change; for example, students are no longer required to write bi-monthly reports in IDSD01Y3; instead, students will meet monthly with the Co-op Program Manager and Co-op Program Coordinator to discuss their experiences. Rather than writing reports while in country, students will be encouraged to use the preface section of their theses to reflect

on their placements and international travel experience. The department agrees with the reviewers that longer-term placements offer a vital opportunity for Co-op students and feel strongly that should they remain in place. The Chair notes that, in some cases, the length of the placement is determined by partner organizations. That said, as part of the GDS strategic visioning practices the department will think through, and articulate, the rationale for longer term placements and communicate this more clearly in a new IDS Co-op Handbook, as well as department messaging.

- *The reviewers noted student reports of harassment, discrimination, and unsafe living arrangements during their placements and highlighted the need to ensure that students receive appropriate support and communication.*

The Chair notes the department is working to strengthen their communications regarding the student expectations while abroad; for example, they have developed an IDS Co-op Handbook, which is being published as of Fall 2021, in which they will address, with as much transparency as possible, the costs associated with Co-op placements, the process of assigning placements, emergency services when abroad, mental health supports, and pre-departure check lists. The Chair further notes that, over the next 1 to 2 years, GDS will seek ways to prepare non-white and female students for the insidious ways racism and sexism emerge abroad. To facilitate this activity, the department is currently consulting with the Equity, Diversity and Inclusion Office (EDIO), at UTSC, on ways to establish supports for students who experience discrimination while on placement. They are also introducing a new B-level course as of Winter 2022 – IDSB07H3 (Confronting Development's Racist Past and Present). This course will provide an "in-house" opportunity for students to learn about global racisms and their embeddedness in development. Together, the pre-departure briefings and course will prepare students, before they travel, for the global inequities they may face while on placement. Finally, GDS will consider whether there is a need for additional faculty members (with appropriate expertise and experience) to assist the Co-op Program Manager and Co-op Program Coordinator in mentoring students regarding racism and sexual discrimination while in the field. In addition to supporting GDS in their crucial program-specific work in this area, the Dean's Office is prioritizing the development of campus-wide best practices and guidelines to support students preparing for Co-op and experiential learning placements, both locally and globally, drawing also on tri-campus resources and from the EDIO at UTSC.

- *The reviewers noted comments from some students in non co-op programs who feel that they receive less attention from faculty and staff than co-op students; the reviewers recommended enhancing learning opportunities and mentoring for students in these programs.*

In her Response, the Chair highlights some of the GDS's existing initiatives, including a Research Mentorship Program, offered since 2015, that is available only to non-Co-op students; this program recruits up to 10 students a year to work one-on-one with a faculty member as a research assistant. Additionally, in 2020-21 the department introduced a senior thesis writing course (IDSD02H3) for non-Co-op students.

Having said that, the department agrees with the reviewers' recommendation to expand the undergraduate thesis option as well as other student programming to include non-Co-op students. As of 2021-2022, GDS has established a committee to review non-Co-op student programming, and begin building innovative undergraduate opportunities including, but not limited to, experiential learning, research, mentoring, and public-speaking. The committee's goal is to introduce, and advance, at least one new opportunity for non-Co-op students in the 2021-2022 academic year; it will continue to work over the next 1 to 5 years to create a robust set of learning opportunities that will include non-Co-op students, and also bring Co-op and non-Co-op students together into a more cohesive community of learners.

Enhancing learning opportunities and mentoring for students in non-Co-op programs will be a key priority for the new leadership team in GDS**.** Promoting a culture of belonging for all students in the department – not just students in Co-op and non-Co-op IDS programs, but also the newest group of students in the AFS programs – is a departmental priority. As part of the department's visioning process they will design events and activities that will enable students from the multiple programs to work together on collective projects such as a proposal for a new International

Documentary Film Festival. Over the next 1 to 2 years, GDS will undertake outreach with the appropriate student groups, and invite their participation in this process.

- *The reviewers noted the need for increased clarification and consensus among faculty members about future directions for graduate program offerings.*

In her Response letter, the Chair confirms that over the next 1 to 2 years, GDS will engage in discussions regarding graduate program offerings and work towards a consensus around developing a stand-alone MA program, and/or expanding the existing Collaborative Specialization – Development Policy and Power to include PhDs. They will consult, as needed and appropriate, with me and the Vice-Dean Graduate and Postdoctoral Studies regarding resources needed to support these endeavors.

- *The reviewers encouraged faculty members to pursue additional and diverse research funding opportunities, through tri-council grants and other federal funding sources, as well as internal opportunities through the UTSC Office of the Vice-Principal Research and Innovation.*

As the Chair notes in her Response letter, GDS faculty are a diverse group of scholars who successfully win awards and funding from a variety of sources appropriate to their fields and disciplines such as SSHRC Insight Development & Insight Grants, Distinguished Professor Award, Canada Research Chair, Fulbright Scholarship, Royal Society of Canada Fellowship, Connaught Research Fellowships and more. Many faculty also include and hire GDS undergrads to participate on research projects. It would be helpful to emphasize, here, that there also exists a robust mentoring culture at UTSC, one in which each faculty member is paired with a mentor. The Vice-Dean Faculty Affairs, Equity, and Success is available as a resource for discussing frameworks and needs connected to mentorship to further support opportunities for GDS faculty in this area.

- *The reviewers noted the need for further divisional support, including from the Development and Alumni Relations Office, to fully realize CCDS's fundraising potential and to support its innovative programs.*

The Chair notes, in her Response letter, that GDS would welcome additional administrative support, particularly from Development and Alumni Relations Office (DARO), to design and market a strategy for ongoing fundraising to support the development and advance of innovative undergraduate programming in GDS. Access to co-op and experiential learning opportunities, particularly those with a global focus, are an explicit priority of DARO's emerging fundraising campaign for UTSC, which I expect will benefit GDS. My office is also committed to ensuring ongoing and future development of the outstanding programs for which the department is known.

The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the Chair of the Department of Global Development Studies. A brief report to the Office of the Vice-Provost, Academic Programs, midway between the March 2021 site visit and the year of the next site visit, and no later than Winter 2025, will be prepared. The next external review of the Department has been scheduled for 2028-29.

Regards,

Professor William A. Gough
Vice-Principal Academic & Dean

Cc: Professor Sharlene Mollett, Chair, Department of Global Development Studies, UTSC

Implementation Plan

Action	Timeline	Lead
Publish the IDS Co-op Handbook	Short term (6 months)	Chair, GDS; IDS Co-op Manager
Hold department and committee meetings focused on establishing a set of core values for pedagogical practices, collective research priorities, daily operations and governance practices	Short term (6 months to 1 year)	Chair, GDS; Associate Chair, Judith Teichman
Advocate with the Office of the Dean to establish a "Practitioner-in-Residence"	Short term (6 months to 1 year)	Chair, GDS; IDS Co-op Manager
Review non-Co-op student programming and introduce at least one new opportunity	Short term (6 months to 1 year)	Chair, GDS; Associate Chair Ryan Isakson; Bettina Von Lieres; Caroline Hossein
Host department wide Open House for all students	Short term (6 months to 1 year)	Chair, GDS; IDS Co-op Manager
Expand Knowledge Equity lab and introduce GDS feminist collective	Short term (6 months to 1 year)	Chair, GDS; Leslie Chan
The Dean's Office will prioritize the development of campus-wide best practices and guidelines to support students preparing for Co-op and experiential learning placements, both locally and globally, drawing also on tri-campus resources and from the EDIO at UTSC	Medium term (1 year and ongoing)	Vice-Dean Teaching, Learning and Undergraduate Programs; Associate Dean Experiential and Global Learning
Review the admissions process for IDS programs, with the particular goal of creating pathways for students from non-Co-op programs into Co-op programs; request additional resources to ensure Co-op is accessible for more students	Medium term (1 to 2 years)	Chair, GDS; IDS Co-op Manager; Associate Chair Ryan Isakson
Engage in a comprehensive strategic planning and visioning process; including discussion of collective goals and values; GDS will seek the guidance of the Dean's Office and leverage available resources	Medium term (1 to 2 years)	Chair, GDS; Associate Chair, Judith Teichman; with department faculty
Work with the Dean's Office and the FCC process to add faculty complement focused on African Studies	Medium term (1 to 2 years)	Chair, GDS
Develop additional mechanisms to prepare non-white and female students for placements abroad	Medium term (1 to 2 years)	Chair, GDS; IDS Co-op Manager
Engage in discussions regarding graduate programs	Medium term (1 to 2 years)	Chair, GDS; Associate Chair, Judith Teichman; Anne-Emanuelle Birn
In 2023-24, hold a departmental retreat focused on aligning course offerings with departmental mission and values	Medium term (2 years)	Chair, GDS

Action	Timeline	Lead
Undertake outreach with the appropriate student groups, and invite their participation (medium term); Develop a strong list of experiential opportunities for students, ensuring they are sustainable (long term)	Medium to long term (1 to 5 years)	Chair, GDS; Bettina Von Lieres; IDS Co-op Manager
Fully integrate the AFS program into the department	Medium to long term (2 to 3 years)	Chair, GDS; Zubairu Wai, Caroline Hossein, Bettina Von Lieres, Thembela Kepe
Review IDS and AFS programs and courses; integrate courses from a more diverse range of disciplines into the IDS programs; review the title of the IDS programs	Medium to long term (2 to 4 years)	Chair, GDS; Associate Chair Ryan Isakson; Thembela Kepe; Zubairu Wai; Caroline Hossein; Bettina Von Lieres
Work with Dean's Office and the FCC process to add faculty complement focused on South/South East Asian Studies	Long term (3 to 5 years)	Chair, GDS

3. Committee on Academic Policy & Programs (AP&P) Findings

The spokesperson for the reading group reported that the review summary accurately reflected the full review. The group noted the administrative responses were extremely detailed and addressed most comments.

In response to a question by the reading group, Professor Sharlene Mollett, Chair, Department of Global Development Studies, commented on the issue of co-op students who identified the need for additional supports and alternative approaches to the pre-departure preparation and debriefing processes. Professor Mollett noted that:

- Students complete a debriefing at the end of their third year. The Department was augmenting pre-departure briefings with an expert who would provide a workshop on intersectional harassment and violence designed to help students mitigate and report sexual harassment and racial discrimination.
- When renewing partnership agreements, the University's expectations of how partners were to treat students working in those organizations would be communicated.
- A new required course called Confronting Development's Racist Past and Present had been developed to help students understand the existence of racism and other discriminations in international development globally.

No follow-up report was requested.

4. Institutional Executive Summary

The reviewers praised the International Development Co-op program as a flagship for CCDS and UTSC, and commented that the Centre is "a leader at UTSC and among IDS programs in Canada in providing exceptional learning opportunities for students outside the classroom"; they commended the Centre's strong level of reflection and innovation, which have enabled it to adapt to student needs and to the changing state of the world; they praised the very strong research output from CCDS faculty members, and the Centre's strong relationships with both cognate units and community-based organizations and NGOs; finally, they noted that CCDS has demonstrated impressive capacity to generate external funding for initiatives such as the Queen Elizabeth II Diamond Jubilee Scholarship and the Knowledge Equity Lab. The reviewers recommended that the following issues be addressed: undertaking a comprehensive strategic planning and visioning process to clarify future directions as the unit changes in status from an EDU:B to an academic department; expanding, enhancing and improving accessibility of co-op and broader experiential learning opportunities for all CCDS students; ensuring that the program curricula provide adequate and appropriate preparation for students prior to entering international co-op placements; addressing student reports of harassment, discrimination, and unsafe living arrangements during their placements; addressing non-co-op student concerns that they receive less faculty and staff attention than co-op students; increasing clarification and consensus among faculty members about future directions for graduate program offerings; encouraging faculty members to pursue additional and diverse research funding opportunities;

and enhancing Divisional support, to fully realize CCDS's fundraising potential and to support its innovative programs. The Dean's Administrative Response describes the Faculty, unit and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

5. Monitoring and Date of Next Review

The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the Chair of the Department of Global Development Studies (established July 2021).

The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than Winter 2025 on the status of the implementation plans.

The next review will be commissioned in 2028-29.

6. Distribution

On January 15, 2022, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Vice Principal Academic & Dean of UTSC, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair of the Department.