

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

**TO:** Governing Council

**SPONSOR:** Susan McCahan, Vice-Provost, Academic Programs  
**CONTACT INFO:** (416) 978-0490, [vp.academicprograms@utoronto.ca](mailto:vp.academicprograms@utoronto.ca)

**PRESENTER:** See sponsor  
**CONTACT INFO:**

**DATE:** May 12, 2022 for May 19, 2022

**AGENDA ITEM:** 7 (a) (i)

**ITEM IDENTIFICATION:**

Semi-Annual Report on the Reviews of Academic Units and Programs,  
October 2021 – April 2022

**JURISDICTIONAL INFORMATION:**

“The Committee...has general responsibility...for monitoring, the quality of education and the research activities of the University. In fulfilling this responsibility, the Committee works to ensure the excellent quality of academic programs by...monitoring reviews of existing programs....The Committee receives annual reports or such more frequent regular reports as it may determine, on matters within its purview, including reports on the ...[r]eviews of academic units and programs.” (*Committee on Academic Policy and Programs (AP&P) Terms of Reference, Sections 3, 4.9*)

Within the *Accountability Framework for Cyclical Review of Academic Programs and Units*, the role of AP&P is to undertake “a comprehensive overview of review results and administrative responses.” AP&P “receive[s] semi-annual program review reports including summaries of all reviews, identifying key issues and administrative responses,” which are discussed at a “dedicated program review meeting with relevant academic leadership.” (*Policy for Approval and Review of Academic Programs and Units*). AP&P’s role is to ensure that the reviews are conducted in line with the University’s policy and guidelines; to ensure that the Office of the Vice-President and Provost has managed the review process appropriately; to ensure that all issues relative to the quality of academic programs have been addressed or that there is a plan to address them; and to make recommendations concerning the need for a follow up report.

The compendium of review summaries is forwarded, together with the record of the Committee’s discussion, to the Agenda Committee of the Academic Board, which determines whether there

are any issues warranting discussion at the Board level. The same documentation is sent to the Executive Committee and the Governing Council for information.

#### **GOVERNANCE PATH:**

1. Committee on Academic Policy and Programs [for information] (April 12, 2022)
2. Agenda Committee of the Academic Board [for information] (April 19, 2022)
3. Academic Board [for information] (April 27, 2022)
4. Executive Committee of the Governing Council [for information] (May 10, 2022)
5. **Governing Council [for information] (May 19, 2022)**

#### **PREVIOUS ACTION TAKEN:**

Governing Council approved the *Policy for Approval and Review of Academic Programs and Units* in 2010. The *Policy* outlines University-wide principles for the approval of proposed new academic programs and review of existing programs and units. Its purpose is to align the University's quality assurance processes with the Province's Quality Assurance Framework through establishing the authority of the University of Toronto's Quality Assurance Process (UTQAP).

The Semi-Annual Report on the Reviews of Academic Units and Programs (October 2020 – October 2021) was previously submitted to the Committee on Academic Policy and Programs on October 26, 2021.

#### **HIGHLIGHTS:**

External reviews of academic programs and units are important mechanisms of accountability for the University and a vital part of the academic planning process. Academic reviews are critical to ensuring the quality of our programs through vigorous and consistent processes that assess the quality of new and existing programs and units against our international peers.

Summaries of the external review reports and the complete decanal responses for five external reviews of units and/or academic programs are being submitted to AP&P for information and discussion. Of these, one was commissioned by the Vice-President and Provost and four were commissioned by Deans. The signed administrative responses from each Dean highlight action plans in response to reviewer recommendations.

Overall, the themes raised in these reviews echoed those in previous compendia: the excellent quality of our programs, the talent and high calibre of our students, and the impressive body of scholarship produced by our faculty. In addition, this set of reviews highlighted the programs' interdisciplinary strengths and the many initiatives undertaken by the academic units to enhance equity, diversity, and inclusion.

As always, the reviews noted areas for development. The reviews identified the need for units to strengthen their communication and governance structures, and suggested ways to engage in

meaningful discussions regarding student recruitment and faculty workload. The reviews also highlighted the need to ensure that diversity is reflected in faculty complement and curriculum.

**FINANCIAL IMPLICATIONS:**

Not applicable.

**RECOMMENDATION:**

This item is for information and feedback.

---

**DOCUMENTATION PROVIDED:**

Compendium of Reviews of Academic Programs and Units, October 2021 – April 2022



UNIVERSITY OF  
**TORONTO**

OFFICE OF THE VICE-PROVOST,  
ACADEMIC PROGRAMS

# **Reviews of Academic Programs and Units**

**October 2021 – April 2022**

**Report to the Committee on Academic Policy and Programs**

**April 12, 2022**

# Reviews of Academic Programs and Units

October 2021 – April 2022

Report to the Committee on Academic Policy and Programs

April 12, 2022

## Provostial Reviews

### Faculty of Music and its programs

- *Undergraduate*: Bachelor of Music, MusBac; Bachelor of Music in Performance, MusBacPerf; Minor in Music Composition; Minor in Music History and Culture; Minor in Historical Keyboard; Artist Diploma; Advanced Certificate in Performance; Opera Diploma; Music, HBA: Specialist, Major (offered through the Faculty of Arts and Science; music courses taught at the Faculty of Music); Music with Ensemble Option, HBA: Specialist, Major (offered through the Faculty of Arts and Science; music courses taught at the Faculty of Music); Minor in Music History and Culture (offered through the Faculty of Arts and Science; courses taught by music faculty); Engineering Music Performance Minor (offered through the Faculty of Applied Science and Engineering; music courses taught at the Faculty of Music)
- *Graduate*: Master of Arts in Music, MA; Doctor of Philosophy in Music, PhD; Master of Music in Music Performance, MusM; Doctor of Musical Arts in Music Performance, DMA

## Decanal Reviews

### Faculty of Arts & Science

- Department of Classics and its programs
  - *Undergraduate*: Classical Civilization, HBA: Major, Minor; Classics (Greek and Latin), HBA: Major; Greek, HBA: Major, Minor; Latin, HBA: Major, Minor
  - *Graduate*: Classics: MA, PhD
- Department of Physics and its programs
  - *Undergraduate*: Physics, Hons. BSc: Specialist, Major, Minor; Biological Physics, Hons. BSc: Specialist, Advanced Physics Stream; Biological Physics, Hons. BSc: Specialist, Biochemistry Stream; Biological Physics, Hons. BSc: Specialist, Immunology Stream; Biological Physics, Hons. BSc: Specialist, Physiology Stream
  - *Graduate*: Physics, MSc, PhD
- Department for the Study of Religion and its programs
  - *Undergraduate*: Buddhist Studies, Hons. BA: Specialist, Major; Islamic Studies, Hons. BA: Major; Religion, Hons. BA: Specialist, Major, Minor; Religion: Christian Origins, Hons. BA: Specialist
  - *Graduate*: Study of Religion, MA, PhD

**University of Toronto Scarborough**

- Department of Human Geography and its programs
  - *Undergraduate*: City Studies, HBA: Specialist, Major and Major Co-op; Minor; Human Geography, HBA: Specialist; Major; Minor; Physical and Human Geography, HBA: Major; Geographic Information Science: Minor (Arts); Urban Public Policy and Governance: Minor (Arts)

**Appendix I:** Externally-commissioned reviews of academic programs, October 2021 – April 2022

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan - **DRAFT**

---

## 1. Review Summary

<b>Program(s) Reviewed:</b>	<p>Undergraduate:</p> <ul style="list-style-type: none"> <li>• Bachelor of Music, MusBac             <ul style="list-style-type: none"> <li>▶ <i>Streams: Composition; Comprehensive Studies: Classical; Comprehensive Studies: Jazz; History, Culture and Theory; Music Education: Classical; Music Education: Jazz</i></li> </ul> </li> <li>• Bachelor of Music in Performance, MusBacPerf             <ul style="list-style-type: none"> <li>▶ <i>Streams: 35 Streams by instrument and distinction in focus between Classical or Jazz</i></li> </ul> </li> <li>• Minor in Music Composition</li> <li>• Minor in Music History and Culture</li> <li>• Minor in Historical Keyboard</li> <li>• Artist Diploma</li> <li>• Advanced Certificate in Performance</li> <li>• Opera Diploma</li> <li>• Music, HBA: Specialist, Major (offered through the Faculty of Arts and Science; music courses taught at the Faculty of Music)</li> <li>• Music with Ensemble Option, HBA: Specialist, Major (offered through the Faculty of Arts and Science; music courses taught at the Faculty of Music)</li> <li>• Minor in Music History and Culture (offered through the Faculty of Arts and Science; courses taught by music faculty)</li> <li>• Engineering Music Performance Minor (offered through the Faculty of Applied Science and Engineering; music courses taught at the Faculty of Music)</li> </ul> <p>Graduate:</p> <ul style="list-style-type: none"> <li>• Master of Arts in Music, MA             <ul style="list-style-type: none"> <li>▶ <i>Fields: Ethnomusicology; Musicology; Music Theory; Music Education; Music and Health Sciences</i></li> </ul> </li> <li>• Doctor of Philosophy in Music, PhD</li> </ul>
-----------------------------	---

	<ul style="list-style-type: none"> <li>▶ <i>Fields: Ethnomusicology; Musicology; Music Theory; Music Education; Music and Health Sciences</i></li> <li>• Master of Music in Music Performance, MusM <ul style="list-style-type: none"> <li>▶ <i>Fields: Instrumental; Vocal; Vocal Pedagogy; Opera; Collaborative Piano; Piano Pedagogy; Conducting; Historical Performance; Jazz; Composition; Music Technology and Digital Media; Applied Music and Health</i></li> </ul> </li> <li>• Doctor of Musical Arts in Music Performance, DMA <ul style="list-style-type: none"> <li>▶ <i>Fields: Composition; Performance</i></li> </ul> </li> </ul>
<b>Division Reviewed:</b>	Faculty of Music
<b>Commissioning Officer:</b>	Vice-President and Provost
<b>Reviewers (Name, Affiliation):</b>	<p>Susan Lewis, Associate Vice-President Academic Planning and Professor, Faculty of Fine Arts, University of Victoria</p> <p>Mary Ellen Poole, Director and Florence Thelma Hall Centennial Chair in Music, Butler School of Music, University of Texas at Austin</p> <p>Jeffrey Sharkey, Principal, Royal Conservatoire of Scotland</p>
<b>Date of Review Visit:</b>	April 5-7 & 12-13, 2021 (conducted remotely)
<b>Date Reported to AP&amp;P:</b>	April 12, 2022



## Previous UTQAP Review

**Date:** September 28 – 30, 2015

### Summary of Findings and Recommendations

#### Significant Program Strengths

- Longstanding history of leadership in many fields
- Highly regarded creative practitioners and experienced researchers
- Admirable recognition of creative professional practice on par with conventional research
- The Music Library is a national treasure, the most important collection in Canada and among the finest music research libraries in North America

#### Opportunities for Program Enhancement

- Addressing the complex array of undergraduate program options and their intensive requirements and removing the barriers faced by students who wish to take courses outside of the Faculty
- Defining the distinctiveness of the Faculty's academic offerings in order to set it apart on the national and international stages and developing an academic plan and a shared vision for the Faculty of Music
- Drawing greater philosophical and curricular distinctions between research (Ph.D.) and performance (D.M.A.) graduate degrees
- Encouraging faculty research productivity and determining how creative practitioners could be better recognized for scholarly achievement
- Pursuing additional collaborative relationships with external organizations

## Current Review: Documentation and Consultation

---

### Documentation Provided to Reviewers

- Review Terms of Reference
- Site Visit Schedule
- Self-study and appendices, including access to course descriptions and faculty CV's
- Previous review report (2015) including administrative response
- Towards 2030: The View from 2012 - An Assessment of the University of Toronto's Progress Since Towards 2030

### Consultation Process

- Vice President and Provost
- Vice-Provost, Academic Programs
- Dean, Faculty of Music
- Associate Dean, Academic & Student Affairs

- Associate Dean, Graduate Education
- Associate Dean, Performance and Public Events
- Associate Dean, Research
- Chief Administrative Officer
- Manager, Dean's Office
- Administrative Support Staff
- Graduate student representatives
- Undergraduate student representatives
- Music Librarians
- Researchers (representative cross-section of areas)
- Infrastructure: Space representatives
- Infrastructure: Technology representatives
- Vice-Provost, Graduate Research & Education and Dean, School of Graduate Studies
- Music Entrepreneurship, Professional Experience, and Community Engagement representatives
- Dean, Faculty of Kinesiology and Physical Education
- Dean, Ontario Institute for Studies in Education
- Director, Jackman Humanities Institute
- Vice-Dean, Academic Planning, Faculty of Arts and Science
- Dean, Faculty of Applied Science and Engineering
- Music Advancement representatives
- Anti-Racism and Anti-Oppression Committee
- Senior Faculty members
- Alumni and Community Stakeholders
- Performance Area Chairs
- Academic Area Chairs
- Sessional Lecturers
- Junior Faculty members

## Current Review: Findings and Recommendations

---

### 1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Broad array of program options and course offerings
- Objectives
  - ▶ Learning outcomes align with relevant undergraduate Degree Level Expectations
  - ▶ Undergraduate curriculum, with choices between a traditional performance degree and an academic/teaching focus, is appropriate given changing nature of professional careers in music

- Admissions requirements
  - ▶ Appropriate admission requirements across all programs

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

- Overall quality
  - ▶ Breadth of program options and course offerings creates challenges of differentiation
- Objectives
  - ▶ Potential overlap in learning objectives between the Bachelor of Music Comprehensive Studies streams offered by the Faculty of Music and the Bachelor of Arts programs in Music housed in the Faculty of Arts & Science
- Student engagement, experience and program support services
  - ▶ Complexities in undergraduate recruitment include the balance of domestic/international students, meeting the ensemble needs of the institution and while ensuring a positive student experience given space and resource constraints, and consideration of the need to expand access and enhance diversity

The reviewers made the following **recommendations**:

- Objectives
  - ▶ Consider changes to undergraduate curricula to take into account changes in the music profession, including balancing traditional music instruction with learning outcomes related to entrepreneurship, technology, collaboration, and production
- Curriculum and program delivery
  - ▶ Refine curricula to remain competitive with comparator institutions and reflect ongoing discussions about EDI
  - ▶ Deepen partnership with the Faculty of Arts & Science; consider merging the Faculty of Music and Faculty of Arts & Science programs into a single Bachelor of Arts in Music, housed within the Faculty of Music and allowing for varying amounts of practical and academic training
  - ▶ Add Music Education field experiences earlier in the program
  - ▶ Consider post-pandemic adjustments to delivery methods to free up space and provide flexibility to students and instructors
- Innovation
  - ▶ Advance innovative pedagogies and practices that enhance the student learning experience
- Student engagement, experience and program support services
  - ▶ Develop an enrolment management strategy to create more defined targets for undergraduate recruitment
  - ▶ Include faculty involvement at music festivals, masterclasses, exchanges and school visits as part of recruitment strategy
  - ▶ Expand existing programs that teach and mentor students from disadvantaged areas in order to widen access to undergraduate programs

## 2. Graduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Strong and growing national and international reputation for graduate education
  - ▶ Broad array of program options and course offerings
- Objectives
  - ▶ Learning outcomes align with relevant graduate Degree Level Expectations
- Admissions requirements
  - ▶ Appropriate admission requirements across all programs
- Curriculum and program delivery
  - ▶ Highly specialized content
  - ▶ Research- intensive DMA program is unique in Canada for its high emphasis on research within a performance-based degree
- Innovation
  - ▶ Impressive new graduate course offerings demonstrate commitment to ongoing enhancement of the teaching enterprise
- Student engagement, experience and program support services
  - ▶ Programs are successful in attracting applicants and enrolments

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

- Overall quality
  - ▶ Breadth of program options brings “little added value” and creates challenges of differentiation
- Curriculum and program delivery
  - ▶ Graduate programs offer limited opportunities for collaboration across program areas and for development as “fully rounded and versatile musicians and professionals”
  - ▶ DMA is highly labour intensive in terms of supervision
  - ▶ Reviewers question the necessity of a minor language requirement
- Accessibility and diversity
  - ▶ Students expressed concern regarding a lack of representation at the graduate level
  - ▶ Language requirements are Eurocentric and not consistent with approach taken at peer institutions
  - ▶ Music Technology program noted for its potential to increase both student diversity and enrollment numbers
- Assessment of learning
  - ▶ Inconsistent adherence to recommended practices for doctoral student supervision
- Quality indicators – graduate students
  - ▶ Ratio of Undergraduate to Graduate students is out-of-sync with norms in the disciplines and at the rest of the University

- ▶ Offer rates for professional masters vary widely between programs and are higher than the University average; acceptance rates are lower than the University average
- ▶ Offer rates for doctoral programs are higher than the University averages
- ▶ MusM has grown significantly in recent years without accompanying growth in facilities, funding, or personnel
- ▶ DMA average time-to-completion rate is “beyond the norm” for professional degree programs and suggests a mismatch between degree requirements and students’ capacity to fulfill them
- Student funding
  - ▶ Funding packages less competitive in relation to peer institutions
  - ▶ Reviewers note student dissatisfaction with funding packages
  - ▶ Students in unfunded DMA program often need to seek additional employment, contributing to increased time-to-completion rates

The reviewers made the following **recommendations**:

- Objectives
  - ▶ Re-vision the DMA as a three-year program with a “graduating essay” or similar capstone research project to develop students’ research skills
- Curriculum and program delivery
  - ▶ Revise program streams to address areas of overlap and gap, and to increase opportunities for student collaboration across program areas
  - ▶ Update the curriculum and reduce barriers to graduation
- Innovation
  - ▶ Advance innovative pedagogies and practices that enhance the graduate student learning experience
- Accessibility and diversity
  - ▶ Develop a coordinated approach to enhance inclusiveness of graduate programs; revise language requirements to “embrace a greater range of languages that may be culturally relevant to a student’s project”
- Assessment of learning
  - ▶ Create formalized requirements for doctoral student supervision
- Quality indicators – graduate students
  - ▶ Graduate program admission and acceptance rates suggest “there is room to focus on excellence by taking fewer students and better funding them”
  - ▶ Adjust program enrolment rates to align with available resources

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Highly accomplished faculty complement of scholars, creators, and performers
- Research

- ▶ New program in Music and Health promises to further increase the Faculty's profile and productivity in sponsored research

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

- Research
  - ▶ Reviewers note concern that the Faculty of Music is not sufficiently recognized for its research and creative activities; metrics used by the University to measure research productivity may give an "incomplete and misleading picture of the FOM's activities and contributions"
- Faculty
  - ▶ Reviewers note low morale among research faculty, "who feel under-appreciated by the broader campus"
  - ▶ Absence of centralized oversight of graduate student supervision can contribute to unequal distribution of workloads and faculty member burnout; reviewers note that "this unpaid labor most often falls to women and people of color"
  - ▶ Large DMA student cohort and small pool of available supervisors has resulted in a striking imbalance and inequity in faculty workloads
  - ▶ Use of less-than-100% faculty appointments places greater stress on fewer full-time faculty members, contributing to inequities in research supervision workloads, diminishing morale, and impeding the student experience
  - ▶ Sessional faculty report feeling disconnected and uninformed about Faculty decisions and initiatives; those engaged in student recruitment are sometimes unaware of subsequent admission/enrollment outcomes for prospective students
  - ▶ Sessional faculty are not provided with office space, and often do not have time capacity to perform the additional functions expected of full-time faculty
  - ▶ Reliance on sessional faculty for practical conservatory teaching, with most tenure stream positions on the academic side
  - ▶ Reviewers observe a general tendency for tenure-stream appointments to be in areas of research scholarship while relying on sessional faculty for the practical conservatory teaching; "this can create an imbalance in terms of what the FOM and the UofT sees as priority areas and limits the scope of such appointments to traditional areas of theory, musicology and ethnomusicology."

The reviewers made the following **recommendations**:

- Research
  - ▶ Clearly define and articulate research themes and signature areas to inspire further collaborations and raise the profile of researchers and creative artists
  - ▶ Advocate for greater recognition of creative and/or performance-based research and activities within the university's metrics so that the Faculty is better recognized as part of the University of Toronto research enterprise
- Faculty
  - ▶ Urgent need to develop a strategic plan for faculty hiring and succession

- ▶ Pending complement reduction and anticipated retirements present an opportunity to shape future hires around curriculum and research priorities
- ▶ Reviewers note that diversification of the faculty complement should be a key consideration in future planning, and recommend taking advantage of University offer for financial assistance in hiring new Black or Indigenous faculty members
- ▶ Consider increasing number of tenure-stream/permanent appointments for performance faculty, particularly in new performance areas and in cross-divisional appointments
- ▶ Provide mentorship and other supports for newer faculty hires to develop collaborations with colleagues outside the Faculty of Music
- ▶ Noting the influence of tenured performance faculty on the performance curriculum (and thus the direction of the Faculty as a whole), reviewers observe that “it will be critical going forward to keep this group replenished with young and innovative additions, rather than defaulting to the model of the great performer ready to retire to teaching.”
- ▶ Update the faculty workload distribution policy to address the need for an equitable distribution of supervisory loads and to ensure that supervision activity is counted appropriately toward teaching credit
- ▶ Consult with other faculties and develop standard practices around DMA student supervision

#### 4. Administration

*Note: Issues that are addressed through specific University processes and therefore considered out of scope for UTQAP reviews (e.g., individual Human Resources issues, specific health and safety concerns) are routed to proper University offices to be addressed, and are therefore not included in the Review Summary component of the Final Assessment Report and Implementation Plan.*

The reviewers observed the following **strengths**:

- Relationships
  - ▶ Numerous relationships and collaborations with cognate units around the University; “particularly notable is the interdivisional teaching agreement with Engineering”
  - ▶ Connections with community-based groups and industry noted as a Faculty strength
- Organizational and financial structure
  - ▶ Strong and effective leadership and administrative teams
  - ▶ Dedicated, enterprising staff have responded “heroically and creatively” to challenges of increasing student enrolments without corresponding increases in staff or faculty complements
  - ▶ Recent addition of Research Grants Officer a positive development
  - ▶ “Universal praise and only positive outcomes” of decision to move the Music Library to a centrally-funded model
  - ▶ Positive plan to add a Major Gifts Officer to advancement staff

- ▶ Reviewers praise the addition of Faculty’s Anti-Racism and Anti-Oppression committee and their work to date
- ▶ Faculty is experiencing strong momentum regarding fundraising, particularly since the formation of the well-networked Faculty of Music Advisory Council
- Long-range planning and overall assessment
  - ▶ Reviewers note overall Faculty strengths, including:
    - Solid and well-earned reputation for teaching, research, creative activities, and community engagement
    - Brilliant students and alumni with a passion for justice and a determination to prepare themselves for relevant careers
    - Deep presence in the local community through concerts, events, and outreach programs
- International comparators
  - ▶ “The Faculty of Music at the University of Toronto is one of the most important music institutions in Canada”
  - ▶ Among the leading comprehensive music schools situated in a major North American university and city, with “a number of peer institutions across the world with which its output would compare favourably”
  - ▶ Location noted as a comparative strength; reviewers note that Toronto “offers arguably the most opportunities for musicians and professional artists in the country”

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

- Relationships
  - ▶ Reviewers note the prevailing management style of “efficiency over consensus and communication”
  - ▶ Issues of climate and culture grounded in the power imbalance between students, staff and faculty “present an imminent risk to the community”
  - ▶ Reviewers note the absence of articulated or enforced policies regarding incidents of bias or sexual harassment, including inappropriate behaviour by guest artists, and observe a lack of confidence that such incidents would be handled appropriately if reported
  - ▶ Some visible and other minorities in the FOM community reported feeling invisible
  - ▶ Students, alumni, and junior faculty are leading the efforts of the Anti-Racism and Anti-Oppression committee but it is unclear whether senior faculty and administration will lend direct leadership, support and resources in the future; “Conversations with senior faculty who are not chairs of their areas revealed a considerable gap in commitment”
  - ▶ Grant rewards system does not incentivize development of relationships or collaborations with cognate units outside the Faculty
- Organizational and financial structure
  - ▶ Reviewers observed a lack of knowledge about the Faculty’s basic administrative and organization structure



- ▶ Staff complement has remained static or decreased through attrition as student numbers have increased and new Faculty initiatives and programs have been added; reviewers note a general tone of “exhaustion and resignation” among staff members
- ▶ Lack of staff coverage to ensure the safety and integrity of infrastructure, including instruments, equipment, and spaces
- ▶ Absence of a staff or faculty administrator formally charged with serving as a resource for students and others with such complaints
- ▶ Current student enrolments are 89% higher above the originally intended capacity of the FOM’s main building, with shortfalls observed in classroom, office, and non-library study space
- ▶ Space limitations have begun to impact the quality of students’ educational experience, including shortages of practice rooms and rehearsal spaces; “Inadequate infrastructure risks becoming a barrier to innovative, diverse research and instruction.”
- ▶ Physical separation of spaces for classical and jazz programs limits opportunities for students from the two areas to collaborate
- ▶ Disproportionate allocation of space for the Opera program
- Long-range planning and overall assessment
  - ▶ Reviewers note “deep concern” regarding the financial stability and sustainability of the Faculty, and observe that the University budget model is “incompatible with the current levels of activity in the Faculty”
  - ▶ “Universal agreement” that the underlying assumptions in the University budget model do not hold true for the Faculty; “structural imbalances between revenue and cost structure have created ongoing deficits and bailouts”
  - ▶ Emphasis on enrolment growth, driven by University budget model, has brought the FOM to “a crisis point with staffing, graduate funding, space, and an uncertain and unpredictable pattern of filling faculty lines”
  - ▶ Resistance to change regarding EDI issues, and toward curricular areas of community outreach, entrepreneurship, and technology, noted as urgent concerns
  - ▶ Opportunities for students to engage in community outreach or entrepreneurship exist but are not well-communicated; reviewers note the lack of integrated initiatives in program curricula for work in these areas
  - ▶ Dollar value of priorities identified for next fundraising campaign represents an “exponential increase” from the amount raised in the previous campaign

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Continue discussions regarding possible double degree programs with the Faculty of Arts & Science; reviewers note differences in tuition fees, and distribution of various costs, as potential sticking points
  - ▶ Continue building connections with community-based groups and industry as a strategic priority; improve communication and coordination about work that is already being done in these areas

- ▶ “Create more robust policies to help students and faculty negotiate the power dynamics inherent in 1:1 teaching and learning, namely around bias, microaggressions, ‘consensual’ relations, and sexual violence and sexual harassment”
- ▶ Consider resource-sharing partnerships with other University divisions and Toronto-based professional companies
- ▶ Support additional opportunities for international, national, and local collaborations to enhance professional engagement, teaching, and innovative practice
- Organizational and financial structure
  - ▶ Review and compare staff coverage with other University divisions, taking into account the FOM’s intensive production needs
  - ▶ Prioritize hiring an additional staff member in human resources and/or EDI, possibly as a joint hire in partnership with central EDI or Human Resources offices
  - ▶ Address staff coverage gaps in the areas of communications, IT, and advancement
  - ▶ Ensure appropriate investment in technical and maintenance staff supporting infrastructure and learning
  - ▶ Consider increasing availability of on-site counselors from central University offices (Health & Wellness, Career Exploration, and Education and Accessibility Services) and expanding services offered to include a diversity officer
  - ▶ Seek opportunities for collaboration and cost-sharing with central university supports and services in areas such as advancement, human resources, faculty recruitment, IT support, and diversity, anti-racism, and inclusion training programs
  - ▶ Include all standing committees in communications regarding the Faculty’s organizational structure, to clarify their purpose and relation to governance and decision-making
  - ▶ Consider increased use of digital production to offset space needs for analogue sets
  - ▶ Develop clear plans regarding Faculty spaces: health and safety investment, addressing critical areas of deferred maintenance, and sustainability
  - ▶ Consider how future space planning in the Faculty can facilitate collaboration across program areas, or partnership with other University divisions
- Long-range planning and overall assessment
  - ▶ Develop a multi-year customization plan for the University budget model to support greater stability, predictability, and alignment of Faculty activities with available resources
  - ▶ Consider online delivery of some lectures to free large classrooms for alternative use
  - ▶ Ensure that senior leadership participates “strongly and publicly” in the work of the ARAO committee, and that the committee is involved in curricular discussions, enrolment and strategy planning, and faculty searches
  - ▶ Develop a strategic enrolment management plan (undergraduate and graduate) to focus on excellence, accessibility, diversity, and alignment of program sizes with educational and research goals, available space and facilities, faculty workload, and staffing capacity
    - include attention to domestic and international undergraduate recruitment strategies, careful balancing of the numbers of instrumental and vocal students,

and consideration of new areas of study such as digital music and music production

- Delineate responsibilities for admissions/recruitment staff, Heads of Areas/Programs, and individual faculty members
- ▶ Develop faculty and staff hiring plans around the size and scope of student populations called for by the strategic enrolment plan; ensure EDI considerations are included in these plans
- ▶ Reviewers note the critical role fundraising will play in Faculty's success; they recommend strategies to develop relationships with the Faculty's donor base and support its expansion
- ▶ Build advancement priorities around needs and goals identified in the enrolment management strategy, faculty complement plan, and space audit
- ▶ Use success and momentum in fundraising to raise the profile of the FOM and advance key priorities
- ▶ Ensure that planning process for FOM's next strategic plan includes vision and ideas of the new Dean
- ▶ "Critical areas of enrolment management, space planning, faculty and staff strategy, and EDI strategy should all be broad themes woven through the next strategic plan."



UNIVERSITY OF TORONTO  
FACULTY OF MUSIC

*Ellie M. Hisama*  
Dean

### Administrative Response to the External Review of the Faculty of Music

21 March 2022

Professor Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto  
27 King's College Circle  
Simcoe Hall, Room 225  
Toronto, ON M5S 1A1

Dear Professor McCahan:

Thank you for your summary of the external review report of June 2021 prepared by Professors Susan Lewis (University of Victoria), Mary Ellen Poole (University of Texas at Austin), and Jeffrey Sharkey (Royal Conservatoire of Scotland). Our administrative response is based on consultations throughout the Faculty of Music with undergraduate students, graduate students, faculty, and staff who completed a questionnaire about their responses to the external review report and from discussions within the Senior Leadership Group. The report's observations about the Faculty of Music's strengths and the range of issues we face are extremely helpful. We appreciate the opportunity to reflect on the reviewers' observations about our accomplishments and challenges.

Those who contributed to the writing of our response are the following:

Ellie M. Hisama, Dean  
Ryan McClelland, Associate Dean, Academic and Student Affairs  
Jeffrey McFadden, Associate Dean, Performance and Public Events  
Jeff Packman, Associate Dean, Graduate Education  
Steven Vande Moortele, Associate Dean, Research  
Rosanne Lopers-Sweetman, Special Advisor on Facilities Operation, Services  
and Space Management  
Margaret McKone, Interim Director, Office of the Dean  
Tyler Greenleaf, Interim Director, Advancement

#### FACULTY OF MUSIC

Edward Johnson Building, 80 Queens Park, Toronto, ON M5S 2C5 Canada  
Tel: +1 416 978 3761 | Fax: +1 416 971 2294 | [dean.music@utoronto.ca](mailto:dean.music@utoronto.ca) | [www.music.utoronto.ca](http://www.music.utoronto.ca)

## 1. Strategic Enrolment Plan

*The reviewers recommended that the Faculty develop a strategic enrolment management plan for both graduate and undergraduate programs, taking into account continued excellence, increased diversity, and alignment with space, facilities, staffing capacity, and available financial resources.*

At the undergraduate level, changes to the strategic enrolment policy must be tied to program offerings and faculty expertise over the long term. In the short term, since program development and faculty renewal take time, some additional efforts can be made to expand the pool of applicants, as is occurring especially through the work of the recently hired International Recruitment Officer. Over the medium to long term, however, more fundamental change would seem necessary to reflect developments in the field of music and how students engage with it prior to entering university. In particular, the wide availability of music technology has revolutionized the ability to create and make music, and considerable experience in music production might be considered an appropriate basis for admission in conjunction with more limited experience in instrumental or vocal performance. The key point is the alignment of the recruitment strategy and admission requirements with the program offerings and faculty expertise to ensure that the student learning experience is positive and to recognize that one institution cannot provide effective instruction in all areas of music. Reconsidering and deepening the connections between the Faculty of Music and the larger university might reveal ways to offer specialized undergraduate streams such as in music technology/production/ engineering, music and health applications, and popular music and society.

*The reviewers recommended a review of the Mus.Bac. Performance curriculum, taking into account the range of additional skills needed for careers in performance-related fields.*

There is an annual discussion with the Provost's office regarding the budget model that governs Faculty of Music finances and enrolment. Currently the goal is for an annual intake of approximately 140 undergraduate students. There is ongoing competition for large ensemble rehearsal and performance spaces and individual practice space. There is also an imbalance in full-time faculty appointments by performance area. Admission into undergraduate programs continues to be affected by the imperative of populating the large ensembles with a narrowly prescribed ratio of instruments. The current enrolment strategy has in fact been devised to manage these parameters; any significant adjustment to strategic enrolment would need to follow changes in financial structure, space availability and full-time faculty complement. Diversity in the student body will need to follow an increase in applications by diverse populations in the community which in turn will necessitate active outreach and cultivating a pipeline of students during their high school years. Bringing our large and small ensembles performances to these communities through partnerships should be a pivotal part of the broader enrolment strategy.

At the graduate level in performance, the reviewers' suggestion to reduce intake in the MMus is likely a difficult one since MMus is a revenue-generating program and its students are important contributors to studios and ensembles. That said, a more strategic approach to funding MMus students is pressing and something we plan to undertake. Likewise, regarding the DMA program, more streamlined cohorts would provide several advantages in terms of cost, space, and

supervision. That said, since we have numerous performance areas all seeking elite performers, any reduction in DMA intake should be counterbalanced by a post-MMus performance certificate, which we believe would attract strong players, increasing the level of performance across fields and also clearing space in the DMA for students who are truly interested in and skilled at research. Key will be finding a tuition plan that will be attractive to these types of students while also generating revenue for the Faculty. An important point is that, despite the funding challenges, students continue to be attracted to the U of T. Our yield, particularly at the DMA in performance, is historically quite strong.

At the graduate level in research, we have seen a trend toward weaker domestic applicants and stronger international ones. Revisiting the balance in funded places then seems warranted since all areas tend to want more international students than we can accommodate financially. Internationalization would also contribute to greater diversity in our graduate student cohort. Since doctoral spaces, especially international ones, are precious few, faculty may resist cohort decreases. Better funding for MA programs is certainly warranted since without guaranteed second-year funding, we frequently lose strong students to other programs, especially those in the US. Funding the second year is, however, likely not financially viable and domestic students are generally successful winning SSHRC and OGS grants. The MAs in Music Education and Music and Health Science are one-year programs, which leave students in better financial stead, albeit at significant cost to the Faculty. Music Education has stated that they need to maintain the 1-year structure; Music and Health Science might benefit from reconsidering their approach to the MA. Likewise, 1-year MAs have been discussed among Musicology, Ethnomusicology, and Music Theory [METH], but the topic was not embraced. This discussion did, however, lead to increased use of the direct entry PhD, which effectively eliminates the second unfunded MA year, albeit at the cost of a five-year commitment to the student.

### **Implementation Plans:**

#### Actions already taken:

- Considered MA program structures with regard to student funding concerns (Dean, Associate Dean Graduate Education, Associate Dean Academic and Student Affairs)

#### Near-term (1-2 years):

- Increase undergraduate international recruitment activity to expand applicant pool (International Recruitment Officer)
- Increase recruitment outreach to support a more diverse applicant pool and student body, including in high schools and through large and small ensemble performances in local and regional communities (Associate Dean Performance and Public Events, performance area chairs, ensemble directors)

### Medium-term (2-5 years):

- Review undergraduate program admission requirements to align recruitment strategies and admission requirements and processes more closely with program offerings and faculty expertise (Dean; Associate Dean Academic and Student Affairs, divisional coordinators, performance area chairs)
- Develop a strategic approach to funding and future enrolment in MMus and DMA programs; consider creation of a post-MMus performance certificate (Dean; Associate Dean, Academic and Student Affairs; Associate Dean, Graduate Education; Associate Dean, Performance and Public Events)
- Develop new undergraduate streams in collaboration with other University of Toronto divisions (Dean; Associate Dean, Academic and Student Affairs)

### Long-term (5+ years):

- Assess new undergraduate streams and post-MMus performance certificate (Dean, Associate Dean, Academic and Student Affairs; Associate Dean, Graduate Education; Associate Dean, Performance and Public Events)

## 2. Faculty complement

*The reviewers commented on the need for a faculty hiring and succession plan that prioritizes increasing the diversity of the complement with EDI considerations embedded and prioritized, addresses the need for equitable distribution of supervisory loads, and aligns with the Faculty's strategic enrolment plans.*

Since 2018, the Faculty of Music has had a limited ability to make full-time faculty hires due to an agreement with the University to reduce complement by 8.0 FTE, largely through retirement. This mandate has made the development of a faculty hiring and succession plan pointless. However, the Faculty of Music is now close to achieving this reduction target and projects additional retirements in the next few years. It is clear that increasing the diversity of the faculty and expanding/shifting areas of faculty expertise in support of program innovations depends upon full-time faculty hires in the next five years. In addition, there exist certain areas where multiple full-time faculty have retired without replacement (e.g., Music Education), and several key areas have no full-time faculty (e.g., clarinet, horn, oboe, viola); we are thus dependent on sessional faculty. We will develop strategies to more effectively engage the important constituency of sessional instructors. Faculty hiring is one of the most impactful processes in the University, and a major element of the academic planning process will be prioritizing the competing ideas for new faculty hires. Our next Strategic Academic Plan, to be completed in 2022-2023, will be instrumental in forming a faculty hiring and succession plan.

Given the workload demands on faculty members, it is essential that new hires support a broad range of needs and contribute robustly to program administration, graduate supervision, and service. Equitable distribution of graduate supervision, particularly in regard to the DMA Performance program (which currently represents more than 10% of the total students at the Faculty of Music, and nearly one-third of its graduate students), is an urgent concern.

We are, as recommended by the reviewers, making use of provostial funding to enhance diversity of the faculty complement. We are also actively seeking applicants for the Provost's Postdoctoral Fellows program that focuses on Black and Indigenous postdoctoral scholars, and anticipate submitting applications to the program this year. We are cognizant of the need to increase the diversity of our faculty complement in several areas in the Faculty of Music, and are exploring the possibility of the postdoctoral stream feeding into the pipeline of new faculty hires; shared lines with other divisions; support for new endowed chairs.

### **Implementation Plans:**

#### Actions already taken:

- Worked to reduce faculty complement (Dean)

#### Near-term (1-2 years):

- Work on equitable distribution of graduate supervision (Dean, Associate Dean, Academic and Student Affairs; Associate Dean, Graduate Education; Associate Dean, Performance and Public Events)
- Develop faculty hiring and succession plan as part of larger strategic academic planning process (Dean; Associate Dean Academic and Student Affairs, divisional coordinators)

#### Medium-term (2-5 years):

- Make new hires in areas to be prioritized in Strategic Academic Plan focusing on diversifying the faculty complement (Senior leadership group; divisional coordinators)
- Mentor hires towards interim, continuing, and tenure reviews (Senior leadership group; new mentoring system coordinated with faculty outside of Music)
- Continue to participate in President's Postdoctoral Fellows program (Dean, Associate Dean, Research, SRDO)

#### Long-term (5+ years):

- Work on retaining and promoting faculty (Senior Leadership Group)
- Encourage more senior hires to consider self-nominations for Senior Leadership Group (Dean)

### **3. Advancement priorities**

All fundraising is led by Funding Priorities that are established and approved by academic leadership. Current funding priorities for the Faculty of Music include naming of the Faculty and the recital hall at 90 Queen's Park; as well as support for programming and scholarships, including meeting the annual goal for the Provost's Matching Program.

The Faculty of Music secured multiple major gifts in 2021-22 and is currently pursuing several exciting opportunities with foundations and individuals. Our overall fundraising goal for FY22 is \$6,661,000, an amount determined through the funding priorities and an annual business planning process. Given stewardship efforts to date, we remain very optimistic that we will meet this goal.



Recent donations have resulted in an increase in endowed scholarship offerings, including the Mary Morrison Graduate Award in Voice Performance; the Chau Family Music Scholarship for an undergraduate student; the endowed Anne Kear Memorial Opera Scholarship; and funding from the Barbara Sutherland estate for three new scholarships.

In March 2022, we hired an Advancement Coordinator and, as of this writing, are hiring a Development Officer to assist us with the Defy Gravity campaign. We will have a full complement of four Advancement staff in 2022-23, including the Director, Associate Director, Development Office, and Advancement Coordinator.

Advancement initiatives to relieve pressure on the operating budget will be sought for graduate student funding or for specific facility improvements and renovations.

### **Implementation Plans:**

#### Near-term (1-2 years):

- Integrate new staff into the team and faculty, reactivate pre-pandemic level of advancement events and meeting activities (Director of Advancement)
- Initiate creation of an Alumni Advisory Council to increase engagement with alumni across the Faculty (Associate Director of Advancement)
- Develop strategic communications externally and internally to reinforce the significant place of the Faculty of Music in culture in Toronto, Canada, and beyond (Marketing & Publicity Officer /Communications; Director of Advancement)

#### Medium-term (2-5 years):

- Advancement Director to focus more exclusively on \$250k+ and principal gifts; Other advancement staff to maintain donor stewardship and activities
- Secure a donor for naming of the Faculty (Dean, Director of Advancement)
- Begin conversion and work to move alumni as volunteers to alumni as donors (our graduate base remains very young, consisting of 25% of all Music alumni ever have graduated in past decade)

#### Long-term (5+ years):

- Significant opportunities exist to make some academic areas of the Faculty of Music fully self-sustained through naming opportunities (such as Opera). Currently and historically 25-33% of all music students receive a scholarship of any value. Prestigious music schools in US often offer full tuition for all students. We would like to ensure that every student with financial need who attends the Faculty of Music receives at least one financial award.

#### 4. Critical areas of deferred maintenance

*The reviewers recommended the development of annual plans to address critical areas of deferred maintenance.*

*The reviewers observed that the Faculty has grown too large for its spaces, lacking room “to undertake even its most basic functions”; they noted that future space planning should emphasize better alignment of enrolment numbers with available space and facilities, as well as increased integration and collaboration within the Faculty.*

There is a wide variation in the quality of space allocated to faculty, staff and students though generally the facilities are tired and in need of improvement. Academic program and research delivery requires a significant amount of space of many different kinds. The reviewers point out that the current budget model at the U of T is a poor fit for the Faculty of Music. While the operating grant (BIU income) and tuition revenues for the Faculty are among the lowest per student at the U of T, the generation of costs for operating (compensation increases, occupancy costs, etc.) uses the same methodology as divisions generating significantly higher revenues per student, causing a disproportionate impact on Faculty’s finances. Except for the corrective measure that the University Fund provides annually, Faculty of Music must increase enrolments -- or shed programs and faculty -- if it is to meet its financial obligations for space improvements. This reality unfortunately increases the pressures on the Faculty of Music of having even more students than we can reasonably accommodate in our spaces.

There exist opportunities the Faculty can take advantage of to improve its facilities while reducing the draw on Faculty’s limited resources, e.g., University-driven sustainability and accessibility initiatives, support for asbestos abatement within a renovation project, deferred maintenance coverage of building fabric, etc. Collaboration and constant communication with central facilities departments would be key to keeping the Faculty’s needs known.

Reliance on the Facilities Overview report (February 2021) conducted by the University’s Planning Office will help in addressing the Reviewers’ recommendations. This report observed “... that the COU formula assumptions, which have been derived over time from data reported by the universities in the Ontario system and standards used in other jurisdictions, but reflect averages and most typical uses, do not align well with the unique space usage patterns of this academic unit.” For example, to determine demands on space, the Report advises assessing actual space requirements for each (sub)discipline, as well as undertaking a survey of the student population in each program to better understand work and study requirements, among other measures, and thereby to manage space allocations.

Reference to how and when medium to large rehearsal and performance spaces are used raises the need for more advanced planning and scheduling for those spaces, and collective effort among those involved in booking and managing space.

To help meet the Faculty’s space needs, the addition of space at 90 Wellesley has been critical. It could be deployed better with appropriate modifications and preparation to encourage migration and more intensive use of this site.

## Implementation Plans:

### Actions already taken:

- Developing a space allocation policy to support increased collaboration and maximize use of available spaces. A space allocation policy along with clear administrative guidelines for facility bookings, as well as common user-friendly platforms, with regular scheduling meetings of relevant staff, will assist in increased integration and collaboration as well as maximize use of available spaces. (Dean; CAO)

### Near-medium term (1-2 years):

- Seek out external (provincial and federal) infrastructure programs for sustainability and accessibility initiatives, and internal U of T funding opportunities such as the Provost's Student Experience Fund in order to address general needs as well as the shortfalls identified in the Facilities Overview report for classroom and study space. (CAO)
- Develop an annual plan to address critical areas of improvement. This can be fulfilled through close collaboration with central offices in Facilities and Services, particularly where the matter of deferred maintenance arises. (CAO)
- Revenue generation through strategic use of the facilities (e.g., rentals, summer camps) could assist in developing a facility maintenance and renewal fund to allow for gradual improvements to the appearance and comfort of the facilities. (CAO)

### Long-term (5+ years):

- Development opportunities through Advancement for major improvements to our existing spaces and new spaces. (Dean, CAO, Director of Advancement)

## 5. Innovative pedagogies and practices in undergraduate programs

*The reviewers recommended exploring innovative pedagogies and practices to enhance undergraduate students' learning experience, including post-pandemic adjustments to course delivery and increased access to field experiences; they also recommended exploring further opportunities for collaboration and joint program offerings with other University divisions.*

This recommendation can be addressed through a number of specific initiatives which will include:

- We intend to develop a robust series of community engagement projects, building existing relationships with the TDSB. A community outreach component could be built into performance students' activities, perhaps as a service-leading requirement for which they would receive credit. This would be invaluable as field experience and could be coordinated with Admissions as an integrated element in recruitment strategy. We are seeing with increasing frequency music students who are eager to be involved in community engagement projects, and look forward to providing different access points to work that ties the Faculty of Music to the GTA in authentic and sustainable ways.
- Given the vast skills and expertise in the teaching/research faculty, we seek to build a more purposeful integration of performance and academic activities. Planning can be

coordinated between the two areas to centre both performance events and classroom activities around a specific composer, piece, or musical idea. This theme could inform courses in music history and culture, music theory, composition, and music education and works prepared by students for juries, recitals, and major ensemble performances, with guest lecturers and performers enhancing the student experience.

- Students in performance would benefit from more robust pedagogy offerings (in coordination with the Music Education division), and training in both assessment skills and music technology. An outcome of such training might be that all performance students would graduate with a fundamental knowledge of how to best prepare for and function in a recording session. To this end, students could be required to make a 15-30 minute audio recording as part of one of their recital requirements. Co-ordination with Music Technology and Digital Media would give students in that program valuable field experience in serving as technicians and producers on these sessions.

In the context of post-secondary music education, post-pandemic adjustments are likely to look quite different than in other areas. Most music faculty and students have been eager to return to fully in-person instruction, and remote instruction seems likely to remain rare, except as it facilitates guest lectures/masterclasses by avoiding the financial, logistical, and environmental resources of travel. Where it is likely to be more impactful is in stimulating a conversation around the skills that music students need to develop; in particular, the pandemic has accelerated the need for musicians to possess some basic music production skills (and sometimes video editing skills as well) and to understand how to best present their work digitally. Among the skills mentioned by faculty and students during the self-study process, as well as during the consultations around the external review, are music technology, entrepreneurship, and stylistic diversity, the development of which we intend to strongly support.

Since 2015, the number of graduate courses in music technology has expanded considerably owing to the establishing of the MMus in Music Technology & Digital Media. Due to the need for limited faculty resources to be directed to this new field, along with a faculty retirement in Composition/Technology, the number of undergraduate courses has not kept up with increasing demand, particularly in uses of music technology outside of composition (e.g., recording and production). Plans are in development to offer additional elective courses, but further curricular discussions will consider whether such content should be required, either as independent courses, as components of existing courses, or as alternatives to them.

There are no required courses in music entrepreneurship, except for the overview of career pathways provided in the first-year course “Lives in Music” (MMU100). About half of performance students electively take PMU401H1 “The Business of Music Performance,” which we are possibly changing to a core course. The academic planning process might consider whether a more structured sequence of courses, including the possibility of a required course, could be a valuable curricular change. Worth consideration is whether Music students with extensive interests in this area might be able to access course offerings elsewhere in the University (e.g., Rotman).

Starting in 2021-22, undergraduate students are required to take at least one course outside of their primary musical style (i.e., Classical or Jazz), either a performance-based ensemble or an

academic course. Besides ensuring that students engage with popular and global traditions beyond the content embedded in the core academic courses, this requirement also aims to bridge the large divide that exists between students in the Classical and Jazz streams. Further collaborations between Classical and Jazz areas would be of great value to students and faculty, as noted in the consultation on the external academic review, not only for the purposes of education but also for strengthening the sense of community at the Faculty of Music.

One of the perennial challenges in the Bachelor of Music Performance is balancing the needs among different instrumental and vocal areas, and the extent to which specialization occurs at the area level. Certainly individual instruments (sometimes families of instruments, like winds, brass, and strings) require some specialized upper-level courses, but newer skills (e.g., technology, entrepreneurship) often span these boundaries (and some partially so, such as musicians' health). Determining which types of instruction are best delivered at the instrument/area level versus at the program level will be an important consideration in the academic planning process.

At present, internships/placements and community outreach projects are administered largely at the course level by an individual instructor, area chair, or program coordinator. Increasing the number of opportunities for community-based learning requires sufficient staff resources to support them. Although some central University support and guidance is available through the Centre for Community Partnerships, designated local support by a staff member within Music's Student Services team seems important to optimize the student experience and to avoid excessive demands on faculty for remaining up-to-date with requirements for off-campus learning, including necessary partner documentation. (Again, innovation requires an appropriate level of staff support.) Moreover, since music performance instruction is by its nature experiential, it is important to highlight the added value of community-based learning specifically and to establish shared understanding for assessing and crediting these activities. In addition, community-based learning can offer opportunities outside of performance and pedagogy such as bringing public high school students to work in the renowned University of Toronto Electronic Music Studio (UTEMS), modelled on the project *For the Daughters of Harlem: Working in Sound*, a project initiated and developed by Dean Hisama at Columbia University's Computer Music Center.

### **Implementation Plans:**

#### Actions already taken:

- Created interwoven field experiences with Music Technology & Digital Media students as producers of audio and video for student performers preparing co-curricular recordings (e.g., auditions, grant applications) (Music Technology faculty)
- Developed course offerings which address a wider breadth of professional preparation (e.g., assessment skills, organology) and explore multidisciplinary performance study (e.g., ethnomusicology of the Western musical tradition) (Associate Dean, Academic and Student Affairs; Associate Dean, Performance and Public Events; Divisional Coordinators)
- Established curricular requirements for Jazz and Classical stream students to take a course in the opposite stream or in a musical genre outside of both streams (Associate Dean, Academic and Student Affairs; Divisional Coordinators)

Near term (1-2 years):

- Develop recurring performance opportunities for small and large groups of Faculty of Music students across all three campuses, bringing music to non-traditional spaces in partnership with libraries and other academic divisions (Dean; Associate Dean, Performance and Public Events)
- Develop co-operative partnerships for performing and learning opportunities with professional music organizations within the City of Toronto (e.g., Toronto Mendelssohn Choir, Canadian Opera Company) (Dean; Associate Dean, Performance and Public Events; Divisional Coordinators)
- Encourage both academic and performance divisions to plan the coordination of specific works, composers, or genres that would be performed as concert repertoire and concurrently studied as part of academic courses (Dean; Chair, Teaching and Learning Committee; Associate Dean, Performance and Public Events; Divisional Coordinators)
- Put in place recurring opportunities for non-traditional public events featuring not one, but rather multiple groups (e.g., Symphony Orchestra with choral groups, jazz groups with contemporary music ensembles) and coordinating programming to show convergences across styles. (Associate Dean, Performance and Public Events; Divisional Coordinators)

Medium-term (2-5 years):

- Create a curricular community outreach element where students engage with a pre-college cohort focusing on performance, community presentation, ambassadorship (Associate Dean, Academic and Student Affairs)
- Introduce a required basic recording technology component to the undergraduate curriculum (Associate Dean, Academic and Student Affairs; Music technology faculty)
- Incorporate a required professional, edited audio recording as part of the recital requirements for performance stream students (Associate Dean, Performance and Public Events)
- Increase cooperation between Faculty of Music divisions to build curricular mechanisms emphasizing improvisation, creativity, and the intersections of composition and performance and research (Chair, Teaching and Learning Committee; Divisional Coordinators)
- Integrate work being done in Global Music ensembles with musicianship training practices (listening, movement, rhythm, embodiment) (Chair, Teaching and Learning Committee; Ethnomusicology and Music Theory faculty)
- Build student engagement with the Toronto Music Entrepreneurship Exchange, to strengthen career preparation around networking, creative presentation, event and professional promotion (SRDO)

Long-Term (5+ years):

- Continue to develop community outreach programs with new partnerships (Dean; Associate Dean, Performance and Public Events; Divisional Coordinators)
- Seek funding opportunities through Advancement (Director of Advancement)
- Assess contemporary advancements in technology and student interest in technology; possible new programs or requirements (Associate Dean, Academic and Student Affairs; Music technology faculty)

## 6. Graduate program requirements and structure

*The reviewers noted high time-to-completion rates in the DMA, and recommended that the program be streamlined and possibly re-designed as a three-year degree.*

Redesigning the DMA as a three-year program is an intriguing proposal, but we hesitate to do so for a number of reasons. Chiefly, the DMA at U of T stands apart from professional doctoral programs offered by peer institutions in the insistence upon both first-rate performance and scholarly capacities. Reducing the degree to a three-year program may mean compromising one of these two areas. The program has established a distinguished reputation through which it has successfully attracted students and placed many of them in academic positions. In addition, the program in its current form meets with U of T's current doctoral degree level expectations. Doing so in three years would be very challenging.

However, time to completion is an ongoing concern which we are working to address. While it is difficult to assess the efficacy of our most recent structural changes of the second required research course since the change was coincidental with the Covid pandemic, we are planning to further refine the process. In particular, we are in the process of converting the introductory research skills course taken by all DMAs to a one-year class (to be launched in 2022-23) that will better support basic research and writing skills on DMA students. The second course in the sequence will take a more directed approach to project development, both facilitating proposal writing through in class exercise and increased interaction with thesis supervisors. Our expectation is that students will be better prepared to carry out this work and that it can proceed in a smoother arc. This modification, further, would involve increasing the credit value of the first class by .5 FCE, which will replace one seminar requirement before Candidacy. As outlined above, a shift in admissions practices for the DMA along with the creation of the post MMus performance certificate (non-research) would lighten the supervisory demands on faculty and facilitate better supervision for DMA students. We believe this option will also result in DMA cohorts that are better suited for research demands of the program, since elite players who are not as interested/skilled at research and writing will have another performance focused option.

*The reviewers recommended a close look at the graduate programs to support inclusion, including re-consideration of the language requirements, to support a diverse range of student projects and reduce barriers to graduation.*

The language requirements have been a point of contention for many years. Musicology, Theory, and Ethnomusicology have worked hard to arrive at requirements that the faculty feels are necessary for students to become develop as scholars and as competitive candidates for positions in their respective fields. Pressure to change these requirements in these programs would probably be met with resistance. In the DMA, on the other hand, we have discussed rethinking the requirements, in particular, the restriction currently in place on using the student's native language (if not English) to satisfy the requirement. This prohibition seems unnecessary for performers, all the more so if their native language (often French) is relevant for their research/performance interests. We are certainly open to further discussion of the need for language requirements in relation to specific areas/projects. There are currently several possible pathways for DMA students to satisfy the language requirement and it hasn't proven to be as significant a barrier to graduation

as have other challenges. We might consider revising the requirement that a student cannot use their first language to satisfy this requirement, especially if that language is pertinent to the research. A broader approach could be to eschew the 2<sup>nd</sup> language proficiency requirement unless the research demanded it. This has been seen as inequitable but is not significantly different from some projects requiring research ethics protocols while others do not.

### **Implementation Plans:**

#### Actions already taken:

- Revised DMA application process to facilitate better academic assessment of DMA applicants (Associate Dean, Graduate Education; Associate Dean, Performance and Public Events)
- Established funding guidelines for performance areas to control expenditures and target key areas of growth with strategic direction of funds (Associate Dean, Graduate Education; Associate Dean, Performance and Public Events)
- Initiated internship course for MMus students to enhance experiential learning (Associate Dean, Academic and Student Affairs; Associate Dean, Graduate Education; Associate Dean, Performance and Public Events)

#### Near-term (1-2 years):

- Restructure DMA core research course sequence, MUS4800 and MUS4899 (Associate Dean, Graduate Education)
- Revisit language requirements for performance areas and research areas and modify in consultation with relevant faculty (Associate Dean, Graduate Education)
- Devise means to better support graduate writing, especially but not only for international/ESL students in all programs (Associate Dean, Graduate Education)
- Establish post-MMus performance diploma program (Dean; Associate Dean, Academic and Student Affairs; Associate Dean, Performance and Public Events)
- Reduce DMA intake in parallel with diploma program development (Dean; Associate Dean, Graduate Education; Associate Dean, Performance and Public Events)
- Continue increasing involvement of performance faculty with dissertation projects (Associate Dean, Graduate Education; Associate Dean, Performance and Public Events)
- Hone TA training both for students and supervising faculty (Associate Dean, Academic and Student Affairs; Associate Dean, Graduate Education)
- Increase graduate faculty membership (full and associate) through strategic appointments (Associate Dean, Graduate Education)
- Provide enhanced support for graduate faculty members, especially research supervisors (Associate Dean, Graduate Education)
- Reconsider balance between international and domestic students (Senior leadership)

#### Medium-term (3-5 years):

- Develop a new Centre for Popular Music Research to address interests of incoming students, strengths of new (and several continuing) faculty members, and potential to improve graduate funding through related advancement initiatives (Dean; (Associate Dean, Academic and Student Affairs)



- Focus Advancement efforts on graduate funding for performance students and research students

#### Long-term (5+ years):

- Further refine funding practices, especially for MMus in relation to area size, capacity, need, donor support, and historical yield (Dean; Associate Dean, Graduate Education; Associate Dean, Performance and Public Events)

## 7. Culture and climate

*The reviewers noted concerns regarding the culture and climate within the Faculty, concerns that have been widely publicized as of last spring; they recommended the creation of more robust policies to help students and faculty negotiate the power dynamics inherent in 1:1 teaching and learning, namely around bias, microaggressions, “consensual” relations, and sexual violence and sexual harassment.*

One-on-one instrumental/vocal performance teaching is indispensable in achieving essential learning outcomes in music study; it also brings particular challenges in terms of dynamics of power and consent in the instructional setting. Further, an element of mentorship which goes beyond the typical student-teacher relationship is critical to success in a profession which often has a variety of career development pathways. Unfortunately, these imperatives create the potential for abuse of the inherent power imbalance. We acknowledge the need to develop an updated policy that defines relationship boundaries and an agreed-upon compact between student and instructor/mentor.

The reviewers recommended considering a joint hire in partnership with central EDI and HR to add a staff member charged with human resources, ombuds-related duties, and EDI matters. We received provostial approval to hire an inaugural EDI Director as a continuing position (initially only approved as a two-year position) and are completing the search as of this writing; we hope to have our new colleague join the Faculty in the coming weeks. The presence of an in-house EDI Director, who can advise and direct students, staff, and faculty toward resources and provide supports, will contribute greatly to a positive climate and culture at the Faculty.

The Teaching and Learning Committee, along with the newly established Task Force on Equity, Inclusion and Belonging (TFEB) have started to reflect on developing a best practices document around student-faculty interaction to supplement the current policies on applied lessons. While this work is important and urgent, serious consideration of any new policy and finalization of language will only be possible after we have received and reviewed the findings and recommendations of the external Climate and Culture Review conducted by Rubin Thomlinson (to be completed in March/April 2022), and after the completion of the current search for the inaugural EDI Director. Undertaking the Climate and Culture Review and hiring an EDI Director are important steps in promoting a healthy teaching, learning and working environment, although the ultimate success of these steps will depend on having sufficient financial and staffing resources in place to operationalize new initiatives and processes. Discussions are underway about a Critical Incident Coordinator, a position that would be shared among the single department faculties.

We have initiated monthly meetings with representatives of the Faculty of Music Undergraduate Association (FMUA), Music Graduate Students' Association (MGSA), and Faculty of Music Anti-Racism Alliance (FoMARA) to discuss issues of concern to students including safety, climate, culture, and policies at the Faculty of Music and the U of T. Since arriving last summer, Dean Hisama has held nearly 100 one-on-one listening sessions with faculty, staff, alumni, and individual students in order to learn about issues of importance to the community. These conversations have provided a foundation for actions to be taken around healing and restoration at the Faculty of Music. In addition, the Dean has worked closely with a seconded staff member on numerous issues about equity, diversity, inclusion and belonging that are affecting the Faculty; this work resulted in discussions with ARAO and TFEB about initiatives to be taken in 2021-22 and beyond; a new webpage highlighting EDI work; and plans for regular communications within the Faculty about EDI initiatives.

In its second year, the Faculty of Music's Anti-Racism and Anti-Oppression (ARAO) committee, consisting of students, staff, faculty, and senior leadership, is in the midst of consultations around a draft statement of community values. A multipronged approach to these issues of climate and culture is necessary and is a priority for the Faculty of Music over the next five years. The Faculty of Music also looks forward to the outcomes of the review in 2021-2022 of the University's Sexual Violence Prevention & Support Centre and the University's Policy on Sexual Violence and Sexual Harassment.

### **Implementation Plans:**

#### Actions already taken:

- Struck new Task Force on Equity and Belonging (Dean)
- Commissioned Climate and Culture Review from Rubin Thomlinson (Dean)
- Continued work by Anti-Racism Anti-Oppression Committee including Statement of Values (ARAO)
- Worked with seconded staff member on EDI issues in the Faculty (Dean)
- Conducted search for inaugural EDI Director underway (Dean; Task Force Search Committee)
- Held one-on-one listening session meetings between Dean and Faculty of Music community (undergraduate students, graduate students, staff, faculty including full-time, part-time, adjunct, and sessional faculty) (Dean)
- Initiated regular meetings with student groups (FMUA, MGSA, FoMARA) (Dean)
- Discussed developing guidelines and policies about student-faculty interaction (Task Force)
- Organized events focused on EDI issues (e.g., workshops on bystander intervention) (Dean; ARAO co-chair)
- Worked to embed EDI within the Faculty in curriculum (Chair, Teaching and Learning Committee)
- Began building relationships with WGSI, Black Research Network, principals and deans (Dean)

Near-term (1-2 years):

- Work closely with new EDI Director (Dean, Associate Deans)
- Write EDI statement of action/commitment (Dean, Associate Deans, EDI Director)
- Coordinate activities of Teaching and Learning Committee with ARAO
- Hiring event coordinator in a more permanent role (CAO)
- Implement recommendations from climate and culture review (Dean)
- Plan annual series of events toward restoration and healing throughout academic year (Dean)
- Work with ARAO on its activities (Dean, ARAO chairs)
- Work on project of bringing new art to EJB (TFEB subcommittee)

Medium-term (3-5 years):

- Work with ARAO to expand its activities (Dean, EDI Director)
- Work on project of bringing new art to EJB (TFEB subcommittee)
- Plan annual series of events toward restoration and healing throughout academic year (Dean)

Long-term (5+ years):

- Commission art by BIPOC artists for EJB and 90 Wellesley (Dean, Task Force)
- Assess role of EDI Director and Critical Incident Coordinator (Dean, Associate Deans)

## 8. Optimized resources and innovative partnerships

The Faculty of Music is keen to establish 5-year double-degree opportunities with the Faculty of Arts & Science. At present, about 2% of Faculty of Music undergraduate students are concurrently pursuing a BA or BSc degree, but this is done at considerable cost (double tuition) and typically about 6 years of study (due to strict limitations on the number of credits that can be counted towards both degrees). The Comprehensive Studies stream within the Bachelor of Music allows students the flexibility to take up to 8.0 FCE in the Faculty of Arts & Science, and since its creation in 2006 it has grown to account for about 15% of the undergraduate population. A survey of current Music undergraduates during the 2020 self-study process suggested that about one-third would be interested in a double-degree option; outstanding applicants each year decide to go to an institution other than U of T owing to the possibility of pursuing a double degree. Challenges to establishing a double degree model are both financial and logistical, but an initial conversation with the Faculty of Arts & Science has brought a commitment to pursue this exciting possibility in the coming months.

The Faculty of Music is now in the fourth year of its collaboration with the Faculty of Applied Science and Engineering in offering a Minor in Music Performance and a Certificate in Music Technology for Engineering students. Some further growth in the Minor and Certificate are anticipated, especially with the resumption of fully in-person instruction; these offerings provide inter-divisional teaching revenue to Music along with instructor or record teaching experience for graduate students. The relationship with Engineering has not yet developed significantly on the research axis, and clear potential exists to deepen this relationship, especially in regard to music technology and possibly music and health sciences.

Music is also in the early stages of a promising new interdivisional teaching opportunity with the University of Toronto Mississauga, and we will pursue the possibility of having some of the St. George faculty teaching at UTM starting in 2023-24. We will explore possibilities with other University partners to bring additional resources to the Faculty of Music and new activities to enhance the research, teaching, and learning experiences of faculty and students. Research and event partnerships with the School of Cities (to be housed in a new building adjacent to the Edward Johnson Building) will be of particular interest to articulate over the next 3-5 years. Dean Hisama joined the School of Cities' Council of Deans in March 2022 and several faculty members from St. George and UTSC are actively involved in School of Cities and the Cultural Cities Centre now being developed.

### **Implementation Plans:**

#### Actions already taken:

- Met with UTM Vice-Dean Teaching & Learning and UTM Humanities Curriculum Committee to begin inter-divisional teaching conversation (Dean; Associate Dean, Academic and Student Affairs)
- Met with Arts & Science Vice-Dean Academic Operations on double-degree possibility and formalizing inter-divisional teaching relationship (Dean; Associate Dean, Academic and Student Affairs)

#### Near-term (1-2 years):

- Work to expand number of students in the partnerships with the Faculty of Engineering and explore opportunities for research collaborations (Dean; Associate Dean, Academic and Student Affairs; Associate Dean, Research)
- Establish inter-divisional teaching agreement with UTM and offer at least one course starting in 2023-24 (Dean; Associate Dean, Academic and Student Affairs)
- Collect information on existing partnerships at the faculty/area level either with other departments/faculties at U of T or with external partners, and examine how to expand opportunities and better communicate about them with internal and external stakeholders (Dean; Associate Dean, Academic and Student Affairs)

#### Medium-term (2-5 years):

- Establish an inter-divisional teaching agreement with Arts & Science and a five-year double degree program (Dean; Associate Dean, Academic and Student Affairs)
- Develop the inter-divisional teaching agreement with UTM and offer at additional courses (Dean; Associate Dean, Academic and Student Affairs)
- Collaborate with the School of Cities on planning research and event partnerships in advance of the completion of the 90 Queen's Park construction project (adjacent to the Faculty of Music's Edward Johnson Building) (Dean; Associate Dean, Research; Associate Dean, Performance and Public Events)

Long-term (5+ years):

- Develop the inter-divisional teaching agreement with UTM and offer additional courses (Dean; Associate Dean, Academic and Student Affairs)
- Have in place a robust inter-divisional teaching agreement with Arts & Science and a five-year double degree program (Dean; Associate Dean, Academic and Student Affairs)

## 9. Research and Creative Practice

*The reviewers noted concerns that the Faculty is not sufficiently recognized for its research and creative activities and recommended working with institutional offices to ensure recognition and communication regarding the Faculty's contributions.*

This comment highlights concerns raised in the self-study. The university's metrics for research activity are based heavily on participation and success rates in a number of SSHRC competitions. Unfortunately, this practice not only fails to recognize the successes of those faculty members in performance whose work in creation and research-creation does not lend itself to SSHRC funding, but it also leads to an underestimation of the level of both funding and research or research-equivalent at the Faculty. In recent conversations, the VPRI office has shown an interest in expanding their metrics to include additional categories (e.g., various arts councils) and new kinds of activities (creation and research creation), and some of these are already being built into new initiatives such as the Divisional Quantitative Research Strategic Planning (DQRSP).

The Faculty of Music has created the position of a Strategic Research Development Officer who is working closely with faculty, students, and postdoctoral fellows on grant applications and grants received. We are currently in the process of hiring a Research Grants Officer to build the research team at the FoM. Thanks in part to this increased administrative support, participation and success rates for tricouncil funding (SSHRC in particular) have gone up significantly over the past number of years. In tandem with increased faculty funding, we are actively working on increasing the postdoctoral presence at the Faculty of Music. Applications from two postdoctoral fellows were successful in this cycle's SSHRC postdoctoral funding competition (a 50% success rate). We are actively seeking to support new research through an inaugural seed grant competition designed to encourage the development of SSHRC projects.

An important goal for the near future will be to increase the visibility of music research at the Faculty of Music. Because of its inherent "event" character, music performance tends to eclipse music research in the public eye, in the university at large, and even within the Faculty of Music itself. Many of our research faculty are leaders in their fields internationally, and we aim to draw much greater attention to their activities so that the Faculty of Music is recognized at the U of T as a research powerhouse. As we continue to grow our research activity, we will also work actively on communicating research outcomes and successes. The new Research Grants Officer whom we intend to hire in the immediate future will play a central role in these efforts.

## **Implementation Plans:**

### Actions already taken:

- Created position of Strategic Research Development Officer (Dean; Associate Dean, Research)
- Established internal peer review procedure for research grant applications (Associate Dean, Research; Strategic Research Development Officer (SRDO) )
- Initiated seed funding competition to support faculty preparing SSHRC applications (Associate Dean, Research)
- Provided increased support to applicants and prospective supervisors to grow participation and success rates for SSHRC competitions (Associate Dean, Research; SRDO)
- Supported the international research profiles of faculty to increase postdoctoral presence (Associate Dean, Research; SRDO)
- Nominated faculty for awards and honours (Associate Dean, Research; SRDO)
- Compiled list of publications by faculty for future incorporation into new website and publicity materials (Associate Dean, Research; SRDO)

### Near-Term (1-2 years):

- Continue to work with VPRI office to optimise research metrics for the Faculty of Music (Dean; Associate Dean, Research; SRDO)
- Appoint Research Grants Officer to expand the research office (Director, Dean's Office; Associate Dean, Research; SRDO)
- Work with Director of Diversity, Equity and Inclusion in Research and Innovation (Dean; Associate Dean, Research; SRDO)
- Host high profile study days, symposia, or conferences that highlight prominent research areas at the Faculty of Music and bring international researchers to the U of T (Dean; Associate Dean, Research; Divisional Coordinators)
- Substantially increase communication about research activities, successes, and outcomes both internally and externally (Associate Dean, Research; SRDO)
- Develop strategic research plan for the Faculty of Music (Dean; Associate Dean, Research)
- Continue seed funding competition to support faculty preparing SSHRC applications
- Consolidate postdoctoral presence, including increased participation in Provost's Postdoctoral Fellows program
- Consolidate and continue to increase participation rates for SSHRC IG and IDG (or equivalent for CIHR and NSERC)
- Review existing operations of Faculty's EDUs and consider establishment of additional EDUs (e.g., a Centre for Popular Music Studies) (Dean; Associate Dean, Research)

### Medium Term (2-5 years):

- Increase international research collaborations, working with VPRI (Dean; Associate Dean, Research; SRDO)
- Hire new research faculty (Dean)
- Target applications to larger funding programs (e.g., SSHRC PG and PDG) (Associate Dean, Research; SRDO)
- Retain the current tier-1 CRC (Associate Dean, Research; SRDO)
- Further develop research-creation axis (Dean; Associate Dean, Research; SRDO)

### Long-term (5+ years):

- Increase numbers of research faculty (Dean)
- Continue to support applications to larger funding programs (Dean; Associate Dean, Research; SRDO)
- Continuing to build international research collaborations (Dean; Associate Dean, Research; SRDO)

## 10. Staff workload and complement

*The reviewers recommended exploring ways to address staff workload concerns, make strategic hires in certain areas, and align the staff complement with University norms and the specific needs of the Faculty. Numerous members of the Faculty commented on the dedication and overwork of the current staff, and stressed the importance of increasing the staff complement.*

We are in full agreement about the need to increase the current administrative complement and to recognize the extraordinary efforts of existing staff members. We aim to focus on building a culture of care and appreciation of staff at the Faculty by organizing breakfast or lunch gatherings for staff; possibly a book discussion group; participating in the True Blue program that sends a note of appreciation to staff; etc.).

In the short term, we are making some strategic hires on short-term contracts to assist in areas where there are outstanding issues affecting the community (space and facilities upgrades, for example). We have been fortunate to secure assistance from recently retired staff who have considerable expertise in areas of need. In this year's budget submission, we have requested funding for several new roles.

We have also initiated an administrative review with our local HR office to assess the current level of administrative support, compare this against other divisions of single-departmental faculties, and to assess if current classifications/remuneration are appropriate. This remains a high priority for us.

*The reviewers noted universal praise following the transfer of oversight of the Faculty library to University of Toronto Libraries and recommend exploring other options for utilizing central University support and expertise for other Faculty operations.*

The Faculty of Music (and the Music Library) strongly agree about the success of this structural change for all involved and look forward to future areas of mutual benefit (e.g., renovation/expansion of the Music Library space). Other collaborations are likely to be of smaller scale but include:

- Enhanced processes in regard to data management and security (in progress)
- Building upgrades related to security/access (in progress, following security audits of the Edward Johnson Building and 90 Wellesley)
- Software enhancements related to space booking (under review)

- Building upgrades related to accessibility; this will be of crucial importance with the upcoming building project at 90 Queen's Park which will impact the only accessible entrance to the Edward Johnson Building
- Greater adoption of central resources to promote faculty research (such as open access through T-Space; faculty research profiles)

### **Implementation Plans:**

#### Actions taken:

- New positions have been created for the following roles and recruitment efforts are underway (Dean; Interim Director, Dean's Office; Task Force)
  - Director, Equity, Diversity and Inclusion
  - Director, Office of the Dean
- A term appointment for Special Advisor on Facilities Operation, Services and Space (Dean; Interim Director, Dean's Office) Management was made to help address outstanding facilities and space issues
- Additional part-time casual appointments are being made to facilitate the creation of a new internal newsletter and the Dean's strategic events and public engagement activities (Interim Director, Dean's Office)
- Additional hires have been made in the research and advancement portfolios, as described previously (Dean; Associate Dean, Research; CAO)
- Each staff member received recognition from supervisors/associate deans/dean on Staff Appreciation Day through the True Blue recognition platform and we are in conversations with the Director of the platform on further ways in which we can recognize the contributions of staff (Interim Director, Dean's Office)

#### Near-term (1-2 years):

- The CAO and Director, Office of the Dean will work closely with the Professional Faculties Human Resources Office to undertake a review of the staff complement against comparator units, ensuring positions are appropriately classified and that levels of administrative and technical support are commensurate with the number of undergraduate and graduate students and faculty as well as the Faculty of Music's public engagement activities. (CAO; Director, Dean's Office)
- Prioritize efforts to develop new funding streams including new and enhanced inter-divisional teaching opportunities in order to fund new staff positions (Dean)
- Coordinate nominations of staff for True Blue Award and other forms of recognition for their work at the university Director, Office of the Dean)
- Consult with staff about activities such as professional development opportunities and community activities (Director, Office of the Dean; CAO)
- Explore how to improve staff workspaces (Director, Office of the Dean; CAO)
- Plans are also underway to create a new internal newsletter to improve communications within the Faculty and highlight the accomplishments of faculty and staff
- Luncheon meetings will commence later this year with the Dean and groups of faculty and staff to share information and seek input, highlight areas of concern, and further gather information to inform future priorities



Medium-term (2-5 years):

- Strategic hires in key areas will be considered in light of priorities that will arise from the new Strategic Academic Plan (Dean; Director, Office of the Dean; CAO)
- Continue to develop funding streams in order to make new staff hires (Dean)
- Continue to develop a culture of caring and respect for staff (Director, Office of the Dean; CAO)
- Improve staff workspaces (maintenance, equipment, furniture) (CAO)

Long-term (5+ years):

- Improvements to and modernization of all staff workspaces (Director, Office of the Dean; CAO)

We appreciate having this opportunity to reflect on the changes necessary to strengthen the Faculty of Music in these critical areas.

Sincerely,

A handwritten signature in black ink, appearing to read 'E M Hisama', with a long horizontal flourish extending to the right.

Ellie M. Hisama  
Dean, Faculty of Music

cc: Daniella Mallinick, Director, Academic Programs, Planning & Quality Assurance  
David Lock, Coordinator, Academic Planning and Reviews

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

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

### **4. Institutional Executive Summary**

The reviewers praised the highly accomplished faculty complement of scholars, creators, and performers; the intensely dedicated and enterprising (though overloaded) staff; the brilliant students and alumni, with a passion for justice and a determination to prepare themselves for relevant careers; they commended the broad array of program options and course offerings; and finally they highlighted the Faculty's location in "one of the world's great urban and cultural centres," and its deep community presence through concerts, events, and outreach programs.

The reviewers recommended that the following issues be addressed: developing a strategic enrolment management plan for both graduate and undergraduate programs; exploring innovative pedagogies and practices to enhance undergraduate students' learning experience, as well as further opportunities for collaboration with other U of T divisions; conducting a review of the Mus.Bac. Performance curriculum; streamlining the D.M.A. program and possibly re-designing it as a three-year degree; taking a close look at the graduate programs with an eye to supporting a diverse range of student projects and reducing barriers to graduation; working with institutional offices to ensure recognition of and communication regarding the Faculty's research and creative contributions; creating a strategic faculty hiring and succession plan that prioritizes increasing the diversity of the complement; exploring ways to address staff workload concerns; creatively and strategically addressing space concerns; exploring options for utilizing central University support and expertise for Faculty operations in addition to the library; and creating more robust policies to help students and faculty negotiate the power dynamics inherent in 1:1 teaching and learning.

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 will provide an interim report to the Vice-Provost, Academic Programs on the status of the implementation plans, due midway between the year of the last and next site visits.

The next review will be commissioned for a site visit to take place no later than eight years from April 2022.

### **6. Distribution**

On June 29, 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 Dean of the

Faculty of Music, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance.

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan - DRAFT

---

## 1. Review Summary

<b>Programs Reviewed:</b>	Classical Civilization, HBA: Major, Minor Classics (Greek and Latin), HBA: Major Greek, HBA: Major, Minor Latin, HBA: Major, Minor Classics: MA, PhD
<b>Unit Reviewed:</b>	Department of Classics
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	Professor Andrew Faulkner, Department of Classical Studies, University of Waterloo Professor Christina S. Kraus, Department of Classics, Yale University Professor James B. Rives, Department of Classics, University of North Carolina at Chapel Hill Professor Ralph M. Rosen, Department of Classical Studies, University of Pennsylvania
<b>Date of Review Visit:</b>	May 17-18, 2021 (conducted remotely)
<b>Date Reported to AP&amp;P:</b>	April 12, 2022

## Previous UTQAP Review

**Date:** October 15 – 16, 2012

### Summary of Findings and Recommendations

#### Significant Program Strengths

- “Outstanding success” of revisions to the undergraduate programs
- “Very high” quality of teaching
- Successful expansion of the doctoral cohort
- Outstanding calibre, breadth and research productivity of the faculty
- Top tier, international ranking of the graduate program

#### Opportunities for Program Enhancement

- Fully integrating recent hires (many with expertise in ancient history) into the graduate program
- Increasing attention to diversity in future faculty hires
- Improving communication with graduate student concerns to address concerns about changes to the comprehensive exams and related elements
- Improving communication with undergraduate students
- Increasing the competitiveness of the funding packages offered to graduate students in order to improve the recruitment of top candidates

## Current Review: Documentation and Consultation

---

### Documentation Provided to Reviewers

Terms of reference; Self-study & Appendices; Previous review report including the administrative response; Access to all course descriptions; Access to the curricula vitae of faculty.

### Consultation Process

Dean, Vice-Dean Academic Planning, and Associate Dean, Unit-Level Reviews, Faculty of Arts & Science; Department Chair; Associate Chair Undergraduate; Associate Chair/Coordinator Graduate; Junior and Senior Faculty; Tri-campus graduate faculty; Undergraduate and Graduate students; Administrative staff; Chairs/Directors of relevant cognate units including Historical Studies (UTM), Historical and Cultural Studies (UTSC), Art History, Medieval Studies, and Philosophy (all A&S).

# Current Review: Findings and Recommendations

---

## 1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Objectives
  - ▶ Programs are consistent with the University's mission and with relevant Degree Learning Objectives and Requirements
  - ▶ Clear and appropriate learning outcomes, with program requirements that are well designed to achieve them
- Curriculum and program delivery
  - ▶ Appropriate structure, length, and modes of delivery
  - ▶ Effective use of departmental resources in course offerings
  - ▶ Shared course requirement across all programs is an effective and efficient way of ensuring that students have a common foundation in the subject area and in written communication skills
  - ▶ Shared course requirement across all majors provides a common foundation in essential research tools and methodologies
  - ▶ Balance between a small number of core requirements and a larger number of free-choice courses is entirely appropriate
  - ▶ *Classical Civilizations*:
    - Robust range of courses reflects current disciplinary trends; recently created courses are attractive to students, offering links to their own experiences and concerns
    - Independent study options at intermediate and advanced levels allow students to pursue their own research ideas; capstone courses ensure that every major has a robust research experience
  - ▶ *Classics / Greek / Latin*:
    - Well-designed programs include foundational courses and a capstone course designed to enhance command of the language, with a number of free-choice courses at various levels
    - Required foundational and capstone courses are fairly uncommon for language-focused major programs in Classics, but serve valuable functions of ensuring a basic grounding in information and skills outside language mastery and providing a shared experience for all students
    - Department offers an excellent range of courses at the 300 and 400 levels
    - Concurrent teaching of 300 and 400 level Greek and Latin courses allows the department to offer a wide range of courses with maximum efficiency
    - Reviewers note that it is exceptional to offer two advanced courses in both Greek and Latin every semester; this range of advanced language offerings gives

students an unusual breadth and a depth and makes them highly competitive for top-level graduate programs across North America

- Majors in Classics, Greek, and Latin and minors in Greek and Latin provide students with the maximum number of program options, given the range of courses that the Department would be expected to offer
- Innovation
  - ▶ Ample opportunities for learning beyond the classroom and for research experiences; faculty members with active archaeological field projects provide outstanding opportunities for experiential learning
- Accessibility and diversity
  - ▶ Department has developed several new initiatives intended to reduce practical and financial barriers to the study of Greek and Latin
  - ▶ Offering language instruction beginning at the elementary level helps to make programs more accessible and inclusive
- Assessment of learning
  - ▶ Assessment of learning is appropriate and in keeping with the best practices of the field
- Student engagement, experience and program support services
  - ▶ High morale and a strong sense of community among “articulate, thoughtful, and balanced” undergraduate students
  - ▶ Strong agreement among students that the department is very welcoming and that there are plenty of opportunities to engage in extracurricular activities and connect with peers
  - ▶ Students praised small class sizes and the efforts of course instructors to maintain high-quality instruction during the pandemic
  - ▶ Program structure, length, and modes of delivery are all clearly communicated in the Faculty Calendar
- Quality indicators – undergraduate students
  - ▶ Noting the lack of hard data for comparison, reviewers’ impression is that current program and course enrolments compare favourably with other Classics departments

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

- Curriculum and program delivery
  - ▶ Greek/Latin programs emphasize textual analysis, with “rather less emphasis on formal research projects”
  - ▶ Reviewers note that the quality of Greek and Latin language courses is generally very high, but observe that elementary and intermediate courses use very traditional methods of instruction and textbooks intended for “intensive courses geared to highly motivated students interested in mastering an ancient language in a short period of time”

- ▶ Some undergraduate students commented on difficulty fitting all course requirements within an academic year, and a desire for more upper-level courses to be offered in the summer
- Student engagement, experience and program support services
  - ▶ Distinctions between the Greek major/minor, Latin major/minor, and Classics (Greek and Latin) major are not always clear to students
  - ▶ Students noted room for improvement in elementary and intermediate language instruction, reporting challenges for students with different learning styles
  - ▶ Some students noted that “expectations in some classes were too high and characterized by an almost adversarial atmosphere emphasizing what they don’t rather than what they do know”

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ Continue adding to the range of courses offered, including topics such as ancient slavery, race and ethnicity, cross-cultural interactions, reception, and archaeology
  - ▶ Rethink the mode of elementary language instruction in Latin and Greek, to improve program retention and to help increase diversity
  - ▶ Continue exploring possibilities for increasing the range of summer course offerings
  - ▶ Consider adding a more substantial research component to Greek and Latin capstone courses
  - ▶ Reviewers observe that adding tutorials to large 200-level courses would be beneficial, but note concern about redirecting resources from more advanced courses that “play an important role both in achieving the learning outcomes for the different majors and in fostering the close sense of community that currently exists”
- Innovation
  - ▶ Encourage and facilitate student participation in faculty archaeological field projects
- Student engagement, experience and program support services
  - ▶ Extend program outreach/recruitment activities beyond campus, into high schools
  - ▶ Leverage connections (e.g., with the Ontario Classical Association) with other organizations to promote the study of the ancient Greek and Roman world among secondary school students

## Graduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Department “without doubt offers the premier PhD program in Classics in Canada,” with high reputation internationally
  - ▶ First-class faculty members provide outstanding supervision



- ▶ Many opportunities for students to engage in interdisciplinary research, with notable strengths in ancient philosophy
- Objectives
  - ▶ Graduate programs' structure is consistent with the University and Faculty's mission as well as Department's academic plans
- Admissions requirements
  - ▶ Admission requirements are appropriate for completion of the programs as currently formulated
- Curriculum and program delivery
  - ▶ Curriculum maintains a strong emphasis upon philological training, "in line with traditional methodological approaches in the discipline that prioritize a particular type of language training"
  - ▶ Efforts made since last review to tailor students' language training in different streams (e.g., reducing the grade needed to be reached in the language exams) seen as a positive step
- Assessment of learning
  - ▶ Recently established rubrics for grading some exams praised by students as a positive step
- Student engagement, experience and program support services
  - ▶ Students who had advanced beyond exams to working on dissertations expressed "universal satisfaction" with their relationships with supervisors
- Quality indicators – graduate students
  - ▶ Students in the program are active in publication and competitive for external grants and fellowships
- Student funding
  - ▶ Department does an excellent job of maximizing its resources to provide funding packages that exceed the Faculty minimum, by supplementing the standard package with awards, fellowships, and research assistantships

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

- Overall quality
  - ▶ Reviewers note the need and opportunity for reform in the graduate program
- Objectives
  - ▶ Reviewers note evident tension between the "traditional and limited conception of Classics as requiring a certain type and level of training in both Latin and Greek," and the reality that the discipline now contains many subfields that are not primarily philological
  - ▶ Emphasis on philological training across all program streams is a concern for both faculty and students; reviewers note comments regarding both dissatisfaction with current degree requirements and intellectual assumptions, and serious worries about changing them
  - ▶ Faculty and students across all streams appreciate the value of language training; many feel that other methodological competencies should be given equal value

- Admissions requirements
  - ▶ Some faculty expressed concern that current language requirements prevent them from admitting talented students with diverse methodological backgrounds and research interests, due to concerns that the students “would not thrive in the current program structure”
- Curriculum and program delivery
  - ▶ Students and many faculty members expressed strong dissatisfaction with the current program structure, particularly language requirements; recent program changes “have not gone far enough to address the structural tensions in the graduate programs”
  - ▶ Students and faculty commented that language training should be balanced with other methodological approaches
  - ▶ PhD students expressed concerns that the structure of required courses and exams is overly complicated, noting that learning outcomes are unclear and that qualifying exam requirements in certain streams are redundant with knowledge tested earlier in the program
  - ▶ Language qualifying exams in both Greek and Latin noted as a major source of tension for students and faculty, and can be limiting for students whose research focus emphasizes non-text-based methodologies or on other ancient languages
  - ▶ First-year language requirements seem cumbersome
  - ▶ High number of examinations and requirements in the first years of study lead to students entering program streams and beginning work on their thesis later than at other institutions
  - ▶ Curriculum seems out of step with recent developments in the discipline
  - ▶ Reviewers note comments that program streams, “while positive in many respects, can make interdisciplinarity and innovation very challenging, even impossible”
  - ▶ Faculty and students expressed a desire for more clearly separated degree requirements for students in different streams, but simultaneously a desire to increase interdisciplinary interaction
- Assessment of learning
  - ▶ Students commented that expectations for success in examinations were not always clear or consistent
- Student engagement, experience and program support services
  - ▶ Students expressed concerns that program requirements and learning outcomes are unclear, and that the program is “inordinately intense, especially in the early years”
  - ▶ Many students noted feeling unprepared for Greek and Latin exams and required coursework, even those entering the PhD program after completing a master’s degree
  - ▶ Reviewers note students’ low morale and dissatisfaction with their programs, noting that “this mood seems to reflect a trend across North American graduate programs in all humanities fields”
  - ▶ Students commented on an “adversarial relationship” with faculty, especially in the earlier years, due to concerns and stress about program requirements and workload

- ▶ Reviewers note student comments regarding program rules and requirements being arbitrarily or inequitably applied
- ▶ Students value the teaching experience they gain through their programs but expressed concerns that teaching workload expectations are burdensome, in some cases impeding progress on their dissertation
- ▶ Students commented that the number of required courses is too high, and ultimately distracts from research and development of their dissertation topic
- Student funding
  - ▶ Level of graduate funding does not allow the department to compete with comparable US institutions for top students
  - ▶ Students are “routinely confused” about the makeup and structure of funding packages
  - ▶ Reviewers note concerns regarding unequal assignment of teaching requirements within student funding packages; “it becomes obviously inequitable for some students to have more distractions (especially during the dissertation years) than others”

The reviewers made the following **recommendations**:

- Objectives
  - ▶ Reviewers recommend a review of graduate program’s underlying conceptions, including the assumption that thorough philological training, as a key to a distinguished career as a classicist, is effective for and reflective of all graduate students in the department
  - ▶ Re-evaluate the core mission of the department’s graduate training to include a less rigid conception of what it means to be a distinguished classicist, and how this conception may vary across disciplinary subfields represented by program streams
  - ▶ “Non-Language streams should be able to cultivate their subfield(s) without the sense that they are always falling short of a philological ideal”
  - ▶ Develop graduate training in areas such as reception studies, black, indigenous, and Latinx Classics, to ensure programs remain in step with recent developments in the discipline
- Curriculum and program delivery
  - ▶ Undertake a full review of the structure of its graduate programs with a view to streamlining the requirements and introducing more differentiation and flexibility in language requirements between program streams
  - ▶ Re-evaluate the role played by GRK/LAT 1000 as program requirements
  - ▶ Encourage interdisciplinary intellectual engagement across program streams, e.g., through department-wide seminars, workshop/lecture series, or cross-stream course requirements
- Accessibility and diversity
  - ▶ Rethinking language requirements would allow for more diversity in admissions, including more students from non- traditional backgrounds
- Assessment of learning

- ▶ Consider alternatives to traditional reading-list examinations as methods for evaluating language competency, particularly for students in non-literature streams
- ▶ Clarify communication regarding evaluation rubrics and learning outcomes for exams
- ▶ Re-consider underlying assumptions regarding language assessment, including expectations of student proficiency at admission, how to account for varying levels of student preparation at the undergraduate level, and how to adapt to support student resiliency and success in a transitional time for the discipline
- Student engagement, experience and program support services
  - ▶ Present program learning outcomes more clearly and systematically; consider adapting related sections of the Departmental self-study for inclusion on a student-facing website
  - ▶ Improve communication regarding rationale and enforcement of program requirements; codify requirements to avoid perception of ad hoc and arbitrary decision making
- Student funding
  - ▶ While recognizing institutional limits, reviewers observe that increased and standardized funding packages would improve recruitment and student satisfaction
  - ▶ Improve communication with students regarding funding package structure
  - ▶ Ensure student teaching workloads are distributed equitably, especially during students' dissertation years

## Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Excellent faculty provide quality instruction and supervision
- Research
  - ▶ Admirable and enviable scope, quality and relevance of faculty research activities
  - ▶ Faculty research activities are well-matched and appropriate for graduate students
- Faculty
  - ▶ Faculty complement is overall in excellent shape, currently one of the largest in North America, with an “unusually broad range”
  - ▶ Senior faculty members are international leaders in their fields; recent junior hires show equal promise
  - ▶ Faculty are impressively active both in domestic and international research projects
  - ▶ Faculty complement is robust in all subject areas, and is large enough to meet the Department's current responsibilities at both the undergraduate and graduate levels
  - ▶ Strong mid-career cohort due to a recent successful tenure and promotion cases

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

- Faculty
  - ▶ Although an indication of excellence, leadership commitments in other units may detract from faculty members' ability to participate in the department

The reviewers made the following **recommendations**:

- Faculty
  - ▶ Reviewers endorse self-study concerns about maintaining strength of the faculty complement, and support the possibility of a tenure stream hire in ancient science
  - ▶ Reviewers note that rethinking undergraduate language instruction will be a significant challenge, and strongly endorse teaching stream hire for a faculty member whose primary interest lies in the area of ancient language pedagogy
  - ▶ Ensure that mid-career faculty receive necessary support in order to build their sense of a long-term investment in the department

## Administration

*Note: Issues that are addressed through specific University processes and therefore considered out of scope for UTQAP reviews (e.g., individual Human Resources issues, specific health and safety concerns) are routed to proper University offices to be addressed, and are therefore not included in the Review Summary component of the Final Assessment Report and Implementation Plan.*

The reviewers observed the following **strengths**:

- Relationships
  - ▶ Communication between the Executive Committee and faculty members at the St. George campus functions well
  - ▶ Faculty across the three campuses interact in a collegial and collaborative manner
- Organizational and financial structure
  - ▶ The department uses its human resources effectively and economically
  - ▶ Organizational structure of both the St. George Department of Classics and the Tri-Campus Graduate Department of Classics is well-functioning and efficient
  - ▶ Staff are "clearly exceptional and essential to the smooth operating of the department"
  - ▶ Faculty, staff, and students reported that departmental meetings are conducted in a professional and collegial manner
  - ▶ Chair has enhanced communication efforts across the department, including the recent introduction of a monthly newsletter for faculty
  - ▶ Department's physical space is a strength
  - ▶ Department makes good use of its resources and is generally in a strong financial position
- Long-range planning and overall assessment

- ▶ Commendable initiatives taken to promote diversity and access for students from under-represented groups
- International comparators
  - ▶ U of T Classics is the largest and strongest Classics department in Canada, and a top department in North America

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

- Relationships
  - ▶ Faculty at UTM and UTSC expressed concerns that “communication is not ideal and that they at times feel like second-class citizens”
  - ▶ Reviewers that addressing grievances is more complicated for faculty at UTM and UTSC, as the process involves deans and chairs at multiple campuses
- Organizational and financial structure
  - ▶ Administrative work exceeds the capacity of the two full-time staff members, with the excess being taken up by executive faculty members
  - ▶ “Faculty executive positions are extremely demanding”
  - ▶ Concerns expressed that decisions can at times be taken or significantly influenced by the Executive Committee without complete transparency
  - ▶ Departmental practice of not circulating an agenda and (anonymized, if necessary) minutes for faculty-only departmental meetings struck the reviewers as unusual
  - ▶ Reviewers note the self-study’s description of unstable, “cobbled together” funds supporting high-priority initiatives to increase graduate student diversity
- Long-range planning and overall assessment
  - ▶ Reviewers raise broad questions, noting that they are common to all Classics graduate programs, regarding language assessment and underlying assumptions that “a strong technical expertise in Greek and Latin is the necessary foundation for all research and teaching in the field”; they observe that this can lead to faculty members’ dissatisfaction with students’ language competence, and students feeling that they are being held to impossible or outdated standards
  - ▶ Reviewers comment that there was very little discussion regarding graduate student placement in careers outside academia
- International comparators
  - ▶ Programs’ competitiveness with North American departments is hampered by funding (not by the excellence of the faculty or the research opportunities in the unit)

The reviewers made the following **recommendations**:

- Organizational and financial structure
  - ▶ Hire an additional part-time staff member to help with the administrative workload, and seek input from current staff members on how best to configure the duties of this position

- ▶ Communicate with faculty more regularly to improve faculty members' sense of enfranchisement in departmental decision-making
- ▶ Find ways to fully incorporate faculty at UTM and UTSC in graduate program governance, including increased communication efforts and appointing UTM/UTSC faculty to leadership roles in the Department
- ▶ Take steps to increase transparency and inclusion in departmental governance processes, including more regular communication and through circulation of the agenda and minutes of faculty-only departmental meetings
- ▶ Reviewers strongly recommend that additional, stable funding be provided to support initiatives in equity, diversity, and inclusion
- ▶ Ensure that Department's physical space is maintained
- Long-range planning and overall assessment
  - ▶ Like many Classics departments across North America, the Department has ongoing work to do in the areas of equity, diversity, and inclusion
  - ▶ Regarding the broader questions about students' language competence and underlying assumptions about what it means to be a distinguished classicist, reviewers note that these are discipline-wide issues that will take time to resolve; "but in the case of UofT's program, it would be helpful simply for the faculty to take the problem seriously and not assume it means that students are unwilling to work hard or are in some way linguistically irremediable"
  - ▶ Career placement issues, and the possibility of careers outside academia, should be addressed "early and frankly in advising meetings"
- International comparators
  - ▶ Graduate programs at Stanford University and the University of Pennsylvania "have thought long and hard about what 'Classics' means and how it can meet the increasing challenges facing the humanities"; both programs have recently refined program requirements to allow students to fulfill specialist requirements while still receiving a Classics PhD, a potential model for U of T Classics



## 2. Administrative Response & Implementation Plan

50

UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

March 11, 2022

Professor Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto

### **Re: UTQAP cyclical review of the Department of Classics**

Dear Professor McCahan,

Along with the faculty, staff and students of the Department of Classics, I am pleased with the external reviewers' assessment of the department and its undergraduate and graduate programs: Classical Civilization, Hons. B.A. (Major, Minor); Classics – Greek and Latin, Hons. B.A. (Major); Greek, Hons. B.A. (Major, Minor); Latin, Hons. B.A. (Major, Minor); Classics (M.A., Ph.D.). The reviewers complimented the department as “*the largest and strongest in Canada and a top department in North America*” with “*excellent faculty, who provide students quality training in both the undergraduate and graduate programs and supervision.*”

The quality of this program notwithstanding, as per your letter dated December 9, 2021, the review report raises a number of issues and challenges. I am writing to address the areas of the review report that you identify as key. The responses to these items and implementation plan are separated into immediate- (six months), medium- (one to two years), and longer- (three to five years) term, along with who will take the lead in each area. Where appropriate, I have identified any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them. The Dean's office has discussed the reviewers' comments through consultation with the Chair of the Department of Classics to develop the following implementation plan incorporating the reviewers' recommendations.

### **Implementation Plan**

**The reviewers made two recommendations with a view to supporting equity, diversity, and inclusion in the undergraduate programs:**

- **They recommended that the department continue expanding the range of topics covered in undergraduate courses, suggesting ancient slavery, race and ethnicity, cross-cultural interactions, and reception as possibilities.**

**Immediate-term response:** Since the review, the Department added three new undergraduate courses that broaden diversity and embed equity and inclusion in their curricula: CLA317H1



Greek and Roman Colonialism (to be offered in Spring, 2022), CLA217H1 Marginal Identities in the Ancient Mediterranean, and CLA315H1 Insiders-Outsiders: Being Greek in the Roman Empire (both to be offered in 2022-23).

**Medium-term response:** The Department will undertake a full review of its undergraduate curriculum in 2022-23. The Dean's office will connect the Department with the Curriculum Development Specialist, based in the Office of the Vice-Provost, Innovations in Undergraduate Education, and support this curricular review with additional resources offered by the Teaching and Learning Office within the Dean's office. The Dean's office will also ensure that the Department is aware of the equity, diversity, and inclusion workshops (particularly those addressing equity in curricula, content, and pedagogy) and other resources offered by the Centre for Teaching Support & Innovation.

**Longer-term response:** The Department has embedded attention to EDI into its annual review of curriculum. The Department's Equity and Diversity Working Group will review new and existing offerings annually and make recommendations to the Curriculum Committee, which votes on curricular revisions each Fall.

- **They observed that “the mode of instruction in the elementary and intermediate language courses is very traditional” and recommended rethinking undergraduate language instruction, noting recent developments in this area.**

**Immediate-term response:** The Dean's office will connect the Classics Department with language pedagogy experts in other departments, as other departments have been developing new and very effective models for language instruction. The Dean's office will explore the possibility of establishing a Community of Practice in language pedagogy, through consultation with departments with language learning, the Faculty's Office of Teaching and Learning, and CTSI. The Faculty currently hosts a general Community of Practice, in which instructors share teaching practices and strategies (through presentations) across fields and disciplines. A forum dedicated to language instruction may better support and accelerate the pace of curricular reform and pedagogic change in these departments.

**Medium-term response:** The Department Chair intends to propose to the Department that they seek permission to search for a full-time teaching stream position in introductory Greek and Latin language pedagogy at their Fall 2022 faculty meeting. If endorsed by the faculty, the Chair will submit the request to the Faculty Appointments Committee (FAC) during the annual call, in Winter 2023. The FAC reviews all requests for new positions across all sectors in Arts & Science (Humanities, Social Sciences and Sciences) and makes recommendations to the Dean regarding which requests should be granted. The FAC's broad perspective is important as it is necessary to consider all requests relative to the needs of the entire Faculty, not a department in isolation.

**The reviewers recommended exploring the possibility of increasing the range and number of undergraduate courses offered in the summer session.**

**Immediate-term response:** Currently, the Classics Department offers a strong slate of courses in summer that span 100-series to 300-series courses (and occasionally a 400-series course) and includes all of the core language offerings in first- and second-year Latin and Ancient Greek language, as well as a number of Classics courses (in total 15 half courses in 2021, 14 in 2020 and 2019). Current enrolment patterns indicate that there is no untapped student demand for a broader set of summer offerings. If such a demand arises, the Department will revisit its current strategy.

As summer courses are not part of a student's tuition, nor are they part of a faculty member's regular teaching workload (and hence involve extra costs and revenue), a summer course with low enrolment would operate at a loss. The Faculty's Registrar and Vice-Dean, Undergraduate regularly monitor enrolment patterns and actively engage with units to ensure that they are aware of excess demand for courses offered in fall/winter, which could be viable if offered in summer.

**Medium-term response:** The Department and Faculty will continue to actively review evolving enrolment patterns and student demand for summer offering opportunities.

**The reviewers recommended a re-evaluation of the core mission of the department's graduate training "to include a less rigid conception of what it means to be a distinguished classicist," noting tension between a more traditional conception of the discipline ("as requiring a certain type and level of training in both Latin and Greek") and opportunities for growth in newer, more broadly conceived subfields requiring students to master an array of different methodologies.**

**Immediate-term response:** The Department has fully committed to reviewing the curriculum of their graduate programs, with the objective of developing curricular requirements that are appropriate to the student's stream, which should improve student experience and time-to-completion. This process is well underway; see next point below.

**Medium-term response:** See response to next point, below.

**The reviewers observed strong dissatisfaction with graduate program structures among students and some faculty, noting "inordinately intense" and complicated program requirements, unclear learning outcomes, and current language requirements as particularly problematic. They recommended a full review of program structures "with a view to streamlining the requirements... and introducing more differentiation and flexibility in language requirements between the different streams."**

**Immediate-term response:** The Department began a thorough and intensive review of its graduate programs in August 2021, which has extended throughout this academic year. The review has involved considerable consultation and high-level discussions among the faculty and

graduate students, both by stream and as a whole. These efforts have been spearheaded by a Graduate Program Review Committee and several stream specific sub-committees struck to undertake the curricular review. Through consultation, the Faculty, the School of Graduate Studies and the Vice-Provost, Academic Planning offices have all supported this endeavor.

The Department is making excellent progress in re-assessing and differentiating the program requirements by stream, clarifying learning outcomes, and introducing greater differentiation and flexibility in language requirements across streams into their curricula. As part of this process, they developed a new statement of the core mission of the graduate program (which they will include on their website).

**Medium-term response:** The Department anticipates completing the curricular review with revisions submitted through governance in 2022-23, for implementation by September 2024.

**The reviewers noted very little discussion regarding graduate students' pursuit of nonacademic careers, and recommended ensuring that career and placement issues be addressed in advising meetings.**

**Immediate-term response:** The Faculty offers a “Pathways for PhDs” workshop series, focusing on career exploration and skill translation for graduates beyond the academy. We will connect the Coordinator, Graduate Student Professional Development, with the Department of Classics to explore unit-specific resources and strategies to address career and placement issues for their students.

Within the Department, for the past two years the Department's graduate placement officer has organized an annual panel with alumni/ae who have gone on to non-academic jobs. These have been very successful, and the Department intends to continue them.

**Medium-term response:** The Department intends to keep better track of its alumni/ae with the help of their new administrative assistant in Outreach and Communications (see below).

**The reviewers commented that the current level of graduate funding does not allow the department to compete with comparable institutions for top students; they noted that increased and standardized funding would improve recruitment and student satisfaction.**

**Immediate-to-medium term response:** The Faculty has prioritized graduate student funding. In 2019-20, we began a three-year program to increase graduate student funding, boosting the base funding package by \$1,500 over three years (\$500 per year). By 2021-22, base funding was at least \$18,500, plus tuition and fees. The Faculty recently (2021) affirmed a commitment to increase base funding by another \$1,500 over the next three years. In addition, the Faculty created Program-Level Fellowships (PLFs) in 2017, currently equivalent to \$1,000 per student in the funded cohort. PLFs are provided directly to students in accordance with the academic priorities and goals of each graduate unit; these priorities are determined through annual consultation with faculty, students and staff. To better communicate the ways in which units

choose to disburse these funds, Unit-level PLFs for 2020-21 and 2021-22 are now published on the Faculty of Arts & Science, Graduate Students webpage. Finally, Vice-Dean, Graduate Education and Vice-Dean, Research communicates student funding best-practices cyclically to Chairs and provides unit-level consultation on funding.

The Department has sought ways to improve graduate student funding from all possible sources: through targeted fundraising, through RAships and RTships paid for out of faculty research grants (and in some cases out of the department operating budget), through support for student grant applications, and through energetic pursuit of Faculty and University recruitment funds. Through these efforts for the past two years, they have been able to offer all students in the funded cohort at least \$27,000 above tuition and fees, one of the highest minimum funding packages in the Humanities units of the Faculty.

Finally, the Associate Chair, Graduate developed a webpage outlining student funding packages and the various sources (departmental and extra-departmental) of possible funding for prospective students. The Department plans to reorganize the website to make that more visible to current students and their supervisors.

**Regarding departmental initiatives in equity, diversity, and inclusion: The reviewers strongly recommended providing additional funds to support these initiatives, noting that funding for such projects has been limited and unpredictable.**

**Immediate-term response:** The department has undertaken a number of initiatives around EDI in the past several years. These include a bursary for summer language study for students from groups under-represented in the field, a Diversity Fellowship for two years (MA) or four years (PhD) of funding for diverse graduate students, an Inclusive Language Learning Award (providing a year of tutoring for a student in our introductory language courses), and the annual New Voices Lecture (to amplify both the voices of up-and-coming scholars in the field of classics and ancient voices that are less often heard).

With the support of the Faculty Finance Office, the Department has recently taken measures to regularize this funding. The Department's budget now explicitly identifies Diversity and Outreach, which will enable more transparent and accurate budgeting and facilitate longer-term planning. In December 2021, with the help of the FAS Office of Advancement, the Department launched a fund-raising campaign specifically to "Help us diversify Classics" and make study of the ancient world more widely accessible, which is a Departmental priority.

**Medium-Term response:** The Faculty has been very active in this area as well, increasing financial support for students to improve equity, diversity, and inclusion. For example, departments can receive additional funds to recruit Black and Indigenous PhD students (through Recognition of Excellence awards). The School of Graduate Studies has also been active in this area, with the recent launch of a Master's Inclusivity award. Looking forward, the Faculty is in the process of developing new scholarships for Indigenous, Black and other equity-deserving groups undergraduate students, which will be rolled out over the next couple of years.

**The reviewers noted some concerns regarding communication and transparency in departmental governance, particularly within the tri-campus graduate department; they commented that enhancements in these areas “would improve faculty members’ sense of enfranchisement in departmental decision-making” and recommended increased communication with faculty based at the UTM and UTSC campuses.**

**Immediate-term response:** The Tri-Campus Graduate Department of Classics (TCGDC) has initiated a standing meeting of the Chairs of the TCGDC, the Department of Historical Studies at UTM, and the Department of Historical and Cultural Studies at UTSC. Regular check-ins will help keep leadership apprised of issues that affect all three units, like potential hiring of Classics graduate faculty at UTM and UTSC, scheduling lectures and classes, and the workload of tri-campus faculty.

**Medium-term response:** Tri-campus faculty are asked to serve on all departmental committees that pertain to graduate matters and are encouraged to attend all faculty and department meetings. The Chair will endeavour to achieve tri-campus faculty representation on graduate committees, such as the Graduate Examinations Committee and Graduate Admissions and Scholarship Committee. In 2021-22, tri-campus Department meetings were held in a hybrid format to enable attendance by faculty who were unable to be on campus (meetings in 2020-21 were entirely online). The Department intends to continue with a hybrid format going forward, as this made meetings more accessible to all faculty.

**The reviewers noted that the department’s “clearly exceptional” staff members are currently working at capacity, and that excess administrative work is taken up by faculty in leadership roles; they recommended the addition of a part-time staff member to balance the administrative workload.**

**Immediate-term response:** In September 2021 the Department welcomed a new Business Officer, following the retirement of their long-serving (and award-winning) Business Officer.

The Faculty’s Administrative HR office reviewed a request for an expansion of the Department’s staff complement and granted the Department a new 80 percent position of Administrative, Outreach and Communications Assistant to the Chair, which was filled in January 2022. This addition to the staff complement will alleviate some of the burden on Department leadership and rebalance administrative workload.

**Medium-and Longer-term response:** The Department and Faculty will continue to work together to ensure that the Department is appropriately staffed.

The Dean's office will monitor the implementation of recommendations through ongoing meetings with the Chair, as well as the A&S unit-level planning process. A brief report to the Office of the Vice-Provost, Academic Programs, midway between the May 17-18, 2021 site visit and the year of the next site visit will be prepared.

The year of the next review will be no later than the 2028-29 review cycle.

To conclude, we appreciate that the external reviewers identified the Department of Classics' strengths and noted a few areas for development. The Department has already begun to move forward with plans to address the recommendations as presented by the reviewers.

Sincerely,

A handwritten signature in black ink that reads "M Woodin". The signature is written in a cursive, flowing style.

Melanie Woodin  
Dean, Faculty of Arts & Science  
Professor, Department of Cell & Systems Biology

cc.

Victoria Wohl, Chair, Department of Classics, Faculty of Arts & Science  
Gillian Hamilton, Acting Vice-Dean, Academic Planning, Faculty of Arts & Science  
Daniella Mallinck, Director, Academic Programs, Planning & Quality Assurance, Office of the  
Vice-Provost, Academic Programs  
Andrea Benoit, Academic Review Officer, Office of the Dean, Faculty of Arts and Science

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

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

### **4. Institutional Executive Summary**

The reviewers praised the department as the largest and strongest Classics department in Canada, and a top one in North America; they noted high student satisfaction in the undergraduate programs, which are well-designed with an impressive range of language offerings and ample opportunities for research experiences and learning beyond the classroom; they highlighted the outstanding graduate students who are active in publication and competitive for external grants and fellowships, and the excellent, productive faculty who provide top quality training and supervision; finally, they noted that the department is well-functioning and generally in a strong financial position, has exceptional full-time staff, and does an excellent job of maximizing resources to provide graduate students with funding that exceeds the Faculty minimum. The reviewers recommended that the following issues be addressed: supporting equity, diversity, and inclusion in the undergraduate programs by continuing to expand the range and rethinking undergraduate language instruction in light of recent developments in the area; increasing the range and number of undergraduate courses offered in the summer session; re-evaluating the core mission of the department's graduate training "to include a less rigid conception of what it means to be a distinguished classicist," noting tension between a more traditional conception of the discipline and opportunities for growth in new and more broadly conceived subfields; addressing student and faculty dissatisfaction with graduate program structures with a view to streamlining overall requirements and introducing more flexibility in the language requirements; ensuring that career and placement issues be addressed in graduate advising meetings; exploring ways to increase and standardize graduate funding to improve recruitment and student satisfaction; identifying additional funds to support EDI initiatives; addressing concerns regarding communication and transparency in departmental governance and increasing communication with UTM and UTSC-based faculty; and exploring the addition of a part-time staff member to balance the administrative workload.

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, as well as the A&S Unit-Level Academic Planning process. A brief report to the Office of the Vice-Provost, Academic Programs on the status of the implementation plans will be prepared midway between the May 2021 site visit and the year of the next site visit.

The next review will be commissioned no later than the 2028-29 review cycle.

## **6. Distribution**

On June 29, 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 Dean of the faculty of Arts and Science, 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 Unit.



# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan - **DRAFT**

## 1. Review Summary

<b>Programs Reviewed:</b>	Physics, Hons. BSc: Specialist, Major, Minor Biological Physics, Hons. BSc: Specialist, Advanced Physics Stream Biological Physics, Hons. BSc: Specialist, Biochemistry Stream Biological Physics, Hons. BSc: Specialist, Immunology Stream Biological Physics, Hons. BSc: Specialist, Physiology Stream Physics, MSc, PhD
<b>Unit Reviewed:</b>	Department of Physics
<b>Commissioning Officer:</b>	Dean, Faculty of Arts and Science
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Susan Allen, Associate Dean of Science and Professor, Department of Earth, Ocean and Atmospheric Sciences, University of British Columbia</li> <li>2. David Campbell, Professor, Department of Physics, Boston University</li> <li>3. Steven Rolston, Professor and Chair, Department of Physics, University of Maryland</li> <li>4. Rick Van Kooten, Executive Dean, College of Arts &amp; Sciences and Professor, Department of Physics, Indiana University Bloomington</li> </ol>
<b>Date of Review Visit:</b>	June 17-18, 2021 (conducted remotely)
<b>Date Reported to AP&amp;P:</b>	April 12, 2022

## Previous UTQAP Review

**Date:** February 25-26, 2013

### Summary of Findings and Recommendations

#### 1. Undergraduate Programs

The reviewers observed the following **strengths**:

- Innovative first-year physics course for life sciences students

The reviewers made the following **recommendations**:

- Enhancing the undergraduate curricular delivery

#### 2. Graduate Programs

The reviewers observed the following **strengths**:

- Outstanding and unique graduate program

The reviewers made the following **recommendations**:

- Remaining sensitive to issues associated with the tri-campus graduate program
- Adding graduate mini-courses on technologies that cross sub-disciplines, such as common instrumentation techniques
- Admitting and providing support to international graduate students

#### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Notable and diverse research programs

The reviewers made the following **recommendations**:

- Strengthening the faculty complement

#### 4. Administration

The reviewers observed the following **strengths**:

- High morale of faculty, students, and staff
- Strong relationships with other units both within and external to the University

The reviewers made the following **recommendations**:

- Examining undergraduate and doctoral program time-to-completion
- Reviewing administrative and research support staffing

## Current Review: Documentation and Consultation

---

### Documentation Provided to Reviewers

Terms of reference; Self-study & Appendices; Previous review report including the administrative response; Access to all course descriptions; Access to the curricula vitae of faculty.

### Consultation Process

Dean, Vice-Dean Academic Planning, and Associate Dean, Unit-Level Reviews, Faculty of Arts & Science; Department Chair; Associate Chair for Undergraduate Studies; Associate Chair for Graduate Studies; Junior and Senior Faculty; Tri-campus graduate faculty; Undergraduate and Graduate students; Administrative staff (Finance & HR; Facilities & Projects; Undergraduate Teaching Administration; Graduate Teaching Administration; Research Administration & Library); Chairs/Directors of relevant cognate units including Division of Engineering Science (Engineering), Astronomy & Astrophysics, Chemistry, School of the Environment, Philosophy, Earth Sciences, Mathematics (all A&S).

## Current Review: Findings and Recommendations

---

### 1. Undergraduate Program

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Undergraduate program “world-class” quality
- Admissions requirements
  - ▶ Various undergraduate programs are robust, with roughly 860 students enrolled
- Curriculum and program delivery
  - ▶ Teaching Stream faculty critical to success and quality of the undergraduate program
  - ▶ Curriculum typical of major research university, with appropriate number of required physics courses, as well as math requisites
- Student engagement, experience and program support services
  - ▶ Students very happy with the undergraduate program
  - ▶ Students generally report positive experiences in upper-level lab courses
  - ▶ Students appreciate pandemic-related recorded lectures allowing asynchronous access to material, and suggested that this might continue if possible (though reviewers note that this could be a burden on faculty, and require substantial technology investments)

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

- Curriculum and program delivery
  - ▶ Students express some concern about utility and timing of required math courses
- Student engagement, experience and program support services
  - ▶ Undergraduates indicate that it can be difficult for first and second-year students to find research opportunities

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ Program requires updates in computer science, statistics and data science
  - ▶ Re-evaluation of math requirements and their integration into curriculum could be helpful
  - ▶ Reviewers support tentative plans to add computing to curriculum, for example a Python course early on in the sequence
- Student engagement, experience and program support services
  - ▶ "Having opportunities for the best students to be engaged in four years of research is something that the department should strive to make possible"

## 2. Graduate Program

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Graduate program is strong and highly ranked, with about 65% of MSc students continuing on to PhD program
  - ▶ Graduate program critical to research and teaching excellence of department
- Curriculum and program delivery
  - ▶ Overall ratio of students to potential advisors consistent with most peer institutions
  - ▶ 2016 reduction in PhD course requirements generally applauded by faculty and students
  - ▶ Number and range of courses listed seems appropriate for size and quality of graduate program and faculty
  - ▶ Department has developed "modular courses" to help maintain breadth with limited number of faculty
- Student engagement, experience and program support services
  - ▶ PhD attrition rate consistent with peer and peer-plus institutions
  - ▶ PhD students generally satisfied with processes for measuring their progress
  - ▶ Widespread student enthusiasm for advising and support provided by graduate staff
- Quality indicators – graduate students
  - ▶ Quality of students judged by admissions, qualifying exams, and completion rates remains high

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

- Admissions requirements
  - ▶ Limitations on number of international applicants and end of provincial support for increased graduate enrolments have made attracting top candidates more difficult, and put pressure on individual faculty research grants to support students
- Curriculum and program delivery
  - ▶ Significant program growth between 2012 and 2020 (from 168 students to 219), without corresponding increase in tenure stream faculty, has increased the research supervisory burden
  - ▶ Not yet clear if reduction of PhD course requirements will achieve intended goal of reducing Time-to-Completion
  - ▶ Varying offerings from year to year may force students to take courses not related to their research
  - ▶ No new modules have been offered since 2016, and few have been developed on cutting-edge research
- Student engagement, experience and program support services
  - ▶ Some students note that that changing mentors and thesis topics had been difficult, and that the annual supervisory committee meetings were not well-focused

The reviewers made the following **recommendations**:

- Admissions requirements
  - ▶ Admissions must be carefully monitored to ensure all five major research groups have the requisite number of students
- Curriculum and program delivery
  - ▶ Department needs to consider modular offerings carefully, and decide how to credit faculty who teach them
- Assessment of learning
  - ▶ High PhD qualifying exam passage rate likely reflects selectivity of incoming students, but still should be examined by the department
- Student engagement, experience and program support services
  - ▶ Dept should consider standardizing content of annual PhD committee meetings

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Department “is an outstanding group of researchers and teachers”
  - ▶ Earth, Atmospheric, and Planetary Physics (EAPP) group is internationally renowned and well connected with strong collaborations and numerous co-authored papers; new young faculty show strong promise to continue similar level of excellence

- ▶ Quantum Optics (QO) group is excellent, internationally known, and very active in research
- ▶ Biological Physics (BIO) group is diverse and research-active, with joint appointments and large variety of research collaborations outside the department
- ▶ Five of the six Condensed Matter Physics (CMP) group faculty are Fellows of the American Physical Society, and the group performs well in terms of publications, grant funding and other honours
- ▶ High Energy and Particle Physics (HEP) group conducts high-quality research, provides excellent training, and are respected in Canada and beyond as leaders in their fields
- Research
  - ▶ A significant strength of the experimental HEP group is their expertise and excellence in high-performance computing and development of advanced instrumentation
  - ▶ Research quality of faculty at UTM and UTSC is world class and “they are a strategic benefit to Physics at [U of T]”
- Faculty
  - ▶ Department has made some progress towards increasing faculty gender diversity since 2016
  - ▶ Teaching Stream faculty are aware of and implement active learning strategies for their courses
  - ▶ Pre-tenure faculty energetic, committed, confident and more comfortable in roles than is typical; “[U of T] Physics should be proud of this culture”
  - ▶ Balance between tenure- and teaching-stream faculty seems appropriate, given department’s size and teaching and research responsibilities

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

- Research
  - ▶ EAPP research connections to rest of the department are weaker
  - ▶ A challenge facing the CMP group is increasing cost of graduate students and post-doctoral fellows, in view of the flat levels of funding from NSERC
- Faculty
  - ▶ Currently a deficit of faculty due to departures
  - ▶ “Surprisingly low” uptake of active learning methods and other modern pedagogy in lectures by Tenure Stream faculty
  - ▶ Teaching Stream faculty are unable to have graduate students, which somewhat limits their ability to pursue educational research
  - ▶ A challenge for continued success of the QO group is the lack of hiring in the area
  - ▶ Core faculty in CMP group supervise a larger than average number of graduate students, and seem spread somewhat thin in ability to teach appropriate advanced CMP graduate courses
  - ▶ COVID-related shift to online has had a “colossal” impact on young faculty; reviewers note that teaching online has presented a huge hurdle to faculty who are learning how to teach and construct new courses

The reviewers made the following **recommendations**:

- Faculty
  - ▶ Prioritize formal mentoring of young faculty and ensure that these relationships are working
  - ▶ Faculty gender diversity could be further improved
  - ▶ Reviewers supportive of EAPP’s desire to add a Theoretical Atmospheric Physicist
  - ▶ “If UofT wishes to see more knowledge translation and entrepreneur activities, they should consider how these will be incorporated in the merit and promotion evaluation of faculty”
  - ▶ Teaching Stream faculty “are a definite benefit to the educational mission, and increasing their numbers should be a priority for the department”
  - ▶ It is important to maintain strength of research groups by assuring distribution of faculty seniority
  - ▶ Prioritize finding replacement position for CMP experimentalist with expertise in optical probes
  - ▶ Reviewers highly recommend implementing official faculty mentorship assignment process
  - ▶ U of T needs to formalize how the pandemic-related interruption in research will be handled for promotion, tenure and merit, and communicate procedures to faculty

#### 4. Administration

*Note: Issues that are addressed through specific University processes and therefore considered out of scope for UTQAP reviews (e.g., individual Human Resources issues, specific health and safety concerns) are routed to proper University offices to be addressed, and are therefore not included in the Review Summary component of the Final Assessment Report and Implementation Plan.*

The reviewers observed the following **strengths**:

- Relationships
  - ▶ Each of five disciplinary faculty groups is very cohesive and most work very well together
  - ▶ EAPP group has played significant leadership role in Canadian atmospheric physics
  - ▶ CMP group has strong internal collaborations with ultracold atoms group and with faculty members in Chemistry
  - ▶ HEP group is advantaged by affiliation with the faculty of the Canadian Institute for Theoretical Astrophysics (CITA)
  - ▶ Department chair should be commended for effective efforts in encouraging closer connections and collaborations between campuses than in past (although reviewers note further room for improvement)
- Organizational and financial structure
  - ▶ Department functions very well and current leadership is excellent; management of department’s facilities and programs is strong and forward-looking

- ▶ Experimental HEP group enjoys a level of infrastructure such as a recently expanded clean room, comprehensive machine shop, and high-performance computing
- Long-range planning and overall assessment
  - ▶ Undergraduate and graduate programs are of world-class quality
- International comparators
  - ▶ Department is very highly rated internationally, and best overall in Canada
  - ▶ U of T Physics is well-positioned to compete internationally in all of its major subdisciplines

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

- Relationships
  - ▶ “Given the status of [U of T] Physics in Canada, it is surprising they have not taken more of a leadership role in initiatives such as the Canadian National Quantum Initiative”
  - ▶ Faculty express some concerns that there were no significant efforts on the part of the University to encourage entrepreneurship, at least to the extent that faculty members are unaware of how such efforts would be assessed in their evaluations
  - ▶ Split between three campuses presents some challenges, with UTM and UTSC expressing some concerns around feeling “invisible” to UTSG
  - ▶ Current graduate recruitment system to individual research groups disadvantages UTM and UTSC
- Organizational and financial structure
  - ▶ Undergraduates note that there is no quiet place to study after the Physics library closes at 4:00 pm; student lounge referred to as a “party all the time” and not conducive to studying
  - ▶ Graduate students report that travel between campuses presents challenges
  - ▶ Layout of Burton Tower tends to contribute to siloing of the five different research areas, with decreased opportunities for physical mixing
  - ▶ Besides effective renovations in the undergraduate wing, department’s facilities are aging and in desperate need of renovation
  - ▶ A consequence of the age of the McLennan building is the absence of accessible and women’s washrooms, which is a significant EDI issue
  - ▶ Poor quality of much laboratory space – including water leakage and inadequate electrical and HVAC infrastructure – threatens some of the experimental work across most of the experimental groups, and will present a critical issue in recruitment of new faculty, if facilities offered are substandard compared to competitor institutions
  - ▶ “Justifiable” concerns around reduction of staff in clean rooms, machine shop and high-performance computing facilities
- Long-range planning and overall assessment
  - ▶ Upcoming caps on graduate students will impact research progress, and will enhance strains within the department on how grad students are allocated among groups and campuses



The reviewers made the following **recommendations**:

- Relationships
  - ▶ It is critical that faculty in Physics and elsewhere at U of T be deeply engaged and knowledgeable about the development of Canadian National Quantum Initiative activities
  - ▶ Consider enhancing efforts to encourage both faculty and student entrepreneurship
  - ▶ Enhance efforts to build cohesiveness in biological physics group, and to amplify their impact and reach
  - ▶ Reviewers note that it is important for condensed matter physics group to maintain relationships with related groups within Physics, in connected departments such as Chemistry, and with colleagues and organizations outside the university
  - ▶ Relationships of physics faculty across three campuses should be strengthened
- Organizational and financial structure
  - ▶ Department needs access to better space, in order to continue as a world-class centre of experimental physics, and to improve undergraduate experience
  - ▶ Enhance efforts to fully bring the physicists at the three campuses together
  - ▶ Issue of travel between campuses must be rectified, either through shuttle service, or providing reliable remote access to lectures
  - ▶ “[It] is the opinion of the review committee that a floor-by-floor and year-by-year refurbishing of the McLennan Physics building, particularly Burton Tower, is the most feasible intermediate-term resolution of [the space] problem”
  - ▶ Address lack of accessible and women’s washrooms in the McLennan building
- Long-range planning and overall assessment
  - ▶ The University should attempt to obtain more demographic data, and the department should consider the creation of a departmental diversity statement
  - ▶ It is important that the department advertise the general utility of a physics degree, to potentially attract a larger undergraduate population
  - ▶ Enhance efforts to advertise joint program opportunities
  - ▶ It is vital that the department look to synergistic hires to not only strengthen existing groups, but to strengthen the links among them and with other units (for example in the area of quantum science)
  - ▶ No student has taken the Option III MSc in the past 20 years and reviewers support department’s tentative plans to close this program
  - ▶ “[U of T] needs to formalize how the COVID interruption in research will be handled for promotion, tenure and merit and communicate those procedures to the faculty”
  - ▶ Department will require solid and consistent support from FAS—in faculty hires, graduate student support, and infrastructure—to maintain its strong position among international peers and competitors



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

March 16, 2022

Professor Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto

### **Re: UTQAP cyclical review of the Department of Physics**

Dear Professor McCahan,

Along with the faculty, staff and students of the Department of Physics, I am pleased with the external reviewers' assessment of the department and its undergraduate and graduate programs: Physics, H.B.Sc. (Specialist, Major, Minor); Biological Physics, H.B.Sc. (Specialist, Advanced Physics Stream); Biological Physics, H.B.Sc. (Specialist, Biochemistry Stream); Biological Physics, H.B.Sc. (Specialist, Immunology Stream); Biological Physics, H.B.Sc. (Specialist, Physiology Stream); Physics (M.Sc., Ph.D.). The reviewers complimented the Department on being "*an outstanding group of researchers and teachers*" and noting that its "*undergraduate and graduate programs are of world-class quality.*"

The quality of this program notwithstanding, as per your letter dated January 7, 2022, the review report raises a number of issues and challenges. I am writing to address the areas of the review report that you identify as key. The responses to these items and implementation plan are separated into immediate- (six months), medium- (one to two years), and longer- (three to five years) term, along with who will take the lead in each area. Where appropriate, I have identified any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them. The Dean's Office has discussed the reviewers' comments through consultation with the Chair of the Department of Physics to develop the following implementation plan incorporating the reviewers' recommendations.

### **Implementation Plan**

**The reviewers recommended updates to the undergraduate curriculum, including the addition of courses in computer science, statistics, and data science, as well as a reevaluation of the timing and sequencing of required mathematics courses.**

**Immediate-term response:** Responding to the widespread demand for data science education is one of the strategic priorities outlined in the Faculty of Arts and Science's 2020-25 Academic Plan. This year (2021-22), we launched three innovative introductory data science courses—one in each of the sectors (humanities, social sciences and sciences), to provide accessible data

science courses to students in any program of study. We are also offering broad-based support to instructors who are involved in (or considering adopting) computational and data science content into their courses through a new Computation and Data Science Education Community of Practice. This provides a platform for instructors to share their experiences designing and implementing educational activities, pedagogical best practices and use of various technologies in the sphere of computation and data science education. The Faculty continues to investigate how best to advance undergraduate education in computation and data science through an active Working Group with broad sectoral representation.

The Department will consult with departments offering computer, statistical, and data science courses, to identify relevant courses and their viability for students in our programs of study. The new first-year course, *Introductory Computation and Data Science for the Life and Physical Sciences* (offered through EEB) may be a particularly useful addition to the curriculum. The Department will also initiate discussions with the Department of Mathematics to reconsider the timing and sequencing of the required math courses as well as their relevance to physics studies.

**Medium-longer term response:** Any curricular changes will be undertaken within the Dean’s Office through the normal curriculum governance and quality assurance processes.

**The reviewers noted “surprisingly low” uptake of active learning methods and other modern pedagogy in lectures by tenure stream faculty.**

**Immediate-to-Medium-term response:** A number of Physics faculty, both teaching stream and tenure stream, are engaged in some form of active learning. Some also participate in workshops and make use of the teaching and learning resources offered by the Centre for Teaching Support & Innovation and the Faculty of Arts and Science. In order to catalyze interest in, and adoption of, active learning methods and other modern pedagogy more broadly, the Department plans to restart its own teaching seminar series, a forum that was paused during the pandemic. Leadership within this forum should be greatly enhanced by renewal of the Department’s teaching stream complement. With one successful faculty search last year and an additional search underway this year, the teaching stream complement will return to its previous size (four).

The Dean’s Office will ensure that the Department is aware of new and existing resources in this area, such as the new Community of Practice noted above.

**The reviewers noted undergraduate student comments regarding difficulty finding research opportunities in their first and second years of study.**

**Immediate-term response:** At the Faculty level, we regularly advertise research opportunities for undergraduates such as the Research Opportunity Program (ROP) and Research Excursions Program (REP). The Faculty has increased activity and presence on social media in recent years to great effect, with broader reach and increased website activity. Undergraduate students can find dedicated, comprehensive and up-to-date information on research opportunities on the [Sidney Smith Commons \(SSC\) website](#).

That said, providing such opportunities to students in their early years of study is an on-going challenge, as there are more students than available ROP or REP openings (for example). To address this, many programs of study embed research in courses, as a pedagogical best-practice, but also to ensure that all students can access research opportunities.

To expand opportunities (a strategic priority), the Faculty established the Experiential Learning & Outreach Support (ELOS) office, which provides administrative, pedagogical and partnership development support for experiential learning activities, including industry and community-engaged projects, field experiences, academic internships, paid work placements, and research and international opportunities. We also recently appointed a Faculty Advisor on experiential learning to provide strategic guidance and support to academic units interested in expanding or launching experiential learning programming. Finally, in Fall 2021, we launched an Arts & Science Internship Program (ASIP), which embeds paid work experience with professional development training, within particular programs of study (in departments ranging from Statistical Sciences to Chemistry to Book and Media Studies). The ELOS office is currently seeking to expand the set of programs of study eligible for this internship initiative.

The Department provides research opportunities to students in third and fourth year through supervised reading or research courses and summer projects. Some second-year students find research opportunities through the Department's Summer Undergraduate Research Fellowship (SURF) program and the NSERC Undergraduate Student Research Awards (USRA) program, for which they are eligible. The Department will redouble its efforts to track and advertise all available undergraduate research opportunities. The Dean's Office will connect the Department with the new Faculty Advisor on experiential learning to explore ways in which to expand research opportunities for students in Physics programs of study.

**Medium-to-Longer-term response:** The Department is investigating participation in the new Arts & Science Internship Program, starting in Fall 2023; an Expression of Interest has already been submitted. The Department will also review its undergraduate curriculum with an eye to enhancing opportunities for student research within its second-year course requirements or as part of a new research course offering.

**In order to encourage more students to choose undergraduate Physics programs, the reviewers recommended enhanced communication about the value of a Physics degree and the opportunities presented by joint programs in which the Department participates.**

**Immediate-term response:** The Department will update its webpages to provide better information for prospective students and more resources related to career information, including links to relevant information and resources provided by professional Physicist organizations in Canada and beyond. The Departmental webpages will also be revised to better advertise the Specialist programs that are offered jointly with the Departments of Philosophy, Chemistry, Mathematics, and Astronomy. The Department will seek to coordinate with those departments to ensure reciprocal advertising on their webpages; similarly for the partner departments in our four Biological Physics Specialist programs.

**Medium-to-Longer-term response:** Participation in the new Arts & Science Internship Program (ASIP), discussed above, with placement in a relevant workplace, would give students a tangible sense of the value of a Physics degree.

**The reviewers observed that limitations on international graduate enrolment and the end of provincial support for graduate enrolment expansion have made attracting top graduate students more difficult, and put pressure on individual faculty research grants to support students; they noted that enrolment caps may impact faculty research progress and lead to increased tensions within the tri-campus research environment.**

**Immediate response:** The Dean's Office has struck a Graduate Intake and Enrolment Working Group in Fall 2021 to develop criteria and a process for the allocation of domestic PhD student spots, to ensure that the allocation is fair and transparent. The Working Group has tri-campus representation and has spent the past six months consulting broadly to develop a set of principles and criteria to guide the allocation of intake spots to FAS graduate units and oversee the translation of those principles into a resultant intake quota per unit. Consultation has revealed a range of perspectives and the complexity of the exercise. The Physics Department, for example, has conveyed that their faculty would be better served by a significantly larger cohort of graduate students and by having supervisory activity "counted" appropriately within the Department in the case of cross-appointed faculty with primary appointments elsewhere (which is quite common among faculty in the Physics Department).

**Medium-term response:** Once the restructured program caps have been developed by the Faculty of Arts & Science (anticipated in 2022), all units, including the Department of Physics, will be in a position to plan accordingly. Departments will be able to exceed their quotas with Departmental resources.

In order to address tri-campus or other tensions over these limited resources, the Department will maintain clarity in the admissions process, with representatives from all research areas. To address imbalances between research streams, the Department will expand application questionnaire data to learn more about applicants' intended area of study, research experience, and relevant training.

**The reviewers commented that increases in graduate student enrolments have not been accompanied by corresponding increases in tenure stream faculty, and noted "clear issues regarding the number of graduate students per faculty" in some research groups; they recommended synergetic hires to strengthen the groups as well as the links among them and with other units.**

**Immediate-term response:** All requests for new positions across the Faculty are submitted to the Faculty Appointments Committee (FAC), which includes representation across its sectors (Humanities, Social Sciences and Sciences) and from the Colleges. The FAC reviews all requests for new positions and makes recommendations to the Dean regarding which requests should be granted. Last year, the Physics Department was granted four positions. A fifth search is underway

for a position granted in 2020. These searches are in synergic areas that will strengthen groups and link them to other units. For example, two are in the cross-disciplinary Quantum Information Science, one is a joint search in Quantum Materials with the Department of Chemistry, and a fourth is in Experimental Quantum Condensed Matter. These new tenure stream faculty will help address the lack of supervisory capacity in critical areas.

**Medium-to-Longer-term response:** The Faculty instituted a new layer of Unit-Level Academic Planning in 2021, in which Departments engage in a consultative process to produce a forward-looking academic plan in the year following the completion of the UTQAP and discusses that plan with the Dean's Office. The Department of Physics will undertake its Academic Plan next year. As complement planning is a central component of the Plan, this exercise will help solidify the Department's future research and complement priorities. The Department will consult broadly, including with cognate units, as it develops its Plan.

**The reviewers recommended revitalizing a formal mentoring program for junior faculty members, with appropriate structures in place to ensure that mentoring relationships are effective.**

**Immediate-term response:** The Physics Department has a formal mentoring program in place in which each new tenure stream and teaching stream faculty member is assigned a senior faculty mentor from the Department. The mentor and mentee are provided with the Faculty of Arts & Science "Mentoring Program for New Faculty Member" guidelines and encouraged to meet regularly. Currently, mentors are primarily assigned on the basis of research area. The Department will augment this by assigning a second mentor from a different group who will have a broader focus, including teaching. To assess the effectiveness of the mentoring program, the Chair will meet individually with all junior faculty to help ensure they are receiving appropriate mentoring and a simple check-in process will be implemented.

The Dean's Office added another layer of mentoring for junior faculty through a new Massey Junior Faculty Fellowship program for faculty new to Arts & Science in the past two years (2020 and 2021). This program connects new faculty across the Faculty and offers career-oriented support, in addition to opportunities for social interaction. Finally, the Faculty has created a new position within academic HR to support faculty professional development, including support for mentorship. The Dean's Office will ensure that the Department is aware of this new source of support.

**Noting that the COVID-19 pandemic may negatively impact faculty career progression, the reviewers commented that the University should formalize and communicate the ways in which pandemic-related interruptions in faculty research will be handled for promotion and tenure processes.** *(In responding to this prompt, you may wish to make reference to the [COVID-19 Letter of Understanding Between the University and UTFa](#), which includes the provision that 'Any pre-tenure or pre-continuing status faculty member may request a one year delay in their timeline to tenure or continuing status,' in addition to any provisions that have been communicated within the Division or the Department.)*

**Immediate-term and Medium-term response:** The *COVID-19 Letter of Understanding Between the University and UTFA* sets out a number of provisions intended to mitigate the impact of the pandemic on career progression. These include adjustments to the determination of 2021 and 2022 PTR payments and the option for pre-tenure and pre-continuing status faculty to request a one-year delay in their timeline to tenure or continuing status, as well as other provisions.

**Longer-term response:** The COVID-19 pandemic is having a negative impact on research that may last for some years for some faculty. The uneven impact of the pandemic on research will need to be considered with care going forward.

**The reviewers noted that issues with Departmental space are a “significant threat to many of the experimental groups and to the department overall”; they note concerns regarding the ability to conduct modern research in the existing spaces, the potential impact on faculty recruitment, and issues regarding accessibility and equity.**

**Immediate-term response:** Space on the St. George campus is a pressing concern across the Faculty. It is perhaps especially acute within the sciences, with aging laboratories that are not designed for modern research. The Department has used its operating budget funds to mitigate immediate infrastructure issues, particularly as they relate to accessibility and equity. For example, the Department was recently able to convert six single-use washrooms to all-gender facilities at minimal cost. In addition, a low-cost proposal to address inadequate women’s washroom availability in the teaching lab wing of the building is expected to begin within the year. The Department is also exploring a plan to create two accessible all-gender washrooms in the teaching lab wing. It is worth noting that Facilities & Services is currently engaged in a review and planning process for short-term strategies to mitigate the risk of leaks. FAS will support the Department to ensure that critical maintenance and repairs of building infrastructure are done in a timely fashion.

**Medium-to-Longer-term response:** The Department has begun discussions with the Faculty of Arts & Science Office of Infrastructure Planning, and Facilities & Services, to develop an infrastructure master plan for the building. This will include a thorough evaluation of the building’s systems and current condition as well as the establishment of current and future programmatic needs of the Department, Faculty, and building. The plan will consider all aspects of the building, including washrooms, classrooms and teaching labs, improved facilities for collaborative research, research labs and student spaces. This plan would need to assume continuous occupancy of the building and will likely require tolerance to a certain level of disruption. The Faculty of Arts & Science will help advocate for and facilitate discussion with the Office of Infrastructure Planning to ensure timely commitment to implementation of the prioritized actions identified in the plan.

**The reviewers recommended continuing to strengthen relationships among Physics faculty across the three campuses, noting that the tri-campus structure presents significant challenges – particularly regarding departmental cohesion, information sharing, and**

**allocation of graduate students – as well as opportunities for faculty hiring and strategic collaboration.**

**Immediate-term response:** The Department has implemented several recent changes to improve integration of the tri-campus graduate faculty. The Chair and Associate Chair for Graduate Studies meet periodically with UTM and UTSC Chairs. The Department continues to hold online faculty meetings, and re-ordered the agenda so that matters with tri-campus relevance are discussed first. UTM and UTSC faculty are being included in Departmental committees that deal with graduate and research activities. They have added web materials to promote and explain the UTM research cluster, and plan similar materials for UTSC. The Department is also committed to continue live-streaming the weekly Physics Colloquium and is purchasing A/V equipment to improve capabilities in MP606.

**Medium-term response:** To further enable tri-campus vitality for its students, the Department, with the support of the Faculty, will explore the use of virtual classrooms and meeting rooms. The Department is piloting a rotations option for incoming graduate students, so that incoming students can explore research options on all three campuses, and is planning to improve graduate student recruitment in cross-disciplinary areas of physics that include focus areas of UTM and UTSC faculty.

**The reviewers recommended that the Department of Physics seek greater involvement and leadership in national and international research initiatives.**

**Immediate-term response:** The Department is seeking to strengthen its leadership in the relatively young and rapidly developing field of Quantum Information Science and is currently conducting two faculty searches in this area, discussed above, one of which is a senior position intended for a leader who will be able to strategically develop and champion quantum science and technology. The Department is otherwise actively involved in many national and international research initiatives: for example, numerous Biological Physics collaborations with hospitals and other institutes; atmospheric satellite and suborbital missions, observing networks, and modelling initiatives; the ATLAS and MATHUSLA experiments at CERN; the T2K experiment in Japan; SuperCDMS at SNOLAB; Ricochet in France; TRIUMF; high-altitude balloon missions for cosmology; the Canadian Institute for Advanced Research; and many others.

The Faculty will connect the Department with a recently created Research Partnerships and Business Development Officer (new hire in October 2020) with expertise in industry-sponsored research partnerships to identify new industry, government, and non-profit organization partners for our research community. This resource may be useful for faculty in the Department with applied science research agendas.

**Medium-to-Longer-term response:** The Department will continue to seek opportunities to develop research relationships with both academic and non-academic partners. The Dean's Office will continue to ensure that the Department is aware of relevant supports available in the Faculty (and beyond).



**The reviewers recommended the creation of a departmental diversity statement, and commented that the University should attempt to obtain more demographic data to support progress on issues of equity, diversity, and inclusion.**

**Immediate-term response:** The University undertook its first Student Equity Census in November 2020, a voluntary demographic data collection initiative that involves a set of seven questions on gender identity, sexual orientation, disability, Indigeneity, race and ethnicity, and educational attainment of parents/guardians. These data, linked to other student-related data, will be a powerful resource that will enable Faculties and units to more effectively understand the experiences of its students and support progress on issues of equity, diversity and inclusion.

The Department is working on the development of an IDEA (Inclusion, Diversity, Equity and Accessibility) Statement. A subcommittee of the IDEA Committee was set up in October 2021 specifically to address this issue. It conducted a survey about equity, diversity and inclusion in the Physics Department that was open to all members. The survey results are being analyzed and shared through townhalls with different groups (undergraduates, graduate students, PDFs/RAs, staff, and faculty) for discussion and feedback. The IDEA Committee will use the survey, townhalls, and any additional input to develop a draft statement, which will be circulated for feedback and revision, before a final version is voted on at a faculty meeting. This statement is the first step in the development of a rolling plan and initiatives to improve the inclusivity, diversity, equity, and accessibility in the Physics Department and its culture.

**Medium-to-Longer-term response:** As the Student Equity Census is voluntary, it will take some time for participation rates to grow and for the information to be readily accessible to units.

The Faculty is taking a number of other steps to support unit-level progress on IDEA. For example, we created a senior-leadership role within the Dean's Office—Director of Equity, Diversity and Inclusion—whose role is to support the Faculty and its units in advancing IDEA principles. Furthermore, as a new component of the annual activity report, chairs and directors are now evaluated on their progress in enhancing IDEA within their unit. Units are also directed to report on their IDEA progress and plans as part of the Unit-Level Academic Plan, which they will undertake following the completion of a UTQAP cyclical review. To that end, the Department of Physics is already planning to develop an “IDEA Action Plan.”

The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the Chair, as well as the A&S unit-level planning process. A brief report to the Office of the Vice-Provost, Academic Programs, midway between the June 17-18, 2021, site visit and the year of the next site visit, will be prepared.

The year of the next review will be no later than the 2028-29 review cycle.

To conclude, we appreciate that the external reviewers identified the Department of Physics' strengths and noted a few areas for development. The department has already begun to move forward with plans to address the recommendations as presented by the reviewers.

Sincerely,

A handwritten signature in black ink that reads "M Woodin". The letters are cursive and fluid, with a small flourish at the end of the name.

Melanie Woodin  
Dean, Faculty of Arts & Science  
Professor, Department of Cell & Systems Biology

cc.

Kimberly Strong, Chair, Department of Physics, Faculty of Arts & Science  
Gillian Hamilton, Acting Vice-Dean, Academic Planning, Faculty of Arts & Science  
Daniella Mallinck, Director, Academic Programs, Planning & Quality Assurance, Office of the  
Vice-Provost, Academic Programs  
Andrea Benoit, Academic Review Officer, Office of the Dean, Faculty of Arts and Science

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

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

#### **4. Institutional Executive Summary**

The reviewers praised the department as “an outstanding group of researchers and teachers,” with excellent, forward-looking leadership and world-class programs; they noted the cohesiveness of the department’s five disciplinary subgroups, and exceptional energy and confidence of pre-tenure faculty; they commented that the research quality of the faculty at UTM and UTSC is outstanding and strategically beneficial to Physics at U of T; the reviewers also highlighted the progress the department has made towards increasing faculty gender diversity since the previous review, and the teaching stream faculty’s critical importance to the quality of the undergraduate program; they note high undergraduate student satisfaction with the programs and appreciation for pandemic-related asynchronous access to course material; finally, they commended the high quality of graduate students, and widespread graduate student enthusiasm for the advising and support provided by graduate staff.

The reviewers recommended that the following issues be addressed: making updates to the undergraduate curriculum; examining the “surprisingly low” uptake of active learning methods and other modern pedagogy in lectures by tenure stream faculty; addressing undergraduate student difficulties in finding research opportunities; enhancing communication about the value of a Physics degree and the opportunities presented by joint programs in which the Department participates; engaging with issues and tensions around attracting and supporting top graduate students; pursuing synergetic hires to strengthen the Physics disciplinary groups, as well as their connections to one another and to cognate units; revitalizing a formal mentoring program for junior faculty members; formalizing and communicating (at the divisional/institutional level, where appropriate) the ways in which pandemic-related interruptions in faculty research will be handled for promotion and tenure processes; addressing significant concerns around Departmental space; continuing to strengthen relationships among Physics faculty across the three campuses; seeking greater involvement and leadership in national and international research initiatives; and creating a departmental diversity statement. 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, as well as the A&S Unit-Level Academic Planning process. A brief report to the Office of the Vice-Provost, Academic Programs on the status of the implementation plans will be prepared midway between the June 2021 site visit and the year of the next site visit.

The next review will be commissioned no later than the 2028-29 review cycle.

## **6. Distribution**

On June 29, 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 Dean of the faculty of Arts and Science, 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 Unit.

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan - **DRAFT**

---

## 1. Review Summary

<b>Programs Reviewed:</b>	Buddhist Studies, Hons. BA: Specialist, Major Islamic Studies, Hons. BA: Major Religion, Hons. BA: Specialist, Major, Minor Religion: Christian Origins, Hons. BA: Specialist Study of Religion, MA, PhD
<b>Unit Reviewed:</b>	Department for the Study of Religion
<b>Commissioning Officer:</b>	Dean, Faculty of Arts and Science
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Constance Furey, Professor and Chair, Department of Religious Studies, Indiana University Bloomington</li> <li>2. Sylvester Johnson, Assistant Vice Provost for the Humanities, Professor, Department of Religion and Culture, and Director, Center for Humanities, Virginia Tech</li> <li>3. David Quinter, Associate Professor of East Asian Religions, Associate Chair, Graduate, East Asian Studies Program in Religious Studies &amp; Department of East Asian Studies, University of Alberta</li> <li>4. Vesna Wallace, Professor and Director of Graduate Studies, Department of Religious Studies, University of California at Santa Barbara</li> </ol>
<b>Date of Review Visit:</b>	June 2-3, 2021 (conducted remotely)
<b>Date Reported to AP&amp;P:</b>	April 12, 2022

## Previous UTQAP Review

**Date:** October 4-5, 2012

### Summary of Findings and Recommendations

#### 1. Undergraduate Programs

The reviewers observed the following **strengths**:

- The rich range of courses and fieldwork opportunities available to undergraduate students

The reviewers made the following **recommendations**:

- Developing a Specialist option for the undergraduate program in Islamic Studies and adding academic staff and administrative support for this area to meet increased demand

#### 2. Graduate Programs

The reviewers made the following **recommendations**:

- Pursuing the proposed Master of Religion in the Public Sphere and assessing its long-term financial sustainability and the staff required to support it

#### 3. Faculty/Research

The reviewers observed the following **strengths**:

- The distinguished faculty with international reputations

#### 4. Administration

The reviewers observed the following **strengths**:

- The undergraduate and graduate programs' innovation, creativity and breadth
- The Department's commitment to teaching

The reviewers made the following **recommendations**:

- Addressing the unavailability or limited availability of language instruction in certain areas, which limits the undergraduate and graduate student study of major religions

## Current Review: Documentation and Consultation

---

### Documentation Provided to Reviewers

Terms of reference; Self-study & Appendices; Previous review report including the administrative response; Access to all course descriptions; Access to the curricula vitae of faculty.

### Consultation Process

Dean, Vice-Dean Academic Planning, and Associate Dean, Unit-Level Reviews, Faculty of Arts & Science; Department Chair; Associate Chair Undergraduate; Director of Graduate Studies; Junior and Senior Faculty; Tri-campus graduate faculty; Undergraduate and Graduate students; Administrative staff; Chairs/Directors of relevant cognate units including Classics (UTM), Anthropology, Near and Middle Eastern Civilizations, Centre for Indigenous Studies, East Asian Studies, Philosophy, Jewish Studies, and Political Science (all A&S).

## Current Review: Findings and Recommendations

---

### 1. Undergraduate Program

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

The reviewers observed the following **strengths**:

- Objectives
  - ▶ Learning outcomes are clear and appropriate
- Admissions requirements
  - ▶ Numerous initiatives developed to address undergraduate enrolment challenges; encouraging increase in 2020-21 enrolments
- Curriculum and program delivery
  - ▶ Exciting new roster of thematic courses focused on existential issues confirms advantages of moving away from tradition-based model
  - ▶ Explicit focus on writing in all DSR courses is commendable
- Student engagement, experience and program support services
  - ▶ Undergraduates report general satisfaction with the program
  - ▶ Reviewers commend student involvement in process of reconceiving first year course

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

- Curriculum and program delivery
  - ▶ Major Curriculum Program Map is unappealing and difficult to understand
- Student engagement, experience and program support services

- ▶ Some undergraduates note confusion around degree requirements, and difficulty with finding answers to specific questions

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ While reviewers commend past success of specialized programs in Christian Origins (suspended), Buddhist Studies, and Islamic Studies, they recommend cutting all three programs and organizing the undergraduate program under the area of 'Religion', with a modified stream model
  - ▶ Overhaul first-year course, given intellectual problems with 'World Religions' model
  - ▶ Reviewers commend proposed plan to offer 3-4 of the new thematic first year courses on a rotating basis
  - ▶ Redesign or retire Major Curriculum Program Map
  - ▶ Students express desire to have language count for the major; reviewers urge DSR to prioritize planning process to better articulate role and support for languages
- Student engagement, experience and program support services
  - ▶ Reviewers note that issues with helping students navigate degree requirements should not be sole responsibility of DSR
  - ▶ Range and amount of research opportunities are adequate, but should be better advertised to students

## 2. Graduate Program

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ PhD program very impressive in terms of breadth, depth, and quality of graduate faculty
- Objectives
  - ▶ MA students receive a grounding in theoretical approaches to study of religion; program's extensive research requirements produce graduates who are highly competitive for PhD admission
  - ▶ Graduate faculty keenly attuned to current state of discipline; this is reflected well in PhD's stated objectives, specific courses, and broader curriculum
- Admissions requirements
  - ▶ Decision to reduce the PhD cohort is appropriate, and may help with aims to increase base funding and provide better academic support to smaller number of students
- Curriculum and program delivery
  - ▶ Proposed MA Gateway Seminar promises to advance disciplinary depth, while providing opportunities to develop competency in a subfields of interest
  - ▶ Reviewers endorse recent curricular changes for both MA and PhD
  - ▶ DSR has taken significant steps since last review to strengthen and broaden language offerings, including in Hebrew; Sanskrit; Tibetan; Pali; and Arabic (via NMC dept)



- Student engagement, experience and program support services
  - ▶ Laudable Professionalization Seminar program that includes grant-writing workshops
  - ▶ Creative new SSHRC grant-writing workshop offered to MA applicants
  - ▶ PhD students enthusiastic about new “alt-ac careers” workshop, and alumni networking initiative
  - ▶ Graduate student input actively sought for self-study, and recommendations acted on, including in newly developed Anti-Racism, Decolonization, and Equity Action Plan
- Quality indicators – graduate students
  - ▶ Slight upward trend in average PhD Time-to-Completion, but this is consistent with FAS humanities programs, and remains reasonable relative to program’s rigor / other top religion programs
  - ▶ Recent efforts to reduce TTC include trying to raise the base funding level for students, reducing the incoming cohort of students, and topping up FAS Program Completion Award funding
- Quality indicators – alumni
  - ▶ Quality of admitted students appears appropriately strong; this is reflected in “enviably high” placement records
- Student funding
  - ▶ Approximately 25% of MA students secure SSHRC funding, making the program relatively attractive, given options typically available to prospective MA students
  - ▶ Reviewers applaud DSR’s recent initiative to create pooled fund for graduate support from faculty grants
  - ▶ Newly created TA coordinator position should help ensure equity of appointments across tri-campus structure
  - ▶ PhD students required to apply for SSHRC and/or OGS doctoral fellowship.

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

- Assessment of learning
  - ▶ Process for assessing research-language competency identified as significant point of concern: since every exam must be graded individually by a faculty member competent in the given language, there is no consistency to evaluations
- Student engagement, experience and program support services
  - ▶ Student mental health flagged as significant concern in PhD program – and likely MA as well
  - ▶ Unclear whether students know of, or feel comfortable making use of, available support resources, or whether these resources are adequate
- Quality indicators – alumni
  - ▶ Some faculty members and students expressed skepticism regarding basis for reported placement figures, which were culled from a much broader 2016 University of Toronto study
- Student funding
  - ▶ Funding structure a major point of concern in MA program

- ▶ Students express concern about how evenly funding is being distributed, how much of reported PhD income is based on employment (internal or external), and very high cost of living in Toronto
- ▶ Neither SSHRC nor most OGS scholarships are open to international students

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ Where possible and not yet implemented, reviewers recommend expanding to four-year training program in DSR's research-language offerings (eg. Sanskrit, Tibetan)
  - ▶ Conduct close consultation with graduate students in determining whether to allow languages to count towards graduate programs
- Assessment of learning
  - ▶ DSR urged to transition immediately to "hybrid" model that permits students to demonstrate language competency through either an exam or advanced language coursework, including online language courses, when appropriate
- Student engagement, experience and program support services
  - ▶ Extend pre-application MA grant writing workshop to PhD students, and include opportunities open to international students
  - ▶ Serious concerns around student mental health "[merit] the keen attention of all parties concerned, at the Departmental, Faculty, and University levels"
  - ▶ "DSR should work closely with the university administration to establish immediate and long-term strategies that support student mental wellness and to ensure that graduate students have access to and support from any new or existing university resources for addressing reports of harassment affecting students"
  - ▶ Expand student support initiatives further if possible; consider internship opportunities and offering postdoctoral and other limited-term appointments
- Quality indicators – graduate students
  - ▶ Issues with language training and exam structures must be resolved to ensure better Time-to-Completion rates
- Quality indicators – alumni
  - ▶ Reviewers affirm department's implementation of new placement tracking system in coming year, and proposal to introduce faculty placement officer
- Student funding
  - ▶ "The continued success of the program depends on improving funding access for MA students and raising the base pay for PhD students"
  - ▶ "Providing competitive funding for all MA students...would immediately distinguish the DSR's MA program internationally"
  - ▶ Open SSHRC/OGS application requirement to include other major grants, with approval of Supervisor and/or Graduate Director

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ DSR faculty is “in a word, outstanding”
  - ▶ Many scholars have high-profile international reputations and impressive funding records
  - ▶ Significant research and teaching strength in all eight of DSR’s currently defined fields
- Research
  - ▶ Faculty consistently express enthusiasm for intellectual breadth of DSR, and ability to conduct research and pursue teaching interests with adequate support
  - ▶ Impressive faculty success in securing internal and external grants and awards
- Faculty
  - ▶ Faculty complement at undergraduate and graduate levels impressively large relative to leading comparator institutions

The reviewers made the following **recommendations**:

- Faculty
  - ▶ Pay regular attention to issue of service expectations, in particular for jointly appointed junior faculty; avoid overburdening non-tenured faculty with administrative positions

### 4. Administration

*Note: Issues that are addressed through specific University processes and therefore considered out of scope for UTQAP reviews (e.g., individual Human Resources issues, specific health and safety concerns) are routed to proper University offices to be addressed, and are therefore not included in the Review Summary component of the Final Assessment Report and Implementation Plan.*

The reviewers observed the following **strengths**:

- Relationships
  - ▶ Morale in DSR is generally positive
  - ▶ New leadership is energetic
  - ▶ Students praise intellectual mentorship in undergraduate and graduate programs
  - ▶ Staff very appreciative of investments in additional administrative support
  - ▶ Chair’s planned efforts to enhance partnerships with colleges are appropriate
  - ▶ DSR’s research strength derives partly from many joint appointments, and is facilitated by chair’s strong relationships with cognate programs
  - ▶ Excellent collaboration across academic disciplines and units; particularly the Centre for Indigenous Studies, Philosophy, and East Asian Studies
  - ▶ DSR maintains active level of involvement with external professional societies

- ▶ Reviewers commend DSR's endeavor to create more opportunities for greater global engagement through partnerships with international universities
- Organizational and financial structure
  - ▶ Recent reorganization of departmental staff and new administrative hires have formed a strong and effective managerial and financial administrative structure
  - ▶ Financial structure and use of financial resources are appropriate
  - ▶ New Shared Space Hub a welcoming space for gathering of faculty, students and staff, and will enable informal interactions and enhanced sense of community
- Long-range planning and overall assessment
  - ▶ DSR is "outstanding"; one of the best departments for the study of religion in North America
  - ▶ Impressive strengths in faculty research, graduate student training and undergraduate teaching; exemplary, multidisciplinary approach to study of religion
  - ▶ Reviewers praise Anti-Racism, Decolonization, and Equity Action Plan and attention to diversifying faculty complement, including efforts to think creatively about positions that would support area of Religions in North America and Turtle Island
  - ▶ DSR has successfully addressed several recommendations made in previous review
  - ▶ Reviewers commend all steps described in DSR's Quality Enhancement Plan
- International comparators
  - ▶ Top program in Canada for the academic study of religion, and one of the leading programs in North America and the world

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

- Relationships
  - ▶ Reviewers note potential impacts on equity and decolonization work within the DSR as a result of the 2021 CAUT censure of the University of Toronto
  - ▶ Urgent concerns regarding reports of harassment toward students and mental wellness issues
  - ▶ Current system of counting enrolments from cross-listed courses or courses taught by jointly appointed faculty members can result in tensions among departments
- Organizational and financial structure
  - ▶ Reviewers note possible structural advantages enjoyed by colleges in attracting new students to the study of religion
  - ▶ Absence of and need for greater transparency of decision making by various DSR committees
  - ▶ Due to space constraints, DSR foresees need to allocate shared offices in future, which would cause inconveniences in scheduling faculty office time, and disadvantage those who can't work from home

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Reviewers identify room for additional engagement and collaboration with other units, such as the Department of Political Science
  - ▶ “Joint appointments must be managed judiciously to ensure an even distribution of service across units”
  - ▶ Need for complementary planning with other departments and colleges, and for better organized cross listing of courses, to equally record departments involved and enhance user-friendliness for students
  - ▶ “College-level programs might serve as a positive means for the DSR and other departments to collaborate and generate impact beyond the bounds of a particular discipline”
  - ▶ “There are clear opportunities for improving coordination and collaboration among the faculty and students at different campuses”; affiliated UTM and UTSC faculty desire more robust engagement with DSR across campuses
  - ▶ “It would be worthwhile to consider new ways to leverage intersections of public issues with the study of religion
- Organizational and financial structure
  - ▶ Overhaul of malfunctioning heating, cooling and air circulation systems in Jackman Humanities Building is needed
  - ▶ Reviewers support departmental plans to re-examine current governance documents and rewrite governance guidelines to ensure transparency and clarify procedures
  - ▶ Unless the DSR is given more office space, it will need to re-examine the system of allocating a personal office to faculty appointed at UTM and UTSC
- Long-range planning and overall assessment
  - ▶ Enhance current collaborative specializations with other U of T programs, and strive to find more ways to recognize, support, and clarify curriculum for cross-disciplinary specializations
  - ▶ Build on existing strengths in the study of “Religions in North America and Turtle Island”, and further the Digital Humanities initiatives already under way
  - ▶ Reviewers affirm call to “prioritize intersectional diversity in faculty hiring” outlined in DSR’s Anti-Racism, Decolonization, and Equity Action Plan



## 2. Administrative Response & Implementation Plan

88

UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

March 11, 2022

Professor Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto

### **Re: UTQAP cyclical review of the Department for the Study of Religion**

Dear Professor McCahan,

Along with the faculty, staff and students of the Department for the Study of Religion (DSR), I am pleased with the external reviewers' assessment of the DSR and its undergraduate and graduate programs: Buddhist Studies, H.B.A. (Specialist, Major); Islamic Studies, H.B.A. (Major); Religion, H.B.A. (Specialist, Major, Minor); Religion: Christian Origins, H.B.A. (Specialist); Study of Religion (M.A., Ph.D.). The reviewers complimented the DSR as *“outstanding--certainly one of the best departments for the study of religion in North America--with impressive strengths in faculty research, graduate student training, and undergraduate teaching and an exemplary, multi-disciplinary approach to the study of religion.”*

The quality of this program notwithstanding, as per your letter dated December 9, 2021, the review report raises a number of issues and challenges. I am writing to address the areas of the review report that you identify as key. The responses to these items and implementation plan are separated into immediate- (six months), medium- (one to two years), and longer- (three to five years) term, along with who will take the lead in each area. Where appropriate, I have identified any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them. The Dean's office has discussed the reviewers' comments through consultation with the Chair of the DSR, who consulted with the department, to develop the following implementation plan incorporating the reviewers' recommendations.

### **Implementation Plan**

**The reviewers recommended changes to the structure of the undergraduate programs, adopting a stream model organizing sub-disciplines within a single “Religion” program, in order to simplify program requirements, increase flexibility, and highlight the Department's interdisciplinary strengths.**

**Immediate-term response:** The Department for the Study of Religion (DSR) will hold a faculty retreat in March 2022 to explore curricular reforms to the undergraduate programs in line with

the reviewers' recommendation. The DSR leadership has already begun consulting with faculty teaching in the DSRs various programs of study. This consultation is informed by the work done to develop program learning outcomes and review curricula (as part of the UTQAP self-study), which was accomplished with the support of Curriculum Development Specialist from the Office of the Vice-Provost, Innovation in Undergraduate Education.

**Medium-term response:** The DSR anticipates submitting major modifications proposals to the Faculty of Arts & Science Undergraduate Curriculum Committee in Winter 2023, pending the outcome of consultation and review.

**The reviewers recommended improving communication regarding research opportunities for undergraduate students.**

**Immediate-term response:** At the Faculty level, we regularly advertise research opportunities for undergraduates such as the Research Opportunity Program, Research Excursions Program, Upper-year independent study and research courses and the Jackman Humanities Institute Undergraduate Fellowships. The Faculty has increased activity and presence on social media in recent years, to great effect with broader reach and increased website activity. Dedicated, comprehensive and up-to-date information on research opportunities for undergraduates can be found on the Sidney Smith Commons (SSC) website. Sidney Smith Commons is a student-based resource dedicated to supporting the academic needs of students in the Faculty of Arts & Science. The SSC underwent a significant upgrade in 2019, both to its space and to the complement of students hired to serve other students.

Within the Department, the Associate Chair, the Undergraduate Program Assistant, and the Communications Officer are working together to ensure students at all levels are aware of program offerings, including research opportunities. The Department has engaged in a number of recent activities to improve communication and research opportunities for undergraduate students. For example, DSR held an Undergraduate Town Hall meeting in Fall 2021 to discuss research opportunities with DSR undergrads; the DSR Finance Officer gave workshops for faculty in Fall 2021 on how to hire undergraduate RAs and he joined the DSR SSHRC information session to alert faculty to how to best include undergraduate RAs in SSHRC budgets. Finally, DSR faculty and students are organizing an undergraduate research conference for March 25, 2022.

**Medium-term response:** The DSR plans to track faculty engagement with research opportunity programs to facilitate recognition in PTR assessments; ensure stories featuring DSR undergraduate research are shared on the DSR webpage and social media; ensure consistent offering of RLG404H, the Research Capstone course that is normally taught by continuing faculty with active research agendas.

**The reviewers noted the means of assessing graduate students' language competency as a major concern, commenting on difficulty locating appropriate faculty members, arranging exams, and issues of consistency across evaluations; they recommended transitioning to a**

**hybrid model to permit students to demonstrate competency via either an exam or advanced coursework.**

**Immediate-term response:** The DSR Language Committee is drafting a “Language Manifesto” to articulate the significance of language study in the DSR programs, and the committee has discussed expanding its mandate to include concerns raised about graduate students’ language competency.

**Medium-term response:** The Director of Graduate Studies in the DSR will undertake consultations on the language exam requirements and testing process in the Summer and Fall 2022. The Faculty will connect DSR leadership with the Vice-Dean, Graduate Education, who will support this process of curricular renewal with respect to language competency.

**The reviewers commented that “the continued success of the [graduate] program depends on improving funding access for MA students and raising the base pay for PhD students”; they also noted student concerns regarding the distribution and structure of funding packages in light of the high cost of living in Toronto.**

**Immediate-term response:** The Faculty has prioritized increasing base funding for graduate students. In 2019-20, we began a three-year program to increase graduate student funding, boosting the base funding package by \$1,500 over three years (\$500 per year). By 2021-22, base funding was at least \$18,500, plus tuition and fees. The Faculty recently (2021) affirmed a commitment to increase base funding by another \$1,500 over three years. In addition, the Faculty’s Program-Level Fellowships (PLFs), first rolled out in 2017 and currently equivalent to \$1,000 per student in the funded cohort, are provided directly to students in accordance with the academic priorities and goals of each graduate unit. These priorities are determined through annual consultation with faculty, students and staff. To better communicate the ways in which units choose to disburse these funds, Unit-level PLFs for 2020-21 and 2021-22 are published on the Faculty of Arts & Science, Graduate Students webpage. Finally, the Vice-Dean, Graduate Education and Vice-Dean, Research communicate student funding best-practices cyclically to Chairs and provide unit-level consultation on funding best-practices.

Working with the Dean’s Office and the wider University, the DSR is developing and implementing strategies for improving financial support for graduate students. DSR-specific initiatives include a new collective pool of research trainee funding drawn from faculty pledges from their own research funding. The Pool will raise the overall base funding available for students and, importantly, improve equity in graduate funding. It will also encourage a culture in which faculty apply for more grants and actively include graduate student funding in their research applications.

**Medium and Longer-term response:** The DSR intends to better track graduate student income levels across their years of study to ensure that they are aware of inequities that might develop across years of study.



**The reviewers recommended broadening access to grant writing workshops for graduate students.**

**Immediate-term response:** The Faculty offers dedicated support for grant writing through a Director of Graduate Writing Support appointed in the Faculty of Arts & Science. This office offers a variety of grant-writing workshops and other forms of writing support. Departments can request unit-specific grant writing workshops, or workshops that run within an existing graduate course. Additionally, the Director runs peer-review sessions (in which small groups of peers can provide feedback on grant proposals), an activity often paired with a grant-writing workshop. The DSR has already called on these resources many times, and the Faculty will ensure that the DSR continues to be aware of the scope of these resources.

To broaden potential access to grants, the DSR Graduate Administrator has created a SharePoint folder for funding opportunities, with a focus on “beyond SSHRC.” As international students are ineligible for SSHRC grants, this effort should broaden access to grants. In addition, many graduate courses offered in the DSR, including some new, required “Gateway Seminars,” include grant-writing assignments in their syllabi.

**Medium-term response:** To build on the grant application support the DSR already offers its graduate students (such as a workshop for prospective MA students from any university before they have applied), the Graduate Experience & Progress Committee is developing a new slate of workshops focused on grant-writing, including postdoctoral fellowships and opportunities “beyond SSHRC.”

**The reviewers noted graduate students’ mental health and experiences of harassment as urgent concerns; they recommended establishing immediate and long-term strategies for responding to reports of harassment within the Department, and for communicating with students regarding available mental health and wellness supports (*in the Response you may wish to comment on the workshops FAS has been holding for supervisors and graduate students related to harassment and mental health issues*).**

**Immediate-and-medium term response:** As noted in the Faculty’s 2020-25 Academic Plan, the Faculty is committed to supporting student mental health and well-being and have been working in partnership with Accessibility Services, Health & Wellness, the Colleges, and the Vice-Provost, Students to ensure that we are implementing effectively the recommendations of the 2020 Report of the Presidential and Provostial Task Force on Student Mental Health and Wellness. To that end, the Faculty expanded support by adding a new role in 2019, a Mental Health Program Officer, who has since greatly expanded Faculty-level support particularly in terms of mental health training and education. This office now offers (for example) workshops for units, tailored to their specific needs, on a range of topics from Effective Communication, Workplace Conflict, Managing Difficult People, and Ways to Wellbeing.

It is worth noting that the School of Graduate Studies has also taken great strides to improve graduate student experience and well-being. It launched the Centre for Graduate Mentorship and Supervision in the Fall, 2021 – an initiative led by the FAS Director of High Risk, Faculty

Support and Mental Health (HR,FSMH, seconded to SGS). This is an important new resource designed to offer graduate students effective, personal, and confidential support to both manage and resolve conflict in mentorship and supervision relationships and help students and faculty build effective supervisory relationships.

The DSR has effectively engaged support from A&S, SGS, and the wider University to strengthen strategies to address harassment and improve respectful communication, as well as support for student mental health and wellness. The DSR has taken several interconnected steps to ensure that faculty and staff work together to ensure clear, accessible communication about mental health supports in the university; that faculty and students are very aware of their shared responsibility to communicate regularly about a student's program in a manner that is supportive and professional; and that students know where to turn for support when they need it. Concretely, these include: the 2021 departmental development of the [DSR Best Practices in Graduate Supervision](#), with guidance from the SGS Vice-Dean of Students and the FAS Director of HR,FSMH; a 2021 DSR workshop led by the FAS Director of HR,FSMH on "Navigating Concerns and Complaints" for the faculty administrators and student leaders; the [2020 ADE Action Plan](#) and the resulting Committee, which regularly hosts open meetings for the entire department, some of which have focused on mental health, including with presentations from students. In addition, the Faculty's Vice-Dean, Graduate Education and the Director of HR,FSMH led a discussion for faculty about graduate student mental health and supervisory practices at the DSR meeting in February 2022.

The DSR has also instituted a number of recent initiatives designed to support student well-being, which will continue to be offered for the foreseeable future. For instance, in 2020 the DSR created a "Grad Teaching Liaison" – a faculty member available for conversations with all graduate students about their teaching experiences and goals. As this is a relatively new position, its impact on student wellness may not have been realized at the time of the external review. The Department has also reconstituted the Graduate Professionalization Committee and renamed it the Graduate Experience & Progress Committee, with active graduate student participation and a renewed focus on supporting graduate students to navigate academia. Third, the DSR is developing a communications plan to ensure students and faculty know where to turn for support, including a "Who to Ask" document, and a revamped Graduate Student Handbook. Finally, the Faculty of Arts & Science's Mental Health & Wellness Office will be offering a graduate student workshop on "Having Difficult Conversations" this term, and will be invited again in the future.

**The reviewers echoed the recommendation from the previous review to regularly assess faculty service expectations, particularly to avoid over-burdening jointly appointed junior faculty members.**

**Immediate-term response:** The DSR Workload Policy has been revised and now spells out more clearly the service expectations for junior faculty.

**Medium-term response:** The Chair will continue to follow the required process of consultation on service and teaching between relevant Chairs and jointly appointed faculty members.

**The reviewers commented on the DSR's fruitful relationships with cognate departments and noted that additional interdisciplinary collaboration may help attract students to the study of religion; they also observed that *"there are clear opportunities for improving coordination and collaboration among the faculty and students at different campuses."***

**Immediate-term response:** The DSR appreciates the reviewers' acknowledgement of the many rich and fruitful relationships it enjoys with cognate units. The Department continues to explore new relationships and nurture existing ones, both within and across campuses.

The Dean's office will monitor the implementation of recommendations through ongoing meetings with the Chair, as well as the A&S unit-level planning process. A brief report to the Office of the Vice-Provost, Academic Programs, midway between the June 2-3, 2021, site visit and the year of the next site visit, will be prepared.

The year of the next review will be no later than the 2028-29 review cycle.

To conclude, we appreciate that the external reviewers identified the DSR's strengths and noted a few areas for development. The DSR has already begun to move forward with plans to address the recommendations as presented by the reviewers.

Sincerely,



Melanie Woodin  
Dean, Faculty of Arts & Science  
Professor, Department of Cell & Systems Biology

cc.

Pamela Klassen, Chair, Department for the Study of Religion, Faculty of Arts & Science  
Gillian Hamilton, Acting Vice-Dean, Academic Planning, Faculty of Arts & Science  
Daniella Mallinck, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-Provost, Academic Programs  
Andrea Benoit, Academic Review Officer, Office of the Dean, Faculty of Arts and Science

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

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

### **4. Institutional Executive Summary**

The reviewers praised the department as “outstanding,” and one of the best departments in North America, with impressive strengths in faculty research, graduate student training and undergraduate teaching, an exemplary multi-disciplinary approach, and faculty keenly attuned to the current state of the discipline; they noted numerous initiatives developed to address undergraduate enrolment challenges, positive recent curricular changes in graduate programs, a Professionalization Seminar, and a recent initiative to create pooled fund for student support from faculty grants; they applauded the Anti-Racism, Decolonization, and Equity Action Plan and recent efforts to diversify the faculty complement; they noted the energetic new leadership, numerous positive joint faculty appointments, and strong relationships with cognate programs; finally, the reviewers lauded the DSR’s efforts to create more opportunities for enhanced global engagement through partnerships with international universities. The reviewers recommended that the following issues be addressed: considering changes to the structure of the undergraduate programs, such as adopting a stream model within a single “Religion” program; improving communication regarding research opportunities for undergraduate students; addressing concerns around the means of assessing graduate students’ language competency; exploring ways to address funding concerns for graduate students; broadening access to grant writing workshops for graduate students; establishing immediate and long-term strategies for responding to reports of harassment within the Department, and for communicating with students regarding available mental health and wellness supports; regularly assessing faculty service expectations; and further strengthening fruitful interdisciplinary collaboration with cognate units across the three campuses.

The Dean’s Administrative Response describes the Division, 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, as well as the A&S Unit-Level Academic Planning process. A brief report to the Office of the Vice-Provost, Academic Programs on the status of the implementation plans will be prepared midway between the June 2021 site visit and the year of the next site visit.

The next review will be commissioned no later than the 2028-29 review cycle.

## **6. Distribution**

On June 29, 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 Dean of the faculty of Arts and Science, 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 Unit.

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan - DRAFT

## 1. Review Summary

<b>Programs Reviewed:</b>	City Studies, HBA: Specialist, Major and Major Co-op; Minor Human Geography, HBA: Specialist; Major; Minor Physical and Human Geography, HBA: Major Geographic Information Science: Minor (Arts) Urban Public Policy and Governance: Minor (Arts)
<b>Unit Reviewed:</b>	Department of Human Geography
<b>Commissioning Officer:</b>	Vice-Principal (Academic) & Dean University of Toronto Scarborough
<b>Reviewers (Name, Affiliation):</b>	Professor Sara McLafferty, (Head) Department of Geography and Geographic Information Science, University of Illinois at Urbana-Champaign Professor Daniel Shrubsole, Associate Dean Undergraduate Studies, Faculty of Social Science, Western University Professor John Smithers, Department of Geography, University of Guelph
<b>Date of Review Visit:</b>	March 24-26, 2021 (conducted remotely)
<b>Date Reported to AP&amp;P:</b>	April 12, 2022

## Previous UTQAP Review

Date: October 17-18, 2013

### Summary of Findings and Recommendations

#### Significant Program Strengths

- Impressive rethinking of curriculum following departmentalization
- Dedicated faculty committed to keeping programs rigorous and up-to-date
- Unique City Studies program and cutting-edge Geography program
- Positive, supportive environment and excellent morale among students, faculty, and staff

#### Opportunities for Program Enhancement

- Enhancing the student learning experience and students' writing and research skills
- Exploring additional program development opportunities
- Changing the faculty complement composition to continue to meet curricular needs and bring stability to the Department
- Evaluating program staffing levels
- Addressing the need for a common student/faculty space and a computer lab to support emerging areas of research and teaching

## 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; Interactive Campus Map.
2. About the Review: Terms of Reference; Review Report Template; Remote Site Visit Schedule.
3. About the Department: Previous External Review Report (2013); Final Assessment Report: Previous External Review (2013); Unit Academic Plan, April 2015; Unit Self Study, March 2021.
4. About Programs and Courses: Description of all programs (2020-21 Academic Calendar); Description of all courses (2020-21 Academic Calendar); Self-Study Data; Curriculum Mapping: Department of Human Geography Curriculum Map and Course Mapping
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 Academic and Dean, and Academic Programs Officer; the Vice-Principal Research and Innovation; the Chair of the Department of Human Geography; Department of Human Geography faculty – tenure- and teaching-stream (all ranks); Staff, Arts and Science Co-op; UTSC Chief Librarian and library staff; departmental administrative staff; and undergraduate students.

## Current Review: Findings and Recommendations

---

### 1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Educational programs a key strength, with courses and curricula that engage and challenge students while honing their analytical and critical skills
  - ▶ Faculty and staff are committed to student learning and success
- Objectives
  - ▶ Departmental and program missions well aligned with University mission; greater alignment expected after Departmental academic plan update
  - ▶ All programs develop valuable skills (e.g., communication, writing, qualitative and quantitative reasoning, interdisciplinary critical thinking, research, professional training, social activism, and digital competency)
  - ▶ Courses and programs effectively address current geographical theories, perspectives, and methodologies
  - ▶ Programs' mix of skills, opportunities, and experiential learning reflects "the cutting edge of geographic training in leading geography departments"
- Admissions requirements
  - ▶ Reasonable admissions requirements serve the needs of the Department and are consistent with other Geography programs
- Curriculum and program delivery
  - ▶ High-quality course content and program structure
  - ▶ Laudable efforts to include applied assignments in courses, some of which are partnered with community groups and local government agencies
  - ▶ Department has made strong efforts to include tutorial and discussion-like components in several courses



- ▶ Faculty effectively incorporate research methodologies, theories, debates, and publications in their courses
- ▶ Department has developed a suite of courses to serve students not pursuing Human Geography programs
- Innovation
  - ▶ Unique City Studies program focuses on issues of local and regional significance, while providing opportunities to learn from and engage with community partners
- Accessibility and diversity
  - ▶ Department offerings achieve a very high level of diversity, in terms of both scale (local/regional/global) and in the breadth of thematic areas covered (e.g., social, cultural, political, economic, indigenous, racial)
- Assessment of learning
  - ▶ Very detailed learning expectations and outcomes for each course level are consistent with the Department's commitment to student learning and success
  - ▶ Department is committed to ensuring students develop strong communication and research skills, and a deep understanding of geographic concepts, methods and findings
- Student engagement, experience and program support services
  - ▶ Students hold faculty and staff in high regard for quality teaching, kindness, and responsiveness to concerns
  - ▶ Students praised Department's class size management, which affords opportunities to make friends and develop continuing relationships with classmates
- Quality indicators – undergraduate students
  - ▶ Reviewers note rapid enrolment growth and high levels of student satisfaction with the quality of teaching, advising, and course offerings as indicators of programs' success

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

- Curriculum and program delivery
  - ▶ Major in Physical and Human Geography appears “dated and tired”; reviewers suggest that modest enrolment levels in the program may be related to a “lack of attention” to updating the curriculum
  - ▶ Student complaints regarding course sequencing and overlapping content of 2nd, 3rd, and 4th-year courses; faculty note that content of introductory courses may be too basic
  - ▶ Inclusion of active research activities is difficult in courses with very large enrolments
  - ▶ Students indicated a desire for “still greater” diversity in course content
- Assessment of learning
  - ▶ Faculty commented on challenges and dissatisfaction with development of student skills in communication, research, and understanding of concepts; possible contributing factors include relatively large tutorials and lab classes, and comparatively high numbers of students for whom English is a second language

- Student engagement, experience and program support services
  - ▶ City Studies co-op students voiced dissatisfaction that they are not guaranteed employment despite paying the co-op program fee; reviewers note that “this concern is common to many co-op programs modelled in a similar manner to UTSC”
- Quality indicators – faculty
  - ▶ Absence of a faculty leader for the Physical and Human Geography major
- Student funding
  - ▶ OSAP eligibility data indicate a comparatively high level of financial need among students in the Department

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ Review and improve course sequencing, including co- and pre-requisite requirements, to avoid overlap in course content, ensure that students have the necessary background and knowledge for upper-division courses, and to provide greater connection between courses while retaining the ability to attract students from other cognate programs into Human Geography courses
  - ▶ Expand research opportunities for undergraduate students through course work and internships
  - ▶ Identify specific courses to deliver a set of research skills, in partnership with library staff
  - ▶ Develop Geographic Information Science (GIS) as an undergraduate Major program, to address the strong need for training in analysis, application, and management of geospatial technologies and data, and to contribute to the university’s initiative on data science
  - ▶ Work with collaborating departments to develop a more contemporary focus for the Physical and Human Geography major, including themes integrating human and physical geographic processes
  - ▶ Consider offering competitive research assistantships to further promote undergraduate research opportunities
- Student engagement, experience and program support services
  - ▶ Publicize research opportunities for undergraduate students more widely; partner with the library to promote student-based research to the wider UTSC campus
  - ▶ Encourage faculty to incorporate undergraduates in their research projects when feasible; consider leveraging funding opportunities available through UTSC’s Office of the Vice-Principal, Research & Innovation to support undergraduate students who work on faculty research projects
  - ▶ Better promote career opportunities in Geography by utilizing materials from the Canadian Association of Geographers and American Association of Geographers websites
  - ▶ Strengthen alumni relationships through a LinkedIn site and other outreach efforts, in order to expand internship and employment opportunities for students, and potentially increase external funding

- ▶ Improve communication with current and prospective students regarding the process and deliverables related to securing employment for students in the co-op program
- ▶ Establish a more formal mechanism for students to have a stronger voice in Departmental governance and program planning

## 2. Graduate Programs (n/a)

## 3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
  - ▶ Faculty publish regularly, publications include books and peer-reviewed articles in high-quality international journals
  - ▶ Research activities are very good relative to the seniority and career stages of tenure stream faculty
  - ▶ Recent faculty hires show signs of considerable research promise, reflecting the Department's commitment to creating identifiable clusters of research excellence
  - ▶ Political ecology, social-cultural geography, critical perspectives incorporating issues of uneven development and ethnic and racial inequality noted as areas of particular research strength
  - ▶ Department is emerging as a center of excellence for research in urban GIS emphasizing transportation, urban governance, and feminist and indigenous geographies; GIS research themes are highly relevant to social and environmental issues and inequalities at the local, national, and global scales, and mesh well with University areas of research priority
- Faculty
  - ▶ Faculty are making strong research contributions in their respective fields, indicated by their publications, externally funded grants, and numerous honors and awards from disciplinary organizations
  - ▶ Highly impressive range of faculty roles in academic or professional scholarly endeavours, including editorship roles on prestigious journals and leadership positions in numerous professional scholarly associations and national research panels
  - ▶ Faculty promotion and tenure outcomes indicate the Department's attention to research quality and impact
  - ▶ Teaching loads are well-defined and consistent
  - ▶ Reviewers note "a shared view concerning the importance of mentorship" as an investment in the success of individual faculty members as well as the Department as a whole

- ▶ “Early career faculty expressed appreciation and enthusiasm for the value of mentoring and indicated that they felt well supported both institutionally and collegially”
- ▶ Department’s plan to add five new faculty primarily focused in City Studies and GIS is “highly appropriate” given instructional needs and research opportunities

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

- Research
  - ▶ Reviewers observe some variation in research activity among faculty members, but note that this likely reflects disparities in research expectations for tenure stream and teaching stream faculty
- Faculty
  - ▶ Reviewers note challenges faced by faculty conducting community-focused research, including “being asked to propose their own criteria for CES and/or justify their research strategies”
  - ▶ Rapid increase in student demand for Department’s courses and programs has resulted in a heavy reliance on sessional instructors; reviewers note concerns about quality, content, and continuity due to precariousness of sessional instructor positions

The reviewers made the following **recommendations**:

- Research
  - ▶ Strengthen the Department’s research visibility, impact, and profile by publicizing research accomplishments more widely and taking advantage of internal funding opportunities and institutional initiatives
- Faculty
  - ▶ Mitigate unsustainable reliance on sessional instructors through hiring of additional permanent faculty
  - ▶ Address strong need for additional faculty in City Studies; consider hiring at a senior level to provide leadership in research, community engagement, and curriculum development in this area
  - ▶ Address critical need for new faculty in GIS, particularly with development of the GIS major; reviewers note that “the existing curriculum lacks courses in key topics including geovisualization, spatial databases, and space-time analysis, and in application areas, such as health and environmental justice”
  - ▶ Prioritize faculty hires whose expertise intersects across the Department’s programs and links with broader campus and university research initiatives, including themes such as city/suburbs, health, and data science
  - ▶ Clarify research criteria for Community Engaged Scholarship (CES) in relation to promotion and tenure processes

- ▶ Address imbalance in enrolment across programs, through additional faculty hires in key areas and promoting faculty linkages and teaching across programs
- ▶ Improve mentoring for junior and mid-career faculty to offer crucial support for research excellence and career progression
- ▶ Strengthen mentoring for teaching-stream faculty

#### 4. Administration

*Note: Issues that are addressed through specific University processes and therefore considered out of scope for UTQAP reviews (e.g., individual Human Resources issues, specific health and safety concerns) are routed to proper University offices to be addressed, and are therefore not included in the Review Summary component of the Final Assessment Report and Implementation Plan.*

The reviewers observed the following **strengths**:

- Relationships
  - ▶ Strong collegiality and impressive degree of shared purpose, respect and genuine support evident across meetings with all members of the departmental community; faculty, students, and staff report very positive relationships and interactions, and reviewers note “a prevailing culture of mutual respect and professionalism within the unit”
  - ▶ Faculty, students, and staff greatly appreciate the Department’s open and effective leadership
  - ▶ Evident faculty commitment to the Department as a whole, and close associations with their area of principal teaching activity
  - ▶ Strong cohesion among staff, providing a high degree of personal and professional support to each other
  - ▶ Faculty and staff noted the material support provided on an ongoing basis, particularly in light of pandemic-related challenges
  - ▶ Students were “unequivocal in their endorsement of both faculty and staff,” describing in very positive terms their interactions with members of the Department
  - ▶ Strong library system with highly engaged, supportive staff; “it was particularly evident that early career faculty are in the process of developing strong relationships with library colleagues in support of both teaching and research”
  - ▶ Impressive outreach, engagement and impact at the local level with community organizations and non-profit and governmental agencies
  - ▶ “Department has brought on expertise enabling it to engage in a more fulsome manner in research and outreach in the service of a variety of racialized or otherwise ‘othered’ groups in society” since the previous review
  - ▶ Well-developed linkages with cognate units across the University, partly due to the comparatively high number of cross-appointed faculty
  - ▶ Strong evidence of formal and informal collaborations between departmental faculty and other universities and organizations
- Organizational and financial structure

- ▶ Department has taken necessary and appropriate steps to adopt a model of distributed leadership and management, allowing specific individuals to provide concerted focus on each of the major teaching programs in the unit
- ▶ Work undertaken in recent years to strengthen departmental governance processes has been well received
- ▶ Department models principles of inclusion, equity and transparency in decision making
- ▶ Distinctive practice of 'staff sharing' between units has been very effective
- ▶ Significant improvements in space/infrastructure management since the previous external review, including the move to Highland Hall and consolidation of Departmental space to bring faculty, sessional instructors, and TAs into closer proximity
- ▶ Dedicated formal/informal gathering spaces improve students' experience
- Long-range planning and overall assessment
  - ▶ Overall the Department is highly successful with large, high-demand undergraduate programs that address critical social and environmental issues and embrace innovative experiential and community-engaged approaches
- International comparators
  - ▶ Levels of research activity (books, publications, grants) are on par with similar research-focused geography departments in Canada and the U.S.
  - ▶ Course offerings and learning objectives perform very well in relation to international comparators
  - ▶ Number of major/minor programs offered and sole focus on human geography distinguish the Department from many geography departments in Canada and beyond

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

- Relationships
  - ▶ Reviewers note concerns that the tri-campus structure in which graduate programs are centred at the St. George campus results in faculty and graduate students focusing their research activities there, which can weaken research experiences and opportunities for UTSC undergraduates
  - ▶ Tri-campus structure can result in periods in which few faculty colleagues are present at UTSC; seeing and working with each other more frequently at UTSC would be valuable for faculty esprit de corps
  - ▶ Reviewers caution that escalating work overload and fatigue may erode staff morale
- Organizational and financial structure
  - ▶ Large number of students relative to dedicated staff in the Department; number of students is unsustainable for current arrangement of a shared advisor
  - ▶ Multiple staff members are approaching, or have passed, workload capacity following recent enrolment growth, a situation that is recognized within the Department and by senior leadership

- ▶ Departmental space is fully utilized and future growth may create challenges in the management and allocation of office and/or research space
- ▶ Department faces resource challenges in delivering its programs; reviewers note that the clearest path to new revenue generation is through additional enrolment
- Long-range planning and overall assessment
  - ▶ Departmental resources are stretched thin due to rapid enrolment growth, program development, and new research opportunities; “these pressures often compel the Department to be in reactive mode, and strategic planning is difficult”
  - ▶ Limited Departmental resources for student and faculty support; high levels of financial need among students

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Develop a more systematic and extensive partnership with the library to support development of students’ research abilities
  - ▶ Continue enhancing visibility in new Departmental space to establish ‘recognizability’ within the UTSC community
- Organizational and financial structure
  - ▶ Seek funding for a dedicated, full-time undergraduate assistant/advisor to serve the large and increasing student population
  - ▶ Consider teaching needs, including GIS lab space and tutorial rooms, as well as office space for staff and faculty and social/gathering spaces for students in future space planning
  - ▶ Consider resource constraints carefully at Department and Division level when increasing program enrolments
- Long-range planning and overall assessment
  - ▶ Consider “tactical (near term) and strategic ways (e.g., manageable growth) to stabilize and support the best of what is currently in place and build on opportunities in ways that are both achievable and sustainable” regarding growth and additional investment in City Studies and GIS
  - ▶ Consider developing a continuing education certificate in GIS, beginning on a cost recovery basis, but with the prospect of new revenue generation in the future
  - ▶ Seek new sources of funding to support student research experiences, study abroad and internship opportunities, etc.
  - ▶ Strengthen connections through an alumni organization; showcase research and teaching activities through social media and other channels in to link current students with career opportunities and encourage alumni to contribute to the Department
  - ▶ Additional investments in faculty and staff will be needed in order to expand the Department’s programs and enhance co-op and other experiential learning opportunities



Office of the Vice-Principal Academic & Dean

March 11, 2022

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

### **Dean's Administrative Response: External Review of the Department of Human Geography, University of Toronto Scarborough**

Dear Susan,

Thank you for your letter of November 29, 2021 requesting my administrative response to the external review of the Department of Human Geography. We want to thank the review team – Professor Sara McLafferty, Head, Department of Geography and Geographic Information Science, University of Illinois at Urbana-Champaign; Professor Daniel Shrubsole, Associate Dean Undergraduate Studies, Faculty of Social Science, Western University; and Professor John Smithers, Department of Geography, University of Guelph – for their consultation with us during the remote site visit, held from March 24-26 2021, and for their report, which was finalized on June 9, 2021.

I appreciate the seriousness with which the reviewers approached the external review process, as well the thoughtful consideration given to the Department of Human Geography and its undergraduate programs in the review Report. I am very pleased by the overall positive review of the department. The reviewers describe Human Geography as “highly successful, with large and growing undergraduate programs and faculty research contributions that compare favourably with national and international comparators.” They note the strength of the department’s academic programs, the engaging and challenging curriculum, the commitment of faculty and staff to student learning and success, and the high level of student satisfaction with the quality of teaching, advising, and course offerings. Further, they comment on the department as an emerging centre of excellence for research in urban GIS. Finally, the reviewers emphasize that they were “impressed by the degree of shared purpose, respect and genuine support that was evident across meetings with all members of the departmental community.”

The external review report was sent to the Chair of Human Geography, Dr. Thembela Kepe, on June 14, 2021, with a request to share it widely among the faculty, staff and students. On January 11, 2022 the decanal group, including myself, the Vice-Dean Teaching, Learning and Undergraduate Programs (VDTLUP), Acting Vice-Dean, Recruitment, Enrolment and Student Success (VDRESS), Vice-Dean Faculty Affairs, Equity, and Success (VDFAES), Acting Associate Dean Undergraduate Programs and Curriculum (ADUPC), Associate Dean Experiential and Global Learning (ADEGL), Director, Office of the Vice-Principal Academic and Dean, and the Academic Programs Officer, met with the Chair, of Human Geography 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 Human Geography, and reflects the key elements of the unit response letter, dated February 18, 2022. 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 a review of course sequencing and co/prerequisites, to avoid overlap in course content and to ensure that students have the necessary background for upper-level courses.*

In his response, the Chair notes that the Department has been engaged in an ongoing review of course co/pre-requisites for the last several years, with the goal of replacing specific course co/pre-requisites with a minimum number of completed courses. This has improved access to courses, however an unintended consequence of this has been that some students have been insufficiently prepared for some courses. The department will undertake a further review of course co/pre-requisites in the coming year in a planned curriculum retreat to identify courses that require firm co/pre-requisites for students to achieve the learning outcomes. The Chair also notes that the Department's Curriculum Committee began a curriculum review process in Fall 2021, and in January 2022 received reports evaluating the course content and sequencing from the City Studies and Geographic Information Science programs, and from the Urban Geography, Socio-cultural Geography, and Environmental Geography clusters of the Human Geography program. These reports will feed into discussions that will take place during the planned curriculum retreat, where content and sequencing will be considered both within and across clusters. An additional short-term action is being led by the Department's Liaison Librarian, who will be working with the Curriculum Committee to encourage program coordinators to leverage their expertise and offer of assistance with the development of course guides that focus on particular skills, consistent with identified learning outcomes.

- *The reviewers recommended updating the Major in Physical and Human Geography curriculum to develop a more contemporary focus on themes which integrate human and physical geographic processes.*

The Chair notes several opportunities to address this recommendation. First, the department has initiated discussion regarding the development of new courses focused on urban climate change as a way to better integrate the disciplinary content of the Major in Physical and Human Geography. Second, there are several current courses in the area of people and built environments, as the reviewers suggest, that can serve as the basis for these developments (for example: CITB08H3 – The Economy of Cities; CITC03H3 – Real Estate and the City; CITC18H3 – Urban Transportation Policy Analysis; and CITD12H3 – Planning and Building Public Spaces in Toronto). These courses have not as yet been included as required or elective courses in the Major. The department will explore, at the planned curriculum retreat in the next year, ways to integrate these courses into the Major. Finally, the reviewers recommend that a future faculty hire is needed in the Physical and Human Geography program, to provide leadership, and instill a clearer sense of direction and integration. The Department will be bringing a request forward for consideration to the UTSC Faculty Complement Committee planning process. The Department's goal for this new hire will be to act as a liaison between the Department of Human Geography and the Department of Physical and Environmental Sciences, which also supports the delivery of this Major. Bearing this goal in mind, the Department may seek a possible cross-appointment with the Department of Physical and Environmental Sciences. I am supportive of these plans and will speak more directly to faculty complement planning under the second-to-last point below.

- *The reviewers encouraged the Department to develop a Major in Geographic Information Science, noting GIS as an area for enrolment growth in alignment with UTSC's goals to develop quantitative expertise.*

The Chair's response describes early stage developments underway in the Department to support this recommendation. The Department introduced two new GIS-focused courses in 2021-22, GGRC15H3 (Spatial Databases and Applications), and an upper-year special topics course on Cartographic Design. These courses contribute to areas identified by the reviewers as gaps in the GIS curriculum, and they will expand on the elective offerings for the existing Minor program in GIS, while at the same time expanding the Department's existing GIS course portfolio with the long-term goal of moving towards establishing a Major program. The Department will continue to expand research and curriculum in geographic information science, including developing more new courses, as faculty complement allows. In anticipation of developing a Major in GIS, the Department is conducting a curriculum survey of established GIS programs at North American universities. This gap analysis will highlight the additional knowledge, skills and applications that should be included in a Major. Finally, the Department has stated plans to hire strategically to build faculty strength to bridge the Department's GIS expertise with other active areas of interest, such as Urban Geography and City Studies. Towards this end the Department will be submitting a request for a new GIS faculty position within the next two years, and anticipates being in a position to begin developing a proposal for a GIS Major within the next two to three years. I am supportive of these plans and will speak more directly to Faculty complement planning under the second-to-last point below.

- *The reviewers noted faculty concerns regarding students' written and oral communication skills, their understanding of key disciplinary concepts, and their ability to conduct research, commenting on several possible contributing factors.*

The Chair agrees that students have struggled with their written, oral and research skills in many of the Department's courses, and expressed appreciation for the reviewers highlighting this issue, which has been a long-standing challenge in the Department. Since introducing a new writing course, GGRB03H3 (Writing Geography), in 2015-16, the Department has observed positive changes in the desired areas and doubled enrolment in Winter 2022, from about 20 to over 40 students. To expand the beneficial impacts of this course, the Department will change the role of this course in the curriculum, either to transition the course from an elective to a requirement, or offer it earlier – as an A-level (first year) course, or both. These plans align with campus-wide work that is currently underway to better support student writing. A Task Force on Writing Support has recently submitted its recommendations that will help to inform future resourcing and supports in this area across the campus.

In addition, the Department's Liaison Librarian is working with the Department Curriculum Committee and department faculty on an information literacy (IL) curriculum mapping project. The IL curriculum map will strategically identify where and how to develop research skills within Human Geography programs. The Department's planned outcome of this assessment will be to produce recommendations to better scaffold research skills for students as well as required supports. Attention to racialized perspectives, Indigenous ways of knowing and Black knowledges will be an important part of the pedagogical approach and methodology for this process, to align with the goals of the campus-wide curriculum review. The Department views this as a short to medium term goal, that can be completed within one year. The campus curriculum review Working Circle will be releasing its recommendations this term, which will help to support this process. Dedicated

resourcing has also been made available to departments in the form of the Pedagogies of Inclusive Excellence Fund, to advance curricular and pedagogical work in this area.

- *The reviewers recommended that course-based research opportunities be expanded, and that opportunities for research participation within the Department be publicized more widely.*

The Chair has highlighted a number of current course-based opportunities for students to engage in research in the Department, for example: CITC01H3 – Urban Communities and Neighborhoods Case Study: East Scarborough; GGRD31H3 – GIS Research Project; GGRD01H3 – Supervised Research Project, GGRD08H3 – Research Seminar in Environmental Geography, and CITD01H3 – City Issues and Strategies. As well, the Department introduced in 2020-21 a new seminar course GGRD25H3 (Work and Employment in the GTA), that offers students the chance to undertake geographically-informed labour market research on employment trends in the Toronto Region. The course introduces students to working with Statistics Canada data and strategies for synthesis and analysis of union research, scholarly work, third sector reports, consultancy research and municipal employment surveys, as well as a resume building workshop to learn how to include skills from undergraduate research on their CV. In the short to medium term, with the help of our Liaison Librarian, the department plans to model additional C- and D-level courses after this example.

The Chair also highlights in their report that the Department will introduce in Fall 2022 a Human Geography Research Internship. Through an application and selection process, promising students will register for either GGRD31H3 (Independent Research Project) or GGRD01H3 (Supervised Research Project) and undertake a research internship with a faculty member. Students will participate in the faculty member's research project, with evaluation criteria based on the quality of their contribution (e.g., literature/archive search, annotated bibliographies, assisting with surveys or mapping, etc.), as well as writing a short reflection paper on the experience. By agreement between the student and the faculty member, the quality of the student's research contribution will determine whether they can be considered a co-author on an article. To start with, this opportunity will be available to third and fourth-year students. There is no financial compensation for the internship and students will invest no more time than needed for a regular course. The Department is working with my office to consider how this initiative will contribute to ongoing development of experiential learning opportunities in the Department.

- *Noting dissatisfaction from some students that participation in the co-op program did not guarantee employment, the reviewers commented that "more effective communication between the Arts and Science Co-op office and prospective students about the deliverables is required;" they also recommended additional outreach efforts to expand internship and employment opportunities for students.*

The Chair acknowledges in his response that the Department works closely with the Arts and Science Co-op Office to identify and advocate for the best Co-op opportunities for our students. However, the Department is reliant on the Co-op Office for support in identifying placements. As well, the Chair notes that students are required to take on responsibility for applying for Co-op placements, which are not guaranteed. Nevertheless, the Chair acknowledges there is room for improvement, and the Department will engage with this issue at the planned curriculum retreat in the next year, giving more attention to managing students' expectations regarding Co-op. Finally, the Chair sees great potential in increasing the Department's focus on developing further experiential learning opportunities to build and expand on their existing co-op offerings. The Arts and Science Co-op Office is also working with departments to ensure a broad range of placement options for students in the Humanities and the Social Sciences, as well as supporting work-integrated learning

opportunities for students who are interested in workplace opportunities but may not wish to pursue a co-op program.

- *The reviewers noted concerns that faculty and graduate students often focus their research activities at the St. George campus, which can weaken research experiences and opportunities for UTSC undergraduates.*

A majority of the Department's graduate students are based on the St. George campus within the tri-campus Graduate Department of Geography and primarily come to UTSC to TA or consult with their supervisors. Given this reality, the Department's undergraduate students have limited opportunities to be exposed to graduate students' research. As well, faculty members in the Department of Human Geography at UTSC also hold a graduate appointment in a tri-campus Graduate department(s) and must spend some of their time on the St. George campus consulting with their graduate students, as well as teaching graduate courses. These realities notwithstanding, the Department is exploring ways to expand on opportunities for undergraduate students to engage in research at UTSC, as noted in the point above.

- *The reviewers noted a growing focus on Community-Engaged Research (CER) in the Department, and recommended clarification of research criteria in relation to promotion and processes for faculty whose research is community-focused.*

As the Chair notes in his Response, the issue of Community-Engaged Research is actively being discussed in various spaces across the tri-campus University of Toronto, including at UTSC. The Dean's Office will work with the Department to ensure that CER is appropriately valued and recognized in promotion and PTR assessments and factored into faculty workload. The Department plans to use regular Departmental meetings and their planned two-day retreat to expand their understanding of CER, including approaches such as ethnography, and to find ways to include work that faculty engage in overseas.

- *The reviewers made a recommendation to "strengthen the Department's research visibility, impact, and profile by publicizing research accomplishments more widely and taking advantage of funding opportunities and initiatives available through the Office of the Vice-Principal, Research and Innovation."*

In his Response, the Chair describes initial plans to work with the Department's Liaison Librarian to showcase faculty research through TSpace, the institutional repository. Faculty have already begun to submit deposits to TSpace and will continue to do so. The Office of the Vice-Principal Research and Innovation (OVPRI) at UTSC has also invested resources aimed at better communicating the impact of faculty research across the campus. In addition to publishing and presenting in conferences, faculty in the Department continue to promote their work through various media outlets, not only in Canada, but in other countries, for those who do overseas work. Finally, the Department plans to increase existing efforts for faculty to take the opportunity to apply for funding offered by the OVPRI at UTSC.

- *The reviewers noted a strong need for faculty complement planning, particularly in areas of expected growth, and encouraged a complement mix that could provide leadership in research, community engagement, and curriculum development, and build stronger linkages with campus-wide research initiatives.*

The Chair's response notes that faculty complement needs careful consideration and planning, particularly as the Department's programs continue to grow. To support the development of a new Major program in GIS, the Department plans to request two new faculty positions in GIS over the next five years, anticipating making the first request within the next two years. Additional capacity is also needed in City Studies, which is the fastest growing program in the Department. One growth position has already been approved and a search is currently underway. The Department plans to request a second faculty position within the next two years, and a third faculty position within five years. While this position will primarily serve City Studies, it will also support the Human Geography programs. Finally, as discussed above, there is a need for a new faculty hire to provide leadership for the Physical and Human Geography program, envisioned as a joint hire with the Department of Physical and Environmental Sciences.

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. The Department of Human Geography will be encouraged to bring their plans and priorities forward each year through the FCC. My office will also work with the Department to ensure it has the resources it needs to support the further development of their programs.

- *The reviewers observed that growth in student and faculty numbers warrants attention to staff complement to ensure sufficient capacity to support student advising, curriculum mapping and other functions.*

The Chair has noted in their response that the Department has shared staff with two other departments (Global Development Studies and Political Science), which presents challenges as the department continues to grow. The Department is working in consultation with my office to develop a staff complement plan over the next three to five years to ensure adequate staffing resources.

The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the Chair of the Department of Human Geography. An interim report to the Office of the Vice-Provost, Academic Programs will be prepared for 2024-25. The next external review of the Department has been scheduled for 2028-29.

Regards,



William A. Gough

Vice-Principal Academic & Dean

Cc: Dr. Thembela Kepe, Chair, Department of Human Geography, UTSC

**Implementation Plan**

Action	Timeline	Lead
Undertake a curriculum review to: <ul style="list-style-type: none"> <li>• Identify all courses that require firm pre-requisites; and</li> <li>• Resolve the existing course sequencing problem and eliminate overlap in course content.</li> </ul>	Short term [6-months to 1 year]	HG Faculty and Liaison Librarian
Develop and introduce new courses focused on urban climate change and on people and built environments to support the Major program in Physical and Human Geography.	Medium term [1-2 years]	HG Faculty
Introduce a new GIS Major. This includes doing an analysis of GIS programs and courses across the country, to ensure the UTSC program is modelled on the best of these.	Long term [3-5 years]	HG Faculty
Introduce a new required, first-year course focused on improve written and oral communication skills. Alternatively, strongly integrate these skills in our first-year core courses.	Medium term [1-2 years]	HG Faculty and Liaison Librarian
Conduct an information literacy (IL) curriculum mapping project that will strategically identify where and how to develop research skills within HG programs.	Short term [6-months to 1 year]	Liaison Librarian and HG Faculty
Introduce a Human Geography Research Internship opportunity.	Short term [6-months to 1 year]	HG Faculty
At an upcoming department retreat, expand our understanding of CER, to include work that faculty do overseas, including approaches such as ethnography. Link these understanding to how we do internal evaluations (e.g. PTR)	Medium term [1-2 years]	HG Faculty
Strengthen the department's research visibility and impact via open access posting on T-Space. Increase the up-take of this for all faculty.	Short term [6-months to 1 year]	Liaison Librarian and HG Faculty
Through the FCC process, submit requests for the following faculty positions: <ul style="list-style-type: none"> <li>• One teaching stream position in the area of Community Engaged Learning in City Studies</li> <li>• One tenure stream position in GIS</li> </ul>	Medium term [1-2 years]	Chair, Human Geography

<b>Action</b>	<b>Timeline</b>	<b>Lead</b>
<p>Through the FCC process, submit requests for the following faculty positions:</p> <ul style="list-style-type: none"> <li>• One tenure stream position in City Studies</li> <li>• One tenure stream position in GIS</li> <li>• One tenure stream position in Physical and Human Geography; ideally, this role will be at the Associate or Professor rank in order to take on the leadership of the Major program; this role could be a cross-appointment with the Dept of Physical and Environmental Sciences</li> </ul>	Long term [3-5 years]	Chair, Human Geography
<p>Review and prioritize administrative staff needs; when appropriate, submit requests for additional administrative staff support to the Dean. Potential requests include:</p> <ul style="list-style-type: none"> <li>• A new Program Coordinator to provide student advising and support;</li> <li>• A Chair's Assistant/Department Administrative Assistant.</li> </ul>	Medium to long term [1-5 years]	Chair, Human Geography

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

*This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting.*

### **4. Institutional Executive Summary**

The reviewers praised the department as highly successful, with large and rapidly growing undergraduate programs that effectively address current geographical theories, perspectives, and methodologies; the high student satisfaction with the quality of teaching, advising, and course offerings; the research strengths in political ecology and social-cultural geography, particularly in issues of uneven development and ethnic and racial inequality; they also highlighted the department's emergence as a centre of excellence for research in urban GIS emphasizing transportation and land use; its commitment to "Community-Based Research"; and its strong collegiality and well-developed linkages with cognate units, including those on the St. George campus. The reviewers recommended that the following issues be addressed: conducting a review of course sequencing and co/prerequisites; updating the Major in Physical and Human Geography curriculum to develop a more contemporary focus; developing a Major in Geographic Information Science; addressing factors contributing to concerns around students' communication skills, understanding of key disciplinary concepts, and ability to conduct research; expanding and better-publicising course-based research opportunities; improving communication between Arts and Science Co-op office and prospective students around co-op placement deliverables, and enhancing outreach efforts to expand student internship and employment opportunities; addressing concerns that faculty and graduate students often focus their research activities at UTSG, which can weaken research experiences and opportunities for UTSC undergraduates; clarifying research criteria in relation to promotion and tenure processes for faculty whose research is community-focused; strengthening the Department's research visibility, impact, and profile by publicizing research accomplishments more widely and taking advantage of available funding opportunities and initiatives; engaging strategically in faculty complement planning, particularly in areas of expected growth; and ensuring that the staff complement has sufficient capacity to support student advising, curriculum mapping and other functions. The Dean's Administrative Response describes the Division, 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 Human Geography. 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 June 29, 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.

## APPENDIX I

### Externally commissioned reviews of academic programs completed since the last report to AP&P

Additional reviews of programs are conducted by organizations external to the University most commonly for accreditation purposes. These reviews form part of collegial self-regulatory systems to ensure that mutually agreed-upon threshold standards of quality are maintained in new and existing programs. Such reviews may serve different purposes than those commissioned by the University. A summary listing of these reviews is presented below.

These reviews are reported semi-annually to AP&P as an appendix to the compendium of external reviews.

Unit	Program(s)	Accrediting Agency	Status
Faculty of Dentistry	Doctor of Dental Surgery Endodontics: MSc, PhD Dental Public Health: MSc, PhD Oral and Maxillofacial Radiology: MSc, PhD Oral and Maxillofacial Surgery: MSc, PhD Oral Medicine and Oral Pathology: MSc, PhD Orthodontics and Dentofacial Orthopedics: MSc, PhD Pediatric Dentistry: MSc, PhD Periodontics: MSc, PhD Prosthodontics: MSc, PhD	Commission on Dental Accreditation of Canada	<p><b>Received 2019 Accreditation Survey Report. Accreditation status granted for 7 years:</b></p> Doctor of Dental Surgery Oral and Maxillofacial Surgery: MSc, PhD Orthodontics and Dentofacial Orthopedics: MSc, PhD Pediatric Dentistry: MSc, PhD
			<p><b>Received 2020 Accreditation Survey Report. Accreditation status granted for 7 years:</b></p> Dental Public Health: MSc, PhD Endodontics: MSc, PhD Oral and Maxillofacial Radiology: MSc, PhD Oral Medicine and Oral Pathology: MSc, PhD Periodontics: MSc, PhD Prosthodontics: MSc, PhD
John H. Daniels Faculty of Architecture, Landscape and Design	Master of Forest Conservation	Canadian Forestry Accreditation Board (CFAB)	Limited term accreditation granted for two years, from July 2021 until June 30, 2023.  Interim reports required every six months to address specific identified concerns.