



**FOR INFORMATION**

**PUBLIC**

**OPEN SESSION**

**TO:** Committee on Academic Policy and Programs

**SPONSOR:** Susan McCahan, Vice-Provost, Academic Programs

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**PRESENTER:** See above

**CONTACT INFO:**

**DATE:** February 9, 2023 for February 16, 2023

**AGENDA ITEM:** 3 (b)

**ITEM IDENTIFICATION:**

Semi-Annual Report on the Reviews of Academic Units and Programs

**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 Office of the Vice-Provost, Academic Programs submits the summary and the Dean's Administrative Response to the Report (including the implementation plan and excluding all confidential information) to University governance through the Committee on Academic Policy

and Programs (AP&P) of the Academic Board on a biannual basis in the form of a compendium of draft Final Assessment Reports and Implementation Plans” (*UTQAP*, 6.9.2.1).

The compendium 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] (February 16, 2023)**
2. Agenda Committee of the Academic Board [for information] (April 18, 2023)
3. Academic Board [for information] (April 27, 2023)
4. Executive Committee of the Governing Council [for information] (March 21, 2023)
5. Governing Council [for information] (March 30, 2023)

#### **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 was previously submitted to the Committee on Academic Policy and Programs on April 12, 2022.

#### **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.

Materials for the external review reports and the complete decanal responses for eleven 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 ten 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.

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**DOCUMENTATION PROVIDED:**

Compendium of Reviews of Academic Programs and Units



UNIVERSITY OF  
**TORONTO**

OFFICE OF THE VICE-PROVOST,  
ACADEMIC PROGRAMS

# **Reviews of Academic Programs and Units**

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

**February 16, 2023**

# Reviews of Academic Programs and Units

## Report to the Committee on Academic Policy and Programs

February 16, 2023

## Provostial Reviews

### Factor-Inwentash Faculty of Social Work and its programs

- *Graduate*: Social Work, PhD; Master of Social Work, MSW (MSW Fields: Children and Their Families; Gerontology; Health and Mental Health; Human Services Management and Leadership; Indigenous Trauma and Resiliency; Social Justice and Diversity. Delivery Options: All MSW fields except for Indigenous Trauma and Resiliency offer an advanced-standing option)

## Decanal Reviews

### Faculty of Applied Science and Engineering

- Institute of Biomedical Engineering
  - *Graduate*: Biomedical Engineering, MAsc, MEng, PhD; Clinical Engineering, MHSc
- Department of Chemical Engineering & Applied Chemistry
  - *Undergraduate*: Chemical Engineering, BAsc
  - *Graduate*: Chemical Engineering and Applied Chemistry, MEng, MAsc, PhD

### Faculty of Arts & Science

- African Studies Program (housed in New College)
  - *Undergraduate*: African Studies, HBA: Specialist, Major, Minor
- Department of Earth Sciences and its programs
  - *Undergraduate*: Geology, HBSc: Specialist; Environmental Geosciences, HBSc: Specialist; Geophysics, HBSc: Specialist; Geoscience, HBSc: Major, Minor; Earth and Environmental Systems: HBSc: Major
  - *Graduate*: Earth Sciences: MSc, MAsc, PhD

### Temerty Faculty of Medicine

- Department of Laboratory Medicine and Pathobiology and its programs
  - *Undergraduate*: Pathobiology, HBSc: Specialist (Faculty of Arts and Science)

- *Graduate*: Laboratory Medicine & Pathobiology, MSc, PhD; Laboratory Medicine (Clinical Embryology/Pathologists' Assistant), MHSc; Translational Research in Health Sciences, MHSc
- Medical Radiation Sciences program
  - *Undergraduate*: Medical Radiation Sciences, BSc

**University of Toronto Mississauga**

- Department of Economics and its programs
  - *Undergraduate*: Economics, BCom: Specialist; Economics, HBA: Specialist, Major, Minor; Economics & Political Science, HBA: Specialist; Financial Economics, HBA: Specialist; International Affairs, HBA: Specialist; Certificate in Advanced Economics
- Management & Professional Accounting program
  - *Graduate*: Master of Management & Professional Accounting, MMPA

**University of Toronto Scarborough**

- New Media Studies Program (offered jointly with Centennial College)
  - *Undergraduate*: Major (Joint) program in New Media Studies
- Department of Sociology and its programs
  - *Undergraduate*: Sociology, HBA: Specialist, Major, Minor; Critical Migration Studies: Minor; Culture, Creativity, and Cities: Minor;
    - *Combined Degree Programs with OISE Master of Teaching*: Sociology, HBA: Specialist / MT; Sociology, HBA: Major / MT

**Appendix I: Externally-commissioned reviews of academic programs**

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

## 1. Review Summary

<b>Programs Reviewed:</b>	<p>Social Work, PhD Master of Social Work, MSW</p> <ul style="list-style-type: none"> <li>• MSW Fields: <ul style="list-style-type: none"> <li>○ Children and Their Families</li> <li>○ Gerontology</li> <li>○ Health and Mental Health</li> <li>○ Human Services Management and Leadership</li> <li>○ Indigenous Trauma and Resiliency</li> <li>○ Social Justice and Diversity</li> </ul> </li> <li>• Delivery options: All MSW fields except for Indigenous Trauma and Resiliency offer an advanced-standing option</li> </ul>
<b>Division Reviewed:</b>	Factor-Inwentash Faculty of Social Work
<b>Commissioning Officer:</b>	Vice-President & Provost
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"> <li>• John Devaney, Centenary Chair of Social Work and Professor, School of Social and Political Science; University of Edinburgh</li> <li>• Jacquie Green, Director and Associate Professor, School of Social Work; University of Victoria</li> <li>• Lynn Videka, Dean and Carol T. Mowbray Collegiate Professor of Social Work; University of Michigan</li> </ul>
<b>Date of Review Visit:</b>	December 6-10, 2021 (conducted remotely)
<b>Date Reported to AP&amp;P:</b>	February 16, 2023

## Previous UTQAP Review

**Date:** October 8-10, 2014

### Summary of Findings and Recommendations

#### Significant Program Strengths

- National and international reputation for strength and focus of programs
- Unique clinical emphasis of M.S.W. program
- North American leader in development and evaluation of innovative M.S.W. student assessment methods
- Very talented, competitive student body
- Graduates of doctoral program make lifelong contributions to social work
- Faculty undertake landmark research and widely disseminate knowledge

#### Opportunities for Program Enhancement

- Continuing to monitor quality of instruction in multi-section M.S.W. courses
- Continuing to prioritize enhanced diversity among students and faculty
- Identifying ways to meet needs for M.S.W. student placements
- Increasing career counselling and communication about funding opportunities to doctoral students
- Proceeding with plans to close the diploma program and incorporating components into the continuing education program
- Continuing to mentor junior faculty and support their development of leadership skills
- Strengthening the Faculty's impact on social work policy and practice

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

- Review Terms of Reference
- Site Visit Schedule
- Self-study and appendices including access to course descriptions and faculty CVs
- Previous review report 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, Factor-Inwentash Faculty of Social Work
- Incoming Interim Dean, Factor-Inwentash Faculty of Social Work



- Associate Dean, Academic
- Associate Dean, Research
- PhD Program Director
- MSW Program Director
- Professional Association Leaders (Ontario College of Social Workers and Social Service Workers; Ontario Association of Social Workers)
- Research Staff
- Full-time MSW Students
- Alumni Representatives
- Assistant Dean, Student Services & Registrar
- Assistant Dean, Field Education
- Chief Administrative Officer
- Senior Communications Strategist
- Director of Advancement
- FIFSW Librarians
- Administrative staff
- Dean, Dalla Lana School of Public Health
- Dean, Leslie Dan Faculty of Pharmacy
- Dean, Lawrence Bloomberg Faculty of Nursing
- Vice-Dean Research and Program Innovation, School of Graduate Studies
- PhD Students
- Junior Faculty Members
- Senior Faculty Members
- Field Supervisors
- Curriculum Innovations Committee

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program(s) n/a

### 2. Graduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Reviewers note high of quality applicants and enrolled students, strong student completion rates, and quality of graduates as particular FIFSW strengths
  - ▶ Clear evidence of mechanisms to ensure ongoing quality assurance of programs
  - ▶ MSW is well-rounded, offering six fields of study
- Objectives
  - ▶ FIFSW goals and objectives are consistent with those of the University

- ▶ Program requirements and learning outcomes are clear, appropriate and align with relevant undergraduate and/or graduate degree level expectations
- Admissions requirements
  - ▶ FIFSW has increased enrolments in recent years
  - ▶ Admission requirements yield a motivated and increasingly diverse student body
  - ▶ Students indicate satisfaction with the admissions process
  - ▶ PhD admission criteria similar to other highly regarded social work doctoral programs; program attracts a highly capable set of students
- Curriculum and program delivery
  - ▶ MSW curriculum complies with CASWE learning outcomes
  - ▶ Careful consideration has been given to the integration of the two MSW practicums, and to preparing students for these experiences
  - ▶ MSW option for existing BSW holders to have advanced standing appears successful
  - ▶ Required PhD courses provide very sound preparation for training as independent researchers, and students enjoy ample opportunities to take electives
  - ▶ Design of various programs and pathways have been carefully developed, with clear alignment between overall program objectives, learning outcomes for individual courses, and specific assessment approaches
  - ▶ Positive use of research-informed teaching approaches; senior academics involved in teaching of students at MSW and PhD levels
- Innovation
  - ▶ FIFSW an international leader in simulation-based learning
- Accessibility and diversity
  - ▶ Increased number of international and BIPOC students “a significant and important development”
  - ▶ Development of Indigenous Trauma and Resiliency MSW field is an “innovative and important offering” and a highlight of the program; opportunities are noted to implement approaches from the field to the broader MSW program
  - ▶ Curriculum now includes Human Services Management and Leadership, and Social Justice and Diversity fields of study, which reviewers note as a positive step
  - ▶ Curriculum Innovation Committee working to better incorporate Equity, Diversity and Inclusion (EDI) in the school
- Student engagement, experience and program support services
  - ▶ Elective opportunities that align with student-chosen specialisms noted as positive
  - ▶ Students report excellent support overall from supervisors and other faculty
  - ▶ Students welcome being taught by national and international thought leaders, and appreciate FIFSW’s intellectually stimulating environment
  - ▶ MSW students report finding program requirements relevant and valuable
  - ▶ ‘Introduction to Social Work’ conference at outset of MSW program highlighted as innovative and useful for new students
  - ▶ PhD students are positive about the teaching they receive and learning opportunities they are afforded
  - ▶ Course option on publication and grant writing is useful for PhD students who plan on pursuing academic positions

- Quality indicators – graduate students
  - ▶ Faculty and staff are pleased with the student body and know that the program attracts excellent students
  - ▶ Field Education Supervisors noted that students hired from U of T are the most prepared for Field Practice, compared to those from other Ontario institutions
  - ▶ MSW program highly selective, admitting approximately 30% of applicants
  - ▶ Applicants to the MSW and PhD have strong academic backgrounds, and often have substantial paid and voluntary work experiences
  - ▶ Doctoral time to completion is comparable to averages within Division II social sciences, and the wider university
- Quality indicators – alumni
  - ▶ Alumni indicate that the program prepared them for their professions
- Student funding
  - ▶ Proportion of students with a Fellowship or Scholarship is nearly twice the rate of the wider Division II social sciences

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

- Admissions requirements
  - ▶ MSW program enrolment is capped based on amount of provincial funds it receives for students
- Accessibility and diversity
  - ▶ Curriculum and program procedures and policies do not adequately reflect international and/or BIPOC epistemologies, pedagogies and experiences
  - ▶ “Students described the curriculum as Euro-centric and wanted more diverse faculty members. Several stated that they wish the FIFSW would work harder to de-center the curriculum’s fundamentally colonial lens.”
- Student engagement, experience and program support services
  - ▶ Ensuring sufficient numbers of high-quality placements to meet needs of individual students noted as a challenge (as at other institutions)
  - ▶ Some students express concern at a lack of transparency in the placement identification/allocation process, and some international students feel that potential placements that would better meet their needs were not supported
  - ▶ Students express concerns that FIFSW communications are frequently inadequate, and procedures and mechanisms to resolve problems and questions are unclear
  - ▶ U of T social work graduates have tended to score FIFSW lower on the Canadian Graduate and Professional Student Survey compared to other U15 (social work) institutions

The reviewers made the following **recommendations**:

- Accessibility and diversity
  - ▶ Work of Curriculum Innovations Committee around curriculum change and faculty development related to EDI issues is promising, but should be accelerated

- ▶ Ensure that students from different cultural and educational contexts are supported to adapt to systems and processes within FIFSW; FIFSW should be proactive in identifying and responding to these needs
- ▶ Need identified for enhanced support for students and partner agencies in instances where English is not the student's first language
- ▶ Ongoing need noted to enhance curriculum, policies and procedures to reflect international, Indigenous and BIPOC knowledge
- ▶ "The new, more diverse student body, which is close to 50% BIPOC and international students, want more diversity content in the curriculum and they want more diverse curriculum choices"
- Student engagement, experience and program support services
  - ▶ Some more experienced students note that certain classes are too elementary, and indicate desire that the program focus less on academic performance, with more weight put on social service experience
  - ▶ It could be useful to explore the experiences of current international students with the process for identifying and allocating placements, to better support future students
  - ▶ Students indicate desire for better preparation for advanced practice, additional skills-based training, and further opportunities for in-class practice and simulation
  - ▶ Students express desire for enhanced focus on policy and community practice
  - ▶ "FIFSW may wish to reflect upon these lower student and graduate evaluations, and the comments in other parts of this report about students feeling their views are not heard or acted upon"
  - ▶ FIFSW should review student feedback on obstacles to academic progress, in order to address factors impacting some students
- Student funding
  - ▶ FIFSW students are eligible for \$500 once every academic year for attending and presenting at social work and Social Work-related conferences; reviewers note this appears to be a very low amount and should be reviewed

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Faculty are highly respected by students and faculty colleagues
  - ▶ Senior faculty members are national and international leaders in their fields and in the wider discipline
  - ▶ Junior faculty are on good career trajectories and would also be strong candidates for appointment at other major institutions
- Research
  - ▶ Quantity and quality of faculty research activity is high, with members pursuing topics that are in line with University priorities
  - ▶ FIFSW has strong track record with SSHRC funding

- ▶ “The FIFSW and the university hold an international standard for research productivity and impact”
- ▶ Faculty publications are increasing steadily, as are collaborations with faculty from other divisions
- ▶ “The average h-index of FIFSW faculty is an astounding 25. Eight faculty have been awarded major national or international awards.”
- ▶ Future FIFSW research goals include expanding funding, enhancing recognition for senior faculty successes, building stronger resources for junior faculty to succeed, and focusing on the next generation of faculty and EDI in the MSW and PhD student bodies

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

- Research
  - ▶ Some teaching-stream faculty express desire to conduct research, however their workload does not support sufficient time to pursue this
- Faculty
  - ▶ Discrepancies noted across various levels of faculty in terms of roles and expectations, support available (depending on which stream they belong to), and ability for mentorship and research opportunities
  - ▶ Junior tenure track faculty appear to carry most of the curriculum service positions

The reviewers made the following **recommendations**:

- Faculty
  - ▶ Reviewers note possible need to amend FIFSW procedures and policies to reflect EDI concerns in assessing faculty applications for tenure and promotion

## 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
  - ▶ FIFSW faculty, students and staff share significant pride in the reputation and quality of the program, the research that FIFSW conducts with PhD student engagement, the high-quality instruction, the excellence of the doctoral program, and in the quality of MSW preparation for practice, including the high-quality field instruction
  - ▶ FIFSW is respected by and collaborative with many units and divisions at U of T

- ▶ Outgoing Dean noted for having helped the University make significant changes in how the institution thinks about diversity, and addresses systemic and racialized practices
- ▶ Faculty are very satisfied with and feel supported by FIFSW's research administration
- ▶ "FIFSW is vibrant member of the global social work education and research communities"
- ▶ Faculty are highly respected and admired by alumni and community practitioners, and engaged in the community via research, field education, and providing expertise to community agencies
- ▶ Faculty's strong regional reputation enables excellent field practicum learning opportunities for FIFSW students
- ▶ "FIFSW has managed remarkably well during the disruptions of the COVID pandemic"
- Organizational and financial structure
  - ▶ Reintroduction of a MSW program director appears to have supported the Associate Dean, Academic in increasing focus on strategic issues
  - ▶ Structure and communications of field education, administration of PhD program, and research administration are areas of administrative strength
  - ▶ FIFSW appears to be on sound financial footing, with surplus typically generated each year
  - ▶ Greater number of international MSW students has increased income
- Long-range planning and overall assessment
  - ▶ FIFSW performing at a high standard relative to other parts of the University and comparator Schools of Social Work
  - ▶ "[T]he University offers academic space for the FIFSW to enhance and broaden the scope of social work scholarship, community partnerships and diverse, equitable and decolonial education"
  - ▶ Reviewers commend FIFSW's high percentage of successful research applications and quality of scholarship, strong graduate and PhD completions, and excellent national and international reputation of faculty
  - ▶ High demand for the MSW program, especially from international students, meaning the program has the potential to grow significantly
- International comparators
  - ▶ FIFSW an internationally regarded school of social work, with strong cohorts of students, staff and faculty
  - ▶ The Faculty enjoys a long standing and well-deserved international reputation as a global leader in Social Work education and research
  - ▶ Content of programs is comparable with what would be expected and delivered at other highly-regarded institutions

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

- Relationships
  - ▶ Morale of faculty, students and staff noted as “a bit uneven” (though current external environmental and political conditions acknowledged as contributing factors)
  - ▶ A number of issues relating to faculty morale are noted:
    - Untenured faculty appear to bear disproportionate responsibility for curriculum leadership and, possibly a heavier overall service load
    - Teaching-stream faculty have research aspirations and are frustrated by workload they feel is not supportive of research activity
    - Faculty at all levels note gender, hierarchy and status, type of research, and workload for junior faculty as issues that require attention
- Organizational and financial structure
  - ▶ Recent high turnover of administrative staff noted, with related implications for program delivery
  - ▶ Some lack of clarity reported regarding who is responsible for some student services, and for addressing student questions and problems
  - ▶ Faculty note lack of clear administrative procedures for implementing policies for students, and for faculty personnel matters
  - ▶ FIFSW has smaller administration compared to many other divisions on campus
  - ▶ While balance of FIFSW resources appears appropriate, government grants have been significantly reduced in recent years
- Long-range planning and overall assessment
  - ▶ If a choice is made to grow the MSW program, it would then face a lack of public funding for students
  - ▶ Given strains that international students report around the increasingly diverse and global student body and FIFSW’s largely domestic-focused curriculum, some tensions are noted around enrolment choices and the relevance of the curriculum for the current body of students

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Conduct an assessment of and create a plan to improve faculty climate within FIFSW
- Organizational and financial structure
  - ▶ Strengthen the administrative management of FIFSW through an assessment of the size of the support staff, and creation and communication of clear procedures and responsibilities for administrative functions decision making
  - ▶ Develop a communication plan to increase clarity regarding who to contact with specific questions
  - ▶ Strengthen procedures and increase clarity around administrative policies and decision-making processes related to faculty matters
  - ▶ “The FIFSW may want to consider where its own administration is viewed as strong by students and faculty, or learning more about the best administratively organized

- academic units on campus or in other top Schools of social work to bring better internal communication and transparency of administrative functions to the school.”
- ▶ Need identified for a dedicated FIFSW IT staff member
  - ▶ Increasing the proportion of academic support staff noted as a potential area for investment of the Faculty’s reserves
  - Long-range planning and overall assessment
    - ▶ Continue and intensify FIFSW’s commitment to and efforts towards equity, diversity and inclusion for faculty, staff, student body and programs
    - ▶ Implementing anti-racism and decolonization work will require “transparent and collective visioning, and strategizing, inclusive of faculty, staff and students”
    - ▶ “[D]evelop a full and explicit enrollment management plan that lays out enrollment goals and strategies including an explicit analysis of the recruitment of international students, and increased emphasis on the implications of international enrollments for curriculum and student services”
    - ▶ “As the FIFSW consolidates a more diverse international student body it would be worth considering the diversity of the faculty, while also balancing the need to ensure that students are prepared for practise in Canada”
    - ▶ Maintain awareness of disciplinary practices beyond North America, such as the focus on community development, and on social institutions rather than the individual
    - ▶ FIFSW encouraged to reflect on how it might enhance the international focus of the Faculty’s research, and develop collaborations with colleagues worldwide



## 2. Administrative Response & Implementation Plan



UNIVERSITY OF  
TORONTO

**FACTOR-INWENTASH**  
FACULTY OF SOCIAL WORK

Office of the Dean

January 16, 2023

Professor Susan McCahan  
Vice-Provost, Academic Programs  
Simcoe Hall  
27 King's College Circle  
Toronto, ON M5S 1A2

### **Administrative Response to the External Review Report for the Factor-Inwentash Faculty of Social Work.**

Professor McCahan:

Thank you for providing us with the summary of the external review report and the opportunity to respond to the findings. The report has facilitated important discussions in our Faculty and will contribute to the upcoming development of a new strategic plan.

We appreciate the report's attention to areas of strength in curriculum, research, collaborative relationships, quality of students and faculty, and efforts/outcomes toward accessibility, equity, diversity, and inclusion. These are areas in which we intend to continually improve.

The areas identified by the reviewers as requiring attention were largely known, and you will note in this response that they are already topics of discussion and action. Having recently returned from conferences where I met with academic leaders across North America, I can add that the challenges faced by our school are faced by all the schools of social work, reflecting ongoing recovery from pandemic disruptions, and needed transformations to address contemporary issues in the discipline and the health and social service sectors. We look forward to taking these issues into strategic planning to develop clear objectives and measures of success.

#### Reviewer Recommendations and Responses

**The reviewers recommended the development of a full and explicit enrolment management plan laying out enrolment goals and strategies, with consideration of the implications of international enrolments for recruitment, curriculum, and student services.**

The reviewers are mistaken in thinking we have doubled our student enrolment by recruiting international students. The growth of the MSW program happened over several years and the increased enrolment of international students began in 2020, adding 25 students to a cohort that would have otherwise been approximately 400 FTEs. We have maintained a target of enrolling up to 30 international students each year since. We review enrolment goals and strategies annually, and enrolment goals are considered in light of our capacity to ensure top quality classroom and field-based education.

We are committed to creating resources and supports to promote the success of international students and support their learning goals.

### Short-term Actions

The Faculty has developed international students support over the past year. We have designated a faculty member to serve as the international student advisor and we are using ISEF funding to implement co-curricular programming designed to meet the needs of international students. Examples include a series of international student orientations, group mentoring, seminars on the Canadian social policy context, and social events to build community. Furthermore, our plan to increase staffing in the Field Education office includes the goal of recruiting someone to provide specialized support for international students.

### Medium-term Actions

We will be reviewing the MSW and PhD curriculum to identify opportunities to enhance its responsiveness to the needs of BIPOC and International students (via the Curriculum Innovation Committee). We will consult and collaborate with central services (e.g., School of Graduate Studies, Centre for International Experience, GradLife) to leverage opportunities for further supporting our international students.

### Long-term Actions

We anticipate adding faculty members in upcoming years and recruiting scholars that will build our capacity to address issues of international and global social work, including forms of social work practice outside Global North contexts. This plan is aligned with our broader internationalization goals for the Faculty.

Leads: Dean, Associate Dean's Office, MSW and PhD Program Directors.

**Students expressed a desire for additional skills-based training and preparation for advanced practice, as well as “macro” social work specialization options, including organizational change and management, community development practice, social policy analysis and practice.**

Excellent, innovative education is an important component of our Faculty identity and reputation. Our world-recognized Toronto Simulation Model is the foundation for ongoing expansion of experiential learning in the Faculty, extending into more areas of practice every year.

#### Short-term Actions

We will continue resourcing the expansion of simulation-based learning across the curriculum. Recent innovations in AI-based and virtual simulation will further diversify experiential learning opportunities available to students.

#### Medium-term Actions

The curriculum review will explore opportunities to develop a coherent strategy for experiential learning activities, better integrating field and classroom education.

#### Long-term Actions

We will support and enhance our capacity in the Teaching Stream to accomplish leading-edge educational innovation in all of the identified areas. We will recruit to fill a vacated teaching-stream position and a vacated tenure-track position focused on educational innovation to further build capacity for experiential curriculum development and scholarship.

Leads: Dean, Associate Dean Academic, MSW Program Director

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**The reviewers noted challenges around ensuring sufficient numbers of high-quality fieldwork placements, as well as student concerns regarding the transparency of the field placement process.**

Securing high-quality field placements is a challenge facing all schools of social work in Canada and the US, made worse by pandemic stressors in health, social service, and policy sectors. The FIFSW is further challenged by the local presence of other Ontario social work programs seeking placements for their students in the GTA area.

### Short-term Actions

We recognized that communications about the practicum process needed updating and improvement. Our Communications Strategist is in process with a major revision of informational materials. We have also invested in a new digital management system to facilitate better information transfer and navigation of the field placement process for students and field instructors. We will be launching the new communications and digital system later this year.

### Medium-term Actions

We believe that student perceptions of opaqueness in the field placement process may reflect, in part, low capacity in the Field Education Office to provide proactive individualized support. We will be increasing the staff complement with additional practicum coordinators in the Field Education Office to increase capacity for individualized support to students. We are testing a revised set of responsibilities for current and new practicum coordinators that will increase their contact with students from application to completion of practicum placements. The practicum coordinators will also increase contact with field education sites and instructors to sustain and strengthen relationships and generate more placement opportunities.

### Long-term Actions

We will evaluate the outcomes from increasing the number of practicum coordinators to refine how they are best deployed to increase student support and increase high quality field education opportunities. Another long-term strategy is to increase the number of our graduates who take on field instruction roles. This will be achieved through embedding preparation for field instruction in the curriculum (this is also recently mandated as part of accreditation standards) and developing new support and incentive strategies to engage more alumni as field instructors.

Leads: Dean, Associate Dean Academic, Assistant Dean Field Education, MSW Program Director, Communications Strategist.

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**The reviewers noted student and faculty concerns regarding the lack of clear communications from the Faculty, in particular, regarding procedures for addressing student questions and problems; students commented on their experiences with “limited and rather weak” student advising.**

The review coincided with a period of significant disruption and under-staffing in the administrative complement for the Faculty. As well, Faculty members and students were not onsite, reducing opportunities for informal connections between students and advisors.

### Short-term Actions

We are rebuilding our staff complement. The recent hiring of an Assistant Dean, Student Services and Registrar has launched a review of the structure in that portfolio. We intend to recruit people into permanent positions in a structure that is accessible and comprehensible to all stakeholders.

### Medium-term Actions

With consistency in the administrative staffing, we will develop stronger coordination between academic advising by Faculty members and other advising provided by student services and registrarial staff.

### Long-term Actions

The current student services structure is a partial implementation of recommendations from a review of registrarial and student services conducted almost five years ago. We will evaluate the effectiveness of the structure to inform evidence-based decisions about its effectiveness in meeting student and Faculty needs. We will also consult with other academic units to explore options and innovation.

Leads: Assistant Dean Student Services and Registrar, with Associate Dean Academic, MSW and PhD Program Directors.

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**The reviewers recommended that FIFSW should continue and intensify its efforts in support of equity, diversity and inclusion of its faculty, staff, student body and programs. Specifics: curriculum changes to reflect increased international and BIPOC student enrolments; diffusion of anti-colonial and community-based approaches from the ITR field of study; and EDI considerations in faculty applications for tenure and promotion.**

Equity, diversity, inclusion and truth and reconciliation are priorities in our Faculty and all faculty and staff members recognize they have roles in upholding our commitments and growing

our efforts. As indicated, we continue the EDI integration activities that were launched by the Curriculum Innovation Committee in 2019.

### Short-term Actions

We will continue evaluating EDI effectiveness in course evaluations and all student experience surveys. We are reviewing questions to ensure they are addressing contemporary current student and Faculty EDI goals. We will update the EDI training that currently serves as an admission condition to better integrate social work EDI issues and an anti-colonial focus and process.

### Medium-term Actions

We will recruit an EDI strategist to provide expert EDI leadership in the curriculum review, enhanced co-curricular programming, student and faculty recruitment, and faculty and staff development.

### Long-term Actions

We will prioritize high-level EDI competency in new hires for faculty and staff and will seek opportunities to continue increasing the diversity in our FIFSW community and our network of collaborators. We will increase the number of bursaries and scholarships available to decrease barriers for prospective students from equity-seeking groups. We will fundraise for and recruit the Endowed Community-Service Chairs listed in our campaign priorities to further build our EDI capacity (e.g., Endowed Chair in Community-Driven Service Partnerships).

Leads: Dean, Associate Dean Academic, MSW and PhD Program Directors, Director of Advancement.

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**The reviewers expressed concern that untenured faculty members hold a disproportionate responsibility for curriculum leadership and recommend providing stronger and more meaningful mentoring for junior faculty members; they also noted concerns from faculty members regarding fairness in workload and the need for procedural clarity of faculty review, tenure and promotion processes.**

The balance of pre-tenure, teaching stream, and tenured faculty acting as course coordinators varies based on availability of faculty. Junior faculty are given course coordinator roles as a first step toward developing a trajectory of leadership in the Faculty, and to create clear indicators of pedagogical leadership that are a useful for teaching portfolios presented in promotion and tenure processes. Course coordination by junior faculty members also introduces new perspectives into core curriculum. It's possible this strategy has not been made clear to the junior faculty members.

### Short-term Actions

Concerns about workload and transparency of faculty review, tenure, and promotion processes have been largely addressed by enhancing communications in the past year. Posting of workload assignments on a SharePoint site accessible to all Faculty members has clarified the distribution of workload. In the past year, we have increased knowledge sharing about PTR and promotion and tenure procedures through written communications and meetings with faculty members. This will continue to demystify strategies behind workload and other assignments.

### Medium-term Actions

We will develop a more comprehensive on-boarding process for Faculty members with multiple touchpoints to provide needed information on these procedures at relevant career stages. We will review the mentoring system put in place by the previous Dean and explore opportunities to enhance its effectiveness.

### Long-term Actions

As above.

Lead: Dean, Associate Dean Research, Associate Dean Academic

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**The reviewers observed that the Faculty's administrative management needs strengthening, with recommendations to assess the size of the support staff complement to**

**comparable University divisions or other top schools of Social Work, and to create clear procedures and responsibilities for administrative decision making in the MSW program.**

#### Short-term Action

We are in process of consulting with other faculties and central offices to develop a plan for enhancing our administrative complement. We are developing a communication strategy (i.e., website communications, SharePoint posting) to ensure stakeholder knowledge of developments as we increase and stabilize the administrative staff complement.

#### Medium-term Actions

We will further consult with other schools of Social Work and comparable University divisions learn from effective staff configurations in other settings, as we are all adapting to a changing disciplinary and professional landscape that is creating new demands for classroom (online and in-person) and field-based education.

#### Long-term Actions

As above.

Leads: Dean, Chief Administrative Officer, Assistant Dean Field Education, Assistant Dean Student Services and Registrar.

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**The reviewers recommended an assess of the climate and morale in the Faculty, noting significant organizational/leadership changes and recent staff turnover.**

The significant turnover in staff, unexpected departure of the previous Dean, high needs of students through the pandemic and beyond, and reduced engagement with colleagues during public health restrictions and hybrid work arrangements have had an impact on staff and faculty members. We are aware of the need to rebuild our relationships and attend to the high demand environment while maintaining work/life balance.



### Short-term Actions

All managers have been tasked with monitoring team morale and implementing team-building activities. We will make climate and morale ongoing priorities in all discussions of faculty strategies and priorities.

### Medium-term Actions

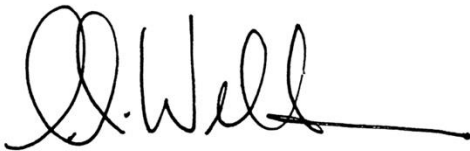
We will consult with other University leaders about strategies to address climate within the Faculty, considering issues like a possible climate survey, working out a strategy for onsite/remote/hybrid work arrangements, staff and faculty team-building activities.

### Long-term Actions

A recruited EDI strategist would be key to a plan to continue anti-racism and equity training for staff and faculty that was initiated before the pandemic. In the past, this joint activity surfaced issues of climate/collegiality and new training and dialogues on these issues would now serve to build faculty culture that includes all of the new colleagues.

Leads: Dean, Associate Dean Academic, Assistant Dean Field Education, Assistant Dean Student Services and Registrar, Chief Administrative Officer.

All of the proposed initiatives will be planned with evaluation integrated to facilitate reporting on progress and outcomes.



Charmaine C. Williams, PhD  
Dean & Professor  
Factor-Inwentash Faculty of Social Work  
University of Toronto

## 2020-21 UTQAP Review of the Factor-Inwentash Faculty of Social Work - Review Recommendations

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Dean's Response
The reviewers recommended the development of a full and explicit enrollment management plan laying out enrollment goals and strategies, with consideration of the implications of international enrollments for recruitment, curriculum and student services.	1	"The FIFSW should develop a full and explicit enrollment management plan that lays out enrollment goals and strategies including an explicit analysis of the recruitment of international students, and increased emphasis on the implications of international enrollments for curriculum and student services."	<p><b>Short-term Actions:</b> The Faculty has developed international students support over the past year. We have designated a faculty member to serve as the international student advisor and we are using ISEF funding to implement co-curricular programming designed to meet the needs of international students. Examples include a series of international student orientations, group mentoring, seminars on the Canadian social policy context, and social events to build community. Furthermore, our plan to increase staffing in the Field Education office includes the goal of recruiting someone to provide specialized support for international students.</p> <p><b>Medium-term Actions:</b> We will be reviewing the MSW and PhD curriculum to identify opportunities to enhance its responsiveness to the needs of BIPOC and International students (via the Curriculum Innovation Committee). We will consult and collaborate with central services (e.g., School of Graduate Studies, Centre for International Experience, GradLife) to leverage opportunities for further supporting our international students.</p> <p><b>Long-term Actions:</b> We anticipate adding faculty members in upcoming years and recruiting scholars that will build our capacity to address issues of international and global social work, including forms of social work practice outside Global North contexts. This plan is aligned with our broader internationalization goals for the Faculty.</p> <p><b>Leads:</b> Dean, Associate Dean's Office, MSW and PhD Program Directors.</p>
Students expressed a desire for additional skills-based training and preparation for advanced practice, as well as "macro" social work specialization options, including organizational change and management, community development practice, and social policy analysis and practice.	2	"The student survey... shows that students want better preparation for advanced practice, more skills-based training, and even more opportunities for practice and simulation in class."	<p><b>Short-term Actions:</b> We will continue resourcing the expansion of simulation-based learning across the curriculum. Recent innovations in AI-based and virtual simulation will further diversify experiential learning opportunities available to students.</p> <p><b>Medium-term Actions:</b> The curriculum review will explore opportunities to develop a coherent strategy for experiential learning activities, better integrating field and classroom education.</p> <p><b>Long-term Actions:</b> We will support and enhance our capacity in the Teaching Stream to accomplish leading-edge educational innovation in all of the identified areas. We will recruit to fill a vacated teaching-stream position and a vacated tenure-track position</p>
	3	The new, more diverse student body, which is close to 50% BIPOC and international students, want more diversity content in the curriculum and they want more diverse curriculum choices, particularly more "macro" social work speciality options such as organizational	

		change and management, community development practice, and social policy analysis and practice.”	<p>focused on educational innovation to further build capacity for experiential curriculum development and scholarship.</p> <p><b>Leads:</b> Dean, Associate Dean Academic, MSW Program Director</p>
The reviewers noted challenges around ensuring sufficient numbers of high-quality fieldwork placements, as well as student concerns regarding the transparency of the field placements process.	4	“Similar to other institutions, the challenge is to ensure sufficient numbers of high quality placements to meet the needs of individual students and the wider program.”	<p><b>Short-term Actions:</b> We recognized that communications about the practicum process needed updating and improvement. Our Communications Strategist is in process with a major revision of informational materials. We have also invested in a new digital management system to facilitate better information transfer and navigation of the field placement process for students and field instructors. We will be launching the new communications and digital system later this year.</p> <p><b>Medium-term Actions:</b> We believe that student perceptions of opaqueness in the field placement process may reflect, in part, low capacity in the Field Education Office to provide proactive individualized support. We will be increasing the staff complement with additional practicum coordinators in the Field Education Office to increase capacity for individualized support to students. We are testing a revised set of responsibilities for current and new practicum coordinators that will increase their contact with students from application to completion of practicum placements. The practicum coordinators will also increase contact with field education sites and instructors to sustain and strengthen relationships and generate more placement opportunities.</p> <p><b>Long-term Actions:</b> We will evaluate the outcomes from increasing the number of practicum coordinators to refine how they are best deployed to increase student support and increase high quality field education opportunities. Another long-term strategy is to increase the number of our graduates who take on field instruction roles. This will be achieved through embedding preparation for field instruction in the curriculum (this is also recently mandated as part of accreditation standards) and developing new support and incentive strategies to engage more alumni as field instructors.</p> <p><b>Leads:</b> Dean, Associate Dean Academic, Assistant Dean Field Education, MSW Program Director, Communications Strategist.</p>
	5	“Some students though expressed concern that the process of identifying/being allocated a placement was not transparent”	
The reviewers noted student and faculty concerns regarding the lack of clear communications from the Faculty, in particular regarding procedures for	6	“ Faculty and students alike noted the lack of clear communication and understanding of who is responsible for some student services and assistance for solving student questions and problems.”	<p><b>Short-term Actions:</b> We are rebuilding our staff complement. The recent hiring of an Assistant Dean, Student Services and Registrar has launched a review of the structure in that portfolio. We intend to recruit people into permanent positions in a structure that is accessible and comprehensible to all stakeholders.</p>

<p>addressing student questions and problems; students commented on their experiences with “limited and rather weak” student advising.</p>	7	<p>“Students also rated the advisement system as limited and rather weak in that advisors do not know answers to questions or do not take action that students feel is needed.”</p>	<p><b>Medium-term Actions:</b> With consistency in the administrative staffing, we will develop stronger coordination between academic advising by Faculty members and other advising provided by student services and registrarial staff.</p> <p><b>Long-term Actions:</b> The current student services structure is a partial implementation of recommendations from a review of registrarial and student services conducted almost five years ago. We will evaluate the effectiveness of the structure to inform evidence-based decisions about its effectiveness in meeting student and Faculty needs. We will also consult with other academic units to explore options and innovation.</p> <p><b>Leads:</b> Assistant Dean Student Services and Registrar, with Associate Dean Academic, MSW and PhD Program Directors.</p>
<p>The reviewers recommended that FIFSW should continue and intensify its efforts in support of equity, diversity and inclusion of its faculty, staff, student body, and programs. In responding you may wish to refer to the following specific reviewer observations:</p> <ul style="list-style-type: none"> <li>Noting recent increases in international and BIPOC student enrolments, they commented that the curriculum and program procedures/policies often reflect the program’s Euro-centric foundations and do not adequately reflect the experiences and backgrounds of the increasingly diverse student body</li> <li>They observed that the anti-colonial and community-based participatory approaches taken in the ITR field could</li> </ul>	8	<p>“The FIFSW should continue, but also importantly, intensify its commitment and efforts to equity, diversity and inclusion of its faculty, staff, student body and programs.”</p>	<p><b>Short-term Actions:</b> We will continue evaluating EDI effectiveness in course evaluations and all student experience surveys. We are reviewing questions to ensure they are addressing contemporary current student and Faculty EDI goals. We will update the EDI training that currently serves as an admission condition to better integrate social work EDI issues and an anti-colonial focus and process.</p> <p><b>Medium-term Actions:</b> We will recruit an EDI strategist to provide expert EDI leadership in the curriculum review, enhanced co-curricular programming, student and faculty recruitment, and faculty and staff development.</p> <p><b>Long-term Actions:</b> We will prioritize high-level EDI competency in new hires for faculty and staff and will seek opportunities to continue increasing the diversity in our FIFSW community and our network of collaborators. We will increase the number of bursaries and scholarships available to decrease barriers for prospective students from equity-seeking groups. We will fundraise for and recruit the Endowed Community-Service Chairs listed in our campaign priorities to further build our EDI capacity (e.g., Endowed Chair in Community-Driven Service Partnerships).</p>
	9	<p>“Students described the curriculum as Euro-centric... Several stated that they wish the FIFSW would work harder to de-center the curriculum’s fundamentally colonial lens. These are areas that the FIFSW has begun to address, and needs to continue to focus on.”</p>	
	10	<p>“The FIFSW could benefit from better integration of the ITR field’s approach and curriculum delivery. The ITR anti-colonizing and community based participatory approach can be highly relevant to the current efforts of the FIFSW’s Curriculum Innovation Committee.”</p>	

<p>provide a model for enhancements to the MSW program overall.</p> <ul style="list-style-type: none"> <li>• They noted that policies and procedures for addressing faculty applications for tenure and promotion should be updated to reflect EDI considerations.</li> </ul>	11	<p>“...there was discussion that suggested a need to transform FIFSW procedures and policies to reflect Equity, Diversity and Inclusion not only for curriculum, procedures and policies, but also for assessing application for tenure and promotion.”</p>	<p><b>Leads:</b> Dean, Associate Dean Academic, MSW and PhD Program Directors, Director of Advancement.</p>
<p>The reviewers expressed concern that untenured faculty members hold a disproportionate responsibility for curriculum leadership, and recommended providing stronger and more meaningful mentoring for junior faculty members; they also noted concerns from faculty members regarding fairness in workload and the need for procedural clarity of faculty review, tenure and promotion processes.</p>	12	<p>“The untenured faculty appear to have a disproportionate responsibility for curriculum leadership and, perhaps, a heavier service load overall.”</p>	<p><b>Short-term Actions:</b> Concerns about workload and transparency of faculty review, tenure, and promotion processes have been largely addressed by enhancing communications in the past year. Posting of workload assignments on a SharePoint site accessible to all Faculty members has clarified the distribution of workload. In the past year, we have increased knowledge sharing about PTR and promotion and tenure procedures through written communications and meetings with faculty members. This will continue to demystify strategies behind workload and other assignments.</p> <p><b>Medium-term Actions:</b> We will develop a more comprehensive on-boarding process for Faculty members with multiple touchpoints to provide needed information on these procedures at relevant career stages. We will review the mentoring system put in place by the previous Dean and explore opportunities to enhance its effectiveness.</p> <p><b>Long-term Actions:</b> As above.</p> <p><b>Leads:</b> Dean, Associate Dean Research, Associate Dean Academic</p>
	13	<p>“...the incoming Dean should consider decision making processes within the School, and the role of senior colleagues in providing stronger and more meaningful mentoring of junior colleagues who feel that the processes currently in place are not sufficiently strong and developmental.”</p>	
	14	<p>“Questions that were raised during the visit included the lack (or lack of understanding) of fairness policies in workload and rank; decision-making processes and implementation in the FIFSW; the need to specify and strengthen administrative policies, including workload and unrecognized service in curriculum and EDI; clearer and more planful approaches to timeliness, and procedural clarity of faculty personnel matters including review and promotion and tenure practices.”</p>	
<p>The reviewers observed that the Faculty’s administrative management needs strengthening, with recommendations to assess the size of the support staff complement relative to comparable University divisions or other top schools of</p>	15	<p>“Administrative management of the FIFSW should be strengthened with an assessment of the size of the support staff, and the creation of clear procedures and responsibilities for administrative decision making in the MSW program.”</p>	<p><b>Short-term Action:</b> We are in process of consulting with other faculties and central offices to develop a plan for enhancing our administrative complement. We are developing a communication strategy (i.e., website communications, SharePoint posting) to ensure stakeholder knowledge of developments as we increase and stabilize the administrative staff complement.</p>

<p>Social Work, and to create clear procedures and responsibilities for administrative decision making in the MSW program.</p>			<p><b>Medium-term Actions:</b> We will further consult with other schools of Social Work and comparable University divisions learn from effective staff configurations in other settings, as we are all adapting to a changing disciplinary and professional landscape that is creating new demands for classroom (online and in-person) and field-based education.</p> <p><b>Long-term Actions:</b> As above.</p> <p><b>Leads:</b> Dean, Chief Administrative Officer, Assistant Dean Field Education, Assistant Dean Student Services and Registrar.</p>
<p>The reviewers recommended an assessment of the climate and morale in the Faculty, noting significant organizational/leadership changes and recent staff turnover.</p>	<p>16</p>	<p>“We recommend that the school conduct an assessment of its climate and create a plan to improve climate at all levels within the FIFSW.”</p>	<p><b>Short-term Actions:</b> All managers have been tasked with monitoring team morale and implementing team-building activities. We will make climate and morale ongoing priorities in all discussions of faculty strategies and priorities.</p> <p><b>Medium-term Actions:</b> We will consult with other University leaders about strategies to address climate within the Faculty, considering issues like a possible climate survey, working out a strategy for onsite/remote/hybrid work arrangements, staff and faculty team-building activities.</p> <p><b>Long-term Actions:</b> A recruited EDI strategist would be key to a plan to continue anti-racism and equity training for staff and faculty that was initiated before the pandemic. In the past, this joint activity surfaced issues of climate/collegiality and new training and dialogues on these issues would now serve to build faculty culture that includes all of the new colleagues.</p> <p><b>Leads:</b> Dean, Associate Dean Academic, Assistant Dean Field Education, Assistant Dean Student Services and Registrar, Chief Administrative Officer.</p>

### **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 Faculty's long-standing and well-deserved reputation for excellence in social work education and research, noting their international leadership in simulation-based learning. They observed that students appreciate the intellectually stimulating environment, and that faculty, students and staff share pride in the reputation and quality of the programs. The review team applauded the careful design of FIFSW program curricula and the mechanisms to ensure ongoing program quality, noting clear alignment between program objectives, course learning outcomes, and assessment methods. They noted that faculty are highly respected and admired by alumni and community practitioners, with a strong track record of success in securing tri-council funding. Finally, they praised the important work that has been done towards broadening diversity of the student body, and the collegial and collaborative relationships with many other units and divisions at the University.

The reviewers recommended that the following issues be addressed: developing a full and explicit enrollment management plan, with consideration of the implications of international enrollments; addressing student desire for additional skills-based training and preparation for advanced practice, as well as "macro" social work specialization options; exploring ways to ensure sufficient numbers of high-quality fieldwork placements, and addressing student concerns regarding the transparency of the field placements process; enhancing communications to students and faculty, in particular regarding procedures for addressing student questions and problems; continuing and intensifying FIFSW efforts in support of equity, diversity and inclusion of its faculty, staff, student body, and programs; addressing concerns that untenured faculty members hold a disproportionate responsibility for curriculum leadership, and enhancing mentorship for junior faculty members; addressing faculty concerns regarding fairness in workload and the need for procedural clarity of faculty review, tenure and promotion processes; strengthening the Faculty's administrative management and creating clear procedures and responsibilities for administrative decision making in the MSW program; and assessing the climate and morale in the Faculty, following significant organizational/leadership changes and recent staff turnover. The Dean's Administrative Response describes the Faculty's 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 December 2021.

## **6. Distribution**

On June 30, 2023, 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 Factor-Inwentash Faculty of Social Work, 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**

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## 1. Review Summary

<b>Programs Reviewed:</b>	Biomedical Engineering, MAsC, MEng, PhD Clinical Engineering, MHSc
<b>Unit Reviewed:</b>	Institute of Biomedical Engineering
<b>Commissioning Officer:</b>	Dean, Faculty of Applied Science and Engineering
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"><li>• Dr. Gang Bao, Foyt Family Professor and Chair, Bioengineering and Professor, Chemistry and Materials Science &amp; Nanoengineering, George R. Brown School of Engineering, Rice University</li><li>• Dr. David Juncker, Professor and Chair, Biomedical Engineering, Biological and Biomedical Engineering Program, Faculty of Medicine and Health Sciences, McGill University</li></ul>
<b>Date of Review Visit:</b>	May 18-25, 2021 (conducted remotely)
<b>Date Reported to AP&amp;P:</b>	February 16, 2023

# Previous UTQAP Review

Date: November 19-20, 2012

## Summary of Findings and Recommendations

### 1. Graduate Programs

The reviewers observed the following **strengths**:

- The quality of the doctoral programs, reflected in the large number of first-authored student publications and presentations at international meetings
- Strong clinical engineering training offered to students

The reviewers made the following **recommendations**:

- Defining critical knowledge and ensuring an appropriate curriculum is in place for each of the research areas, including relevant training in ethics
- Finding ways to bring students together to support career and professional development, including exposing them to international biomedical engineering research

### 2. Faculty/Research

The reviewers observed the following **strengths**:

- Excellent, internationally-recognized faculty, engaged in pioneering research

### 3. Administration

The reviewers observed the following **strengths**:

- The unique simulation laboratory facilities
- Excellent partnerships with associated Faculties, hospital partners, translational organizations and local industry

The reviewers made the following **recommendations**:

- Increasing staff support for the collaborative program to ensure students have access to appropriate advising
- Further developing strategies to market the programs and recruit international students, including clearly identifying available degree programs
- Addressing the challenges that space restrictions pose, in the short and long terms

# Current Review: Documentation and Consultation

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## Documentation Provided to Reviewers

Terms of reference; self-study; previous review report including the administrative response; access to all course descriptions; access to the curricula vitae of faculty; PPTs of Faculty and IBME overviews; FASE Academic Plan, 2017-2022; FASE Annual Impact Report, 2020-2021.

## Consultation Process

The review team met with the FASE Dean and academic leadership team; Deans of partner Faculties (Medicine and Dentistry); IBME Director and academic leadership team; IBME core faculty, graduate students, administrative staff and senior program administrators, as well as heads of relevant cognate units within FASE and the Temerty Faculty of Medicine.

# Current Review: Findings and Recommendations

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## 1. Graduate Program

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Overall, reviewers remarked on the excellence of IBME's graduate programs
- Admissions requirements
  - ▶ IBME's graduate programs admit top students and engage in strong outreach
- Curriculum and program delivery
  - ▶ Reviewers noted the consistent growth of the PhD, MASc and MEng programs in recent years, though a decrease in the MHSc
- Student engagement, experience and program support services
  - ▶ IBME has a developed student community environment, supporting students through student conferences and townhalls
  - ▶ Institute receives positive feedback from students overall and is seen as having supportive faculty and staff
- Quality indicators – graduate students
  - ▶ Students successful at finding positions in a wide range of industries, though reviewers noted data after graduation is unclear

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

- Student funding
  - ▶ Current website information on awards "is confusing to navigate, and deadlines are not updated in timely manner."

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ Improve monitoring of student progress to ensure deadlines are met, such as through a digital tracking system
  - ▶ Better implement rules regarding student advising and supervision. Consider adopting letters of mutual understanding between supervisors and students that can be edited by both parties to help manage mutual expectations
  - ▶ Reviewers encourage increasing elective offerings, and making some classes more challenging.
- Student engagement, experience and program support services
  - ▶ Increase availability and better inform students of counselling resources, specifically regarding conflict resolution and providing contact information of mediators
- Quality indicators – alumni
  - ▶ Track student employment and field upon program completion to gain a better sense of percentage of placements amongst job seekers
- Student funding
  - ▶ Increase student stipends to reflect the high price of Toronto housing and inflation
  - ▶ Improve clarity regarding internal awards

## 2. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Reviewers highlighted the excellence of IBME faculty, which has been recognized by numerous international and national awards
  - ▶ “The new initiatives and an entrepreneurial director, strong vision and operational savviness have led to a remarkable transformation of the institute over the last few years”
- Research
  - ▶ “BME-centric research initiatives underpin major successes of the U of T, such as the Medicine by Design supported by the Canada First Research Excellence Fund (CFREF) and the Ted Rogers Centre for Heart Research”
  - ▶ The institute has strong research activity overall that aims to rival leading international departments
  - ▶ Benefits from strong ties with researchers within the Faculty of Applied Science & Engineering, as well as the Temerty Faculty of Medicine and the Faculty of Dentistry
  - ▶ The institute has an outstanding publication record, “consistently publishing approximately 200 publications a year, many in top journals including Science, Nature, and Nature sub-journals”
  - ▶ Grant applications are well supported, including the editorial review of proposals
- Faculty
  - ▶ “There are a large number of outstanding faculty with strong funding and national and international leadership”

- ▶ Reviewers commented that there is a good balance of ranks within the budgetary core faculty, and that this core faculty is complemented by a large number of cross-appointed faculty who are strongly attached to the institute

The reviewers made the following **recommendations**:

- Research
  - ▶ Address the drop in IP applications as a result of institutional IP application challenges.
- Faculty
  - ▶ Provide supports to faculty teaching large classes, such as TAs
  - ▶ Clarify tenure track procedures and provide equitable awards for teaching stream faculty
  - ▶ Offer feedback and additional guidance for pre-tenure faculty members on tenure progress, and on whether to apply for promotion during annual review
  - ▶ Provide more guidance for post-tenure faculty members as to what is needed for the ‘next step’ of tenure through the annual review process
  - ▶ Formalize a faculty mentorship program to better support junior faculty

### 3. Administration

The reviewers observed the following **strengths**:

- Relationships
  - ▶ Reviewers remarked on the excellent working relationship between the Faculty of Applied Science & Engineering, the Temerty Faculty of Medicine, and the Faculty of Dentistry, “forming a foundation for future success”
  - ▶ The institute managed to maintain morale during COVID-19.
  - ▶ There are ongoing partnerships with local units on student recruitment
  - ▶ An excellent outreach program via social media and IBME’s two websites, though website structures could be improved
  - ▶ Outreach activities appear in line with other Canadian universities
- Organizational and financial structure
  - ▶ “IBME draws on a long and rich history within U of T, and has grown rapidly in this millennium while emerging as one of the crown jewels of the U of T.”
  - ▶ The institute has rapidly transformed and evolved with the field, with strong support from faculty for recent changes that have been made
  - ▶ “IBME has successfully risen on a wave of rapid growth of BME (biomedical engineering) and bioengineering in North America (and globally) over the last 25 years.”
  - ▶ “IBME has established a well-oiled governance structure for operations within the [Faculty of Applied Science & Engineering] with activity-based budgeting, while receiving support from the Faculty of Medicine and Faculty of Dentistry.”

- Long-range planning and overall assessment
  - ▶ Following a change of leadership, the management of IBME underwent a reorganization and streamlining, “which has further cemented its success and reputation by increasing the number of student applications, recruiting new faculty, and freeing up budget for renovations.”
  - ▶ Reviewers commented on the excellent use of resources and the streamlining of processes that has helped to free funds to support space renovations

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

- Relationships
  - ▶ “A challenge of IBME is that it serves as a hub and its success is both dependent on, and amplified by, multilateral collaborations with many parties across different faculties”
- Organizational and financial structure
  - ▶ The growth of IBME requires more space for laboratories and offices; lacks state-of-the-art infrastructure

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Reviewers recommend developing a communication and partnership strategy on how to efficiently communicate and liaise with departments within the Faculty of Applied Science & Engineering as well as with departments in the Faculties of Medicine and Dentistry. The themes could include recruitment, faculty performance evaluations and tenure process and criteria, undergraduate and graduate student recruitment, teaching and evaluation, research, and strategic initiatives
  - ▶ Strengthen communications with faculty regarding plans and decisions being made by IBME leadership
  - ▶ Consider holding monthly institute meetings to discuss plans and obtain feedback
  - ▶ Provide graduate students with a list of IBME staff and their administrative responsibilities
- Organizational and financial structure
  - ▶ Expand graduate programs and create an undergraduate program to generate new revenue
  - ▶ Improve the size and quality of administrative space.
  - ▶ Consider resuming the position of Associate Director of Research, with the position’s role clearly defined
- Long-range planning and overall assessment
  - ▶ Develop a faculty complement plan to increase the number of core faculty over the next five years by continuing strong faculty recruitment with participation from the Faculties of Medicine and Dentistry
  - ▶ Emphasize diversity in future faculty recruitment

- ▶ Reviewers strongly recommend establishing an undergraduate BME program, to appeal to students with interests in biological applications, that would complement existing undergraduate programs within the Faculty of Applied Science & Engineering
- ▶ Creating an undergraduate program would give the University “the opportunity to become a leader in both graduate and [undergraduate] BME education, as many universities in Canada (UBC, McGill, Waterloo, etc.) offer UG BME or Bioengineering programs.”
- ▶ Reviewers encouraged investments in space and facilities including the expansion of research space, refurbishing existing IBME space, and having more IBME office space to help build greater culture and collaboration within the institute
- ▶ Forge stronger ties with University Advancement
- International comparators
  - ▶ “Spearhead the expansion and transformation of BME in Canada, along with peer institutions such as UBC, McGill and others”
  - ▶ “Be attuned to the developments of BME in North America and globally, and orient IBME with leading programs, such as those at Georgia Tech, Johns Hopkins, Rice, École Polytechnique fédérale de Lausanne, etc”

## 2. Administrative Response & Implementation Plan



UNIVERSITY OF TORONTO  
FACULTY OF APPLIED SCIENCE & ENGINEERING

January 27, 2023

Professor Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto  
27 King's College Circle

Dear Professor McCahan,

I write in response to your letter of July 19, 2022 regarding the May 2021 external review of the Institute of Biomedical Engineering (BME) and its programs.

The external review process is a valuable exercise that affords us the opportunity to take stock of the state of our academic units and of the Faculty as a whole. We are extremely pleased with the reviewers' positive assessment of the overall strength and growth of the institute and its programs, its growth and continued evolution in the field, and its outstanding, productive core faculty and cross-appointed faculty.

The quality of this program notwithstanding, the review report raises a number of issues and challenges. These have been addressed in the attached table, which was developed in consultation with the director of the Institute of Biomedical Engineering. For most of the areas, an implementation plan has been provided that identifies actions to be accomplished in the short (six months), medium (one to two years) and longer (three to five years) terms, and who (Institute, Dean) will take the lead in each area. I have also identified any necessary changes in organization, policy or governance where appropriate; any resources, financial and otherwise, that will be provided, and who will provide them.

The next steps for some of the recommendations are still being discussed with the Institute, and I request the opportunity to provide a one-year follow up report with an updated implementation plan addressing these areas.

My office provided comments on the review summary component of the draft *Final Assessment Report and Implementation Plan* on January 19, 2023.

I anticipate the next review of the Institute of Biomedical Engineering will be in 2027-2028 to coincide with end of the director's term. Chairs and directors in FASE are expected to report on progress made toward their external review goals at least annually at a meeting of the chairs and directors, which I chair.

I acknowledge that you will request a brief report midway between the 2020-2021 review and the year of the next site visit.



I also confirm that I will attend the February 16, 2023 meeting of the Committee on Academic Policy & Programs to answer any questions that may arise.

Thank you very much for the opportunity to respond to the report of the external review team. Their comments and recommendations will help inform the vision and future priorities for the Institute of Biomedical Engineering.

Sincerely,



Chris Yip  
Dean

cc:

Warren Chan, Director, Institute of Biomedical Engineering, Faculty of Applied Science & Engineering

Craig Steeves, Acting Vice-Dean, Graduate Studies, Faculty of Applied Science & Engineering

Tom Coyle, Vice-Dean, Undergraduate, Faculty of Applied Science & Engineering

Caroline Ziegler, Faculty Governance and Programs Officer, Faculty of Applied Science & Engineering

Daniella Mallinick, Director, Academic Programs, Planning and Quality Assurance

David Lock, Coordinator, Academic Planning and Reviews

Emma del Junco, Acting Coordinator, Academic Planning and Reviews

Alexandra Varela, Assistant Coordinator, Academic Planning and Reviews

## 2020-21 UTQAP Review of FASE Institute of Biomedical Engineering – Administrative Response

<b>Request Prompt</b> <i>verbatim from the request</i>	<b>Rec. #</b>	<b>Recommendations from Review Report</b> <i>verbatim from the review report</i>	<b>Program Response</b>	<b>Dean's Response</b>
<p>The reviewers recommended the creation of an undergraduate program in Biomedical Engineering, to appeal to students with interests in biological applications (<i>note: in responding you may wish to situate your comments in the context of the Faculty's suite of undergraduate program offerings</i>).</p>	1	<p>"We strongly recommend the creation of an UG core program in BME (UG BME) to complement the existing core 8 programs in the FASE. This had been recommended previously, and aligns with the interests of the current Director. Currently, the Faculty's flagship Engineering Science program is the most competitive program and offers a Major in Biomedical Systems Engineering. An UG BME core program will appeal to students with interests in biological applications, as well as students with different skills that currently are not considering Engineering, and is expected to generate a high demand."</p>	<p>We intend to create a full undergraduate program in Biomedical Engineering at the University of Toronto if possible. The decision to start an undergraduate program will be determined by the Dean and Provost.</p> <p>Medium term goal (one to two years).</p>	<p>In addition to the Biomedical Engineering Systems major in the Engineering Science program, the Faculty recently combined the separate Bioengineering and Biomedical Engineering Minors that are available to all core Engineering programs into a single comprehensive offering. The Faculty is keen to see the interest in this minor and its offerings, which will help in developing a strategy around new undergraduate programming.</p>
<p>The reviewers recommended offering more electives within the graduate programs, both within the Institute and from other units, with consideration for the variety of students' backgrounds; they also recommended making some classes in the program more challenging.</p>	2	<p>"Provide more electives (courses in and outside IBME) considering the background of students, and make some classes more challenging."</p>	<p>Students can take electives outside of BME to fulfill their requirements. The issue is that students are unaware of this availability. The solution is to create greater communication with students, so they are aware of this possibility.</p> <p>Short term goal (six months).</p>	<p>The Faculty will work with BME to promote graduate course offerings both within FASE as well as across the Institution.</p>

<p>The reviewers noted recent enrolment growth in the PhD, MASc, and MEng programs, with a decrease in MHSc enrolments, observing that this may reflect “strong interest in the design and engineering of new medical devices, rather than the clinical use of existing devices.”</p>	<p>3</p>	<p>“There has been a consistent growth of the PhD (28%), MASc (45%) and MEng (843%) programs and decrease of the MHSc program (-89%) over the last four years (2020 compared with 2016). The large increase in MEng and decrease in MHSc enrollment may reflect the strong interest in the design and engineering of new medical devices, rather than the clinical use of existing devices.”</p>	<p>We will be closing the clinical engineering program (MHSc and PhD). The required documents to close these programs are currently in FASE.</p> <p>Short term goal (six months).</p>	<p>We anticipate that the proposals to close the MHSc and PhD clinical engineering programs will come forward in our fourth governance cycle (April 2023) for approval.</p>
<p>The reviewers recommended implementing systems or procedures to track students’ progress through their programs, monitor advising and supervision, and to manage mutual expectations of students and supervisors.</p>	<p>4</p>	<p>“Better track student progress and enforce rules regarding student advising and supervision.”</p>	<p>We intend to create better tracking systems. We will do this through committee meeting reports and ensure students do them on an annual basis.</p> <p>Short term goal (six months).</p>	<p>FASE will work with BME, along with all cognate units, on identifying and encouraging best practises for tracking student progress.</p>
	<p>5</p>	<p>“A number of universities adopted letters of mutual understanding between the supervisor and student to help manage mutual expectations. Whereas the template of the letter is provided by the supervisor, the student could edit it to find mutual understanding.”</p>	<p>We do not intend to adopt such letters, as there is no tracking of comments from these letters or legality to these agreements. Instead, we intend to use committee reports to track progress. We will encourage to have 1-on-1 discussions with supervisor to discuss student/supervisor expectations.</p>	
	<p>6</p>	<p>“Track student progress to ensure that deadlines are met. Some universities have set up digital tracking systems to ensure students progress in their programs.”</p>	<p>We intend to use committee reports to ensure milestones are met with the student degree. We now create a clearer description of milestone expectations for students.</p> <p>Short term goal (six months).</p>	
<p>The reviewers recommended increasing the availability of student counselling, and ensuring that students are well-informed of resources for support and conflict resolution.</p>	<p>7</p>	<p>“Increase the availability of student counselling and better inform students of opportunities regarding conflict resolution at UofT and of the contact information of mediators, as students were not aware of it.”</p>	<p>We intend to redesign our website to provide all necessary counselling and conflict resolution resources for students. SGS and University has created resources for support of these activities; it would be redundant for a division to create a similar structure.</p> <p>Short term goal (six months).</p>	<p>FASE will work with BME to promote the wellness and support resources that are provided by FASE, SGS and the University</p>

<p>Noting strong demand for IBME programs and the importance of maintaining its position as a leader in the field, the reviewers recommended that IBME develop a faculty complement plan to increase the number of core faculty over the next several years; they also recommended that faculty recruitment be carried out with participation of the Faculties of Medicine and Dentistry, and that recruitment should emphasize the diversity of the faculty complement.</p>	8	<p>“Therefore, we recommend increasing the number of core IBME faculty from 18 FTEs to 28 FTEs over the next five years by continuing strong BME faculty recruitment with participation of the Faculties of Medicine and Dentistry and other programs at UofT.”</p>	<p>We intend to hire new faculty to increase the FTEs to a minimum of 28. We will discuss with the FOM and FOD departments on hiring to increase FTEs. We will develop partnerships with divisions within FOM (e.g., Immunology, LMP, Medical Biophysics). There are clear synergies between BME and other departments in FOM and FOD. We will identify the synergies for new faculty hiring.</p> <p>Medium term goal (one to two years).</p>	<p>FASE will monitor the hiring strategies for BME and in particular, its coordination and collaboration with other divisions in areas of mutual strategic interest.</p>
	9	<p>“Emphasize diversity in future faculty recruitment.”</p>	<p>We always emphasize diversity in future faculty recruitment.</p>	<p>This is an important area for FASE and one in which all units are actively encouraged to emphasize in all recruitment activities. The FASE EDI office will work with BME on best practises for encouraging a diverse applicant pool for faculty positions.</p>
<p>The reviewers made a number of recommendations to support faculty career progression, including providing feedback and guidance on promotion pathways and promotion processes for teaching stream and pre-tenure faculty, formalizing a mentorship program for junior faculty, and providing additional guidance on career development for post-tenure faculty.</p>	10	<p>“Clarify tenure track procedures for teaching stream faculty.”</p>	<p>We intend to clarify tenure track procedures for teaching stream faculty through annual meetings. We will follow the guidelines for FASE and will relay that information to the teaching stream faculty.</p> <p>Short-term goal (six months).</p>	<p>The Faculty has created procedures and guidelines to help clarify promotion to continuing status for teaching stream faculty.</p> <p>Examples include the <i>FASE Guidelines for the Assessment of Effectiveness of Teaching in Tenure, Continuing Status and Promotion Decision</i> and the <i>FASE Best Practices for Assessing Teaching Effectiveness in PTR Decisions</i> (the latter pending April 2023 Council approval).</p>
	11	<p>“Provide equitable awards for teaching stream faculty.”</p>	<p>We do not intend to create department awards for teaching stream faculty. The reason is because there are only two teaching stream faculty in BME. If BME hires more teaching stream faculty, it will make sense to create awards. However, we will nominate our teaching stream faculty for awards when there is a call for them.</p>	<p>The Faculty welcomes an opportunity to provide an update on efforts to broadly encourage teaching excellence in BME, and across the division.</p>

	12	“For pre-tenure faculty members, provide feedback and more guidance on the tenure progress, and on whether to apply for promotion during annual review.”	<p>We intend to discuss and provide guidance for pre-tenure faculty members annually during the annual review of the faculty member. We have bi-annual luncheons with pre-tenured faculty. Since the review, the pre-tenure stream faculty has started lunches with each other every 3-4 months to discuss challenges and needs. The Director organizes these luncheons and will meet to discuss and provide solution to these challenges.</p> <p>Short-term goal (six months).</p>	<p>The Faculty has created procedures and guidelines to help clarify promotion processes for tenure- and continuing-stream faculty.</p> <p>Examples include the <i>FASE Guidelines for the Assessment of Effectiveness of Teaching in Tenure, Continuing Status and Promotion Decision</i> and the <i>FASE Best Practices for Assessing Teaching Effectiveness in PTR Decisions</i> (the latter pending April 2023 Council approval).</p>
	13	“For post-tenure faculty members, provide more guidance as to what is needed for the next step of tenure. This can be done through annual review.”	<p>We intend to provide guidance to post-tenure faculty members to the requirements for promotion during annual review.</p> <p>Short-term goal (six months).</p>	
	14	“Formalize a faculty mentorship program to better help junior faculty.”	<p>We do not intend to create a formalized program for faculty mentorship program with junior faculty. Although idealistically interesting, these mentorship programs have never performed well. Instead, we intend to create a culture of interactions between junior and senior faculty which will make the new faculty more comfortable to ask questions for support of their career.</p> <p>We will create this culture by regular luncheons between faculty and to create joint projects where senior/junior work seamlessly together. We will discuss with other departments on best practice. We will take an iterative strategy to develop academic leaders. It starts with assigning committee leads, and then these leaders will advance to Associate Director positions.</p> <p>Short-term goal (six months).</p>	<p>The Faculty will monitor the roll-out of these approaches in BME to assess their effectiveness.</p>

<p>The reviewers recommended strengthening communications with faculty regarding plans and decisions being made by IBME leadership; they recommended holding monthly Institute meetings to discuss plans and solicit feedback.</p>	15	<p>“Hold more regular institute meetings to discuss plans and obtain feedback. Monthly meetings are a common standard.”</p>	<p>We do not intend to hold monthly meetings. We hold 3-4 meetings per year plus an annual whole day retreat. Aside from a few faculty, most faculty are content with this number of meetings. We do intend to send out emails with information on the Institute activities, that would be part of communication with faculty of BME events and decisions.</p> <p>Short-term goal (six months).</p>	<p>The Faculty believes in the importance of regular communications and information sharing and looks forward to providing a one-year update on BME’s approaches.</p>
	16	<p>“Strengthen communications with faculty and communicate plans, decisions and rationale.”</p>	<p>We intend to increase communication with faculty on decisions and rationale in faculty meetings. Most of these discussions occur at the faculty meeting and retreat. Unfortunately, not everybody attends to the meetings. We will create a more efficient way of disseminating information to faculty.</p> <p>Short-term goal (six months).</p>	
<p>The reviewers noted a lack of state-of-the-art infrastructure at the IBME, and recommended ways of supporting space and facilities growth including establishing core facilities to be shared among IBME faculty, refurbishing existing space, and integrating with other units.</p>	17	<p>“We recommend supporting IBME growth with new space and facilities, since IBME lacks state-of-the-art infrastructure. The expansion of research space could be a combination of having one or two floors in a new building, refurbishing existing IBME space, integration with other units, etc. Having more IBME office space will help build greater culture and better collaboration within IBME.”</p>	<p>We intend to increase the amount of BME space through refurbishing of the Mining and Roseburgh buildings.</p> <p>Since the review, we have created over 6000 sq ft of new wet-lab space and are in the process of creating over 5,000 sq ft of new faculty offices, student space, and administrative space. We expect to move into this space in the next six months.</p> <p>We plan to start to construct another 4000 sq ft of biosafety level 1 space in the Mining building in the next two years.</p> <p>Medium-term goal (one to two years).</p>	<p>BME has been very proactive in upgrading and improving infrastructure. We will monitor the progress of these changes and the impact that they are having on BME’s operation.</p>
	18	<p>“Establish core facilities that IBME faculty can share.”</p>	<p>We intend to create core facilities for BME faculty to share. We expect this facility to be in the new Roseburgh wet lab. We plan to</p>	<p>We welcome the opportunity to provide a one-year update as these renovations come on-stream.</p>

			<p>start to apply for grants to purchase equipment for this core facility. This core facility will be made available to the Engineering and broader community. We are in discussion with the FOM to develop the BSL3 and animal facility. These facilities will be accessibility to BME and Engineering researchers.</p> <p>Medium-term goal (one to two years).</p>	<p>We will monitor the effectiveness of these changes as the renovations come on-stream.</p>
	19	<p>“Improve the size and quality of administrative space.”</p>	<p>We intend to create the size and quality of administrative space.</p> <p>Since the review, we re-constructed an old space to new administrative space (3<sup>rd</sup> floor Mining Building). We expect move into this new administrative space in June 2023.</p> <p>Short-term goal (six months).</p>	<p>We will monitor the improvement of the size and quality of administrative space as this new space is commissioned.</p>
<p>The reviewers recommended that IBME develop a communication and partnership strategy to enhance relationships with other units within the Faculty of Applied Science and Engineering, as well as with the Temerty Faculty of Medicine and the Faculty of Dentistry; communication themes include student and faculty recruitment, faculty performance evaluations, tenure processes and criteria, teaching and evaluation, research, and strategic initiatives.</p>	20	<p>“Develop a communication and partnership strategy on how to efficiently communicate and liaise with departments within the FASE, as well as with departments in the Faculties of Medicine and Dentistry. The themes include recruitment, faculty performance evaluations and tenure process and criteria, UG and graduate student recruitment, teaching and evaluation, research, and strategic initiatives.”</p>	<p>We intend to communicate the Institute’s activities with other entities through annual magazines, meetings at the Dean’s level, and chairs/director’s luncheons.</p> <p>We have created a website that features research activities and partnerships (<a href="https://discover.bme.utoronto.ca/">https://discover.bme.utoronto.ca/</a>), annual magazines that is disseminated in BME, University, and outside of the University, and development of full social media campaign. They provide communication and showcasing of BME activities in and out of Toronto.</p> <p>We will continue to improve these communication stream. We will monitor the readership and distribution network of these communication media and adjust accordingly.</p> <p>Short-term goal (six months).</p>	<p>The Faculty places a high priority on efficient and timely communications with both internal and external stakeholders. We look forward to reporting on the outcomes of BME’s communications strategy.</p>

Other recommendations not prioritized in the Request for Administrative Response	21	“Increase student stipends in consideration of the high price of Toronto housing and inflation.”	<p>We will increase student stipends, taking a gradual approach. This year is the first of several stipend increases for students.</p> <p>We expect to increase the amount of stipends by MASc and PhD students from 10-15% next year and 5% annually afterward.</p> <p>We will continue to discuss strategy to increase stipends with FOM and FOD. FOM has been more aggressive with stipend increase. We will find a stipend increase rate that is amenable to our researchers in FASE, FOM, and FOD.</p> <p>Short term (six months) to medium term (one to two years) goals.</p>	We have begun discussions at the Faculty level about student funding and are awaiting input from IBME. We look forward to reporting on the implementation of these funding strategies.
	22	“Increase clarity about internal awards. Currently the website is confusing to navigate, and deadlines are not updated in timely manner. Some internal awards were not shared adequately.”	<p>We have already increased clarity on internal awards after the review. We created monthly email letters with dates and award purpose to trainees.</p> <p>Already addressed.</p>	
	23	“Provide adequate support to faculty teaching large classes (TAs, etc.)”	<p>We have increased the number of TA support for faculty teaching large classes.</p> <p>Already addressed.</p>	The Faculty will monitor the effectiveness of BME’s initiatives in support of teaching and experiential learning.
	24	“Send the list of IBME staff and their administrative responsibilities to all graduate students in IBME.”	<p>We have added in our website the responsibilities of BME staff and administration (<a href="https://bme.utoronto.ca/contact/">https://bme.utoronto.ca/contact/</a>). At the beginning of each year, we will provide a list of the administrative staff and provide a list of their responsibilities.</p> <p>Already addressed.</p>	



	25	“Track student employment and field in year upon completion to track percentage of placement among job seekers.”	<p>We have created social media engagement (e.g., LinkedIn) to track student employment. This allows us to track our alumni. From this tracking system, we have spreadsheets for tracking and provided this information to Advancement and Alumni relations in FASE and FOM.</p> <p>Already addressed.</p>	This is certainly a critical area and one that the Faculty has been prioritizing as the new Defy Gravity campaign launches. The Faculty looks forward to working with BME on their broad advancement and engagement plans
	26	“Address the drop in IP applications that result from institutional IP application challenges.”	We do not intend to address the IP application challenges. This issue is not specific to BME but is associated with the IPO office at the University. The IPO continues to have re-organization issues and they do not provide clarity on how IP is handled as well as the assigned handler. We will discuss this issue with FASE VDR to assist the IPO office in dealing with BME IPs.	We will monitor the engagement between BME and IPO, as well as more broadly at the Faculty level.
	27	“Consider resuming the position of Associate Director of Research, with the position’s roles clearly defined. It had a defined mandate and resourcing before, but these may need to be redefined.”	We do not intend to add the position of Associate Director of Research. Practically, the main function appears to attend FASE meetings. We currently send a representation from BME to these meetings. We discussed this comment with BME advisory group, and we felt that this position was not needed. Despite not having a person designated for this position, our funding per faculty has more than doubled in the last four years.	The Faculty values the strategic input provided by members of its Research Committee, which is comprised of the Associate Chairs / Directors of Research from the cognate units. The Faculty will, through the Vice-Dean, Research’s office, work on identifying best practices and key mandates for those in these roles.
	28	“Spearhead the expansion and transformation of BME in Canada, along with peer institutions.”	<p>We intend to help expand and transform BME in Canada. We participate in BME chairs meetings to discuss Canadian BME programs and have been the main organizers of these meetings.</p> <p>The IBME director has led the discussion with CIHR to create multiple BME committees. In the last two cycles, there have been two BME</p>	We will monitor the effectiveness of BME’s advocacy efforts, both nationally and internationally.

			committees and the funding for BME research has doubled.	
	29	“Be attuned to the developments of BME in North America and globally, and orient IBME with leading programs.”	We have been following the developments of BME in North America and globally. We already track publications, funding, student supports, etc. We use this information to guide our decision and to develop programs in BME in Toronto to compete globally.  Already addressed.	

### **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 IBME's rapid growth and evolution with its field over the past 25 years, describing it as "one of the crown jewels" of the University. They commended the excellent graduate programs, noting the consistent growth of the PhD, MASc and MEng programs in recent years. They praised the outstanding, productive core faculty with good balance across various ranks, and successful BME-centric research initiatives. They commended the recent reorganization and streamlining of IBME, as well as the effective governance structure. They also praised IBME's strong ties with the Faculties of Medicine and Dentistry, and with other FASE units, as well as the positive morale maintained throughout the Institute during the COVID pandemic.

The reviewers recommended that the following issues be prioritized: the creation of an undergraduate program in Biomedical Engineering; offering more electives within graduate programs both within the Institute and from other units; implementing systems or procedures to track students' progress through their programs; increasing the availability of student counselling; the support of faculty career progression; strengthening communications with faculty regarding plans and decisions being made by IBME leadership; supporting space and facilities growth noting a lack of state-of-the-art infrastructure; developing a communication and partnership strategy to enhance relationships with other units within FASE as well as with the Temerty Faculty of Medicine and the Faculty of Dentistry.

The Dean's Administrative Response describes the Faculty and Institute's responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

### **5. Monitoring and Date of Next Review**

Chairs and Directors in the Faculty of Applied Science and Engineering are expected to report on progress made toward their external review goals at least annually at a meeting of the Chairs and Directors, chaired by the Dean.

The Dean will provide an interim report to the Vice-Provost, Academic Programs midway between the 2020-2021 review and the year of the next site visit on the status of the implementation plans.

The next review will be commissioned in 2026-2027 with a review visit expected in 2027-2028.

## **6. Distribution**

On June 30, 2023, 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 Applied Science and Engineering, 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 unit/program leadership.

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

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## 1. Review Summary

<b>Programs Reviewed:</b>	Chemical Engineering, BAsC Chemical Engineering and Applied Chemistry, MEng, MASc, PhD
<b>Unit Reviewed:</b>	Department of Chemical Engineering & Applied Chemistry
<b>Commissioning Officer:</b>	Dean, Faculty of Applied Science and Engineering
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"><li>• Peter Englezos, Professor and former Chair, Chemical &amp; Biological Engineering, University of British Columbia</li><li>• P. James McLellan, Professor and former Chair, Chemical Engineering, Queen's University</li><li>• Christopher K. Ober, Professor and former interim Dean, Materials Science &amp; Engineering, Cornell University</li><li>• Viviane Yargeau, Professor and Chair, Chemical Engineering McGill University</li></ul>
<b>Date of Review Visit:</b>	June 8-14, 2021 (conducted remotely)
<b>Date Reported to AP&amp;P:</b>	April 12, 2022

## Previous UTQAP Review

Date: March 3-4, 2016

### Summary of Findings and Recommendations

#### 1. Undergraduate Programs

The reviewers observed the following **strengths**:

- Strong reputation and diverse student population
- Department does excellent job of developing students' skills and attitudes for effective leadership, group work, and communication
- Faculty are actively engaged and committed to modernizing the curriculum
- Graduates enter a wide array of careers

The reviewers made the following **recommendations**:

- Undergraduates have a great deal of experiential and lab work, but may have less time for research activity

#### 2. Graduate Programs

The reviewers observed the following **strengths**:

- Impressive caliber of research and educational programs
- Collegial atmosphere creates a safe and productive environment
- Concerted effort to provide opportunities for students to engage in professional development activities
- Department is proactive in monitoring student progress

The reviewers made the following **recommendations**:

- Track Ph.D. student outcomes and continue to prepare students for diverse career pathways
- Develop specific achievement indicators for research-based graduate degrees

#### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Bold, ambitious research vision and research directions relevant to society
- Remarkable levels of funding and success in landing competitive grants
- Encouragement and reward for collaborative research with other academic units within the Faculty and University promotes interdisciplinary efforts

#### 4. Administration

The reviewers observed the following **strengths**:

- Very high morale, fostered by positive leadership
- Very good facilities, with excellent scientific equipment and well-run labs
- Ambitious and visionary five-year plan draft that clearly aligns with the Faculty

and University planning documents

- Department compares very well with the top 30 or 40 chemical engineering departments in the world

The reviewers made the following **recommendations**:

- Continue successful work in diversifying the student population
- Prioritize the departments' strategic goals
- Create stronger relationships with alumni and encourage department's Board of Advisors to assist with integrating professional development into Ph.D. program, as well as with further advancement activities

**Last OCGS review(s) date(s):**

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

Terms of reference; self-study; previous review report including the administrative response; access to all course descriptions; access to the curricula vitae of faculty; PPTs of Faculty and ChemE overviews; FASE Academic Plan, 2017-2022; FASE Annual Impact Report, 2020-2021. Views of the Canadian Engineering Accreditation Board regarding the 2018 accreditation review of the chemical engineering program are appended to the self-study.

### Consultation Process

The review team met with the FASE Dean and academic leadership team; ChemE Chair and academic leadership team; ChemE faculty; undergraduate and graduate students; administrative staff and senior program administrators; as well as heads of relevant FASE cognate units as determined by the commissioning officer.

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Strong evidence of department's commitment to providing an excellent education to the nearly 500 undergraduate students
  - ▶ Undergraduate program re-accredited by CEAB in 2019 for maximum six-year term (extended to 2026, due to pandemic)

- Objectives
  - ▶ Undergraduate program expectations are well thought out
  - ▶ Degree level expectations have been judiciously mapped to CEAB graduate attributes
- Admissions requirements
  - ▶ Undergraduate program attracts excellent students
  - ▶ First year class size is in line with targets
- Curriculum and program delivery
  - ▶ Program offers a modern curriculum rich in hands-on learning opportunities, and develops design, teamwork and communications skills
  - ▶ Recent curriculum updates offer students opportunity to prepare well for traditional and new industries and services
  - ▶ Teaching-stream faculty have made tangible positive contributions to learning environment, in particular supporting substantial second and third year lab courses
  - ▶ Laboratory component of program is very strong
  - ▶ “In addition to a set of well prescribed wet and dry labs, the integration of an industrial biodiesel process within the curriculum is a highlight of recent developments”
  - ▶ Capstone design course has been revised to ensure that workload is reasonable
- Innovation
  - ▶ Availability of minors and certificates is unique relative to similar programs at other Canadian and international universities
- Accessibility and diversity
  - ▶ Over 30% of students are international, and the percentage of women in the program has reached 50%; next focus area is to increase intake of Black and Indigenous students
- Student engagement, experience and program support services
  - ▶ PEY Co-op program is popular and has high participation
  - ▶ Students appreciate flexibility that minors and certificates provide in tailoring their education
  - ▶ Students value opportunities to gain work experience, and networking connections and insights that CONNECT provides
  - ▶ Students appreciate faculty efforts to adapt and teach effectively during pandemic
- Quality indicators – alumni
  - ▶ Graduates find employment in a wide array of traditional and emerging industries, or continue on to graduate education or professional programs

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

- Curriculum and program delivery
  - ▶ Number and timing of courses in program’s core structure can make it challenging to pursue minors and certificates without taking extra time in the program
- Assessment of learning



- ▶ Larger numbers of projects associated with many courses can exacerbate workload challenges
- Student engagement, experience and program support services
  - ▶ Students express desire for more international exchanges, however, note challenges with scheduling around major lab courses in second and third year
  - ▶ Some concerns expressed about workload in second and third years of program, which have been further exacerbated by COVID
- Student funding
  - ▶ Students expressed concerns around recent PEY fee increase

## 2. Graduate Program

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Graduate program attracts excellent students and offers opportunities to engage in world class research with award winning faculty
  - ▶ Department is at forefront of research in life science, energy and the environment
- Objectives
  - ▶ Department has articulated broad objectives and takes into consideration technical and scientific knowledge complemented by critical thinking, communication and leadership skills, so that graduates have a wide spectrum of career opportunities
  - ▶ Specific degree level expectations consist of five common outcomes for the three graduate degrees (PhD, MAsC, MEng), with sixth expectations around research and scholarship for research students, and methodologies for MEng students
- Admissions requirements
  - ▶ Department engages in targeted campaigns to recruit excellent graduate students
  - ▶ Number of MEng students has increased in recent years
  - ▶ Department aims to have 40% of student population comprised of graduate students
- Curriculum and program delivery
  - ▶ Course offerings are broad and include a course on chemical engineering fundamentals for nonchemical engineers, and a suite of fundamental courses and courses in emerging fields like data science, sustainable processing, biomanufacturing and soft materials
- Accessibility and diversity
  - ▶ Excellent, diverse student population
  - ▶ Clear departmental commitment to further improve diversity, with focus on enhanced Black and Indigenous representation, and aims to increase percentage of women beyond current level of 30%
- Assessment of learning
  - ▶ Department has the administrative structure and support in place to monitor student progress

- ▶ Newly introduced individual development plans offer opportunities to systematically monitor student learning, well-being and job skills development
- Student engagement, experience and program support services
  - ▶ Recent introduction of ‘individual development plan’ is expected to benefit graduate students in a number of ways
  - ▶ Strong start-up community provides opportunities for graduate students to develop entrepreneurial skills
- Student funding
  - ▶ Recent reduction in international fees has removed a barrier to attract excellent international students

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

- Admissions requirements
  - ▶ Number of PhD students remained constant in recent years, and that of MASc students has declined
- Quality indicators – graduate students
  - ▶ Reduction of average time to completion is an ongoing objective, and remains a continuing concern
- Student funding
  - ▶ Graduate student funding relative to cost of living in Toronto identified as significant concern, along with a desire for more clarity in funding support for each student
  - ▶ Some concerns expressed about finding minimum guaranteed TA support hours

The reviewers made the following **recommendations**:

- Objectives
  - ▶ Given that graduate degree level expectations were adopted Faculty-wide in 2011, reviewers encourage reflection on their success and/or need for updates
- Admissions requirements
  - ▶ With regard to plans for growth of graduate student population to 40% of students, department will need to consider optimal balance of research/MEng students, and remain mindful of EDI objectives
- Curriculum and program delivery
  - ▶ Students express desire for statistics/design of experiments/data analysis course tailored to chemical engineering needs, which reviewers note would complement existing or planned machine learning and AI courses
- Quality indicators – graduate students
  - ▶ Reviewers recommend examining and regularly monitoring student progress data in greater detail to identify any specific reasons why some theses take longer to complete
- Student funding

- ▶ Would be helpful to clarify at start of Fall term how support will be paid out throughout the year, to help with student budgeting
- ▶ Reducing time to completion may help alleviate challenges in graduate student support by freeing up research funds to support new, incoming students
- ▶ Any steps the department can take to help clarify understanding around graduate funding and to facilitate planning for graduate students “will be very much appreciated, and will reduce associated stresses of making ends meet”

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ “a number of key university leadership positions at the FASE and university level are led by faculty from Chemical Engineering & Applied Chemistry, which is testament to the strong leadership potential in the department”
  - ▶ “The culture of collaboration and presence of shared facilities are enabling and attractive characteristics and facilitate the recruitment, integration and fast onboarding of new hires”
  - ▶ Quality and extent of research output places department amongst best in the world
- Research
  - ▶ Several faculty lead interdisciplinary initiatives of Faculty- and institute-wide importance (SOCAAR, OCCAM, BioZone, CRAFT and others), showing strong leadership in research
  - ▶ Reviewers commend faculty for “being willing to think big in pursuit of the programs of research”, noting high levels of funding per PI relative to Faculty-wide average
  - ▶ Multidisciplinarity of research is prominent and offers stimulating training environment for graduate students
  - ▶ Researchers in department (and FASE more broadly) perform well in NSERC Discovery Grant competitions
- Faculty
  - ▶ Department has been able to hire outstanding new faculty in recent years
  - ▶ Upcoming retirements viewed as opportunity to bring in expertise in AI, Biomanufacturing and Sustainability

The reviewers made the following **recommendations**:

- Faculty
  - ▶ It will be important to develop clear career paths (assessment/support/resourcing and expectations) for teaching stream faculty, in order to support impactful and rewarding careers
  - ▶ “Hiring faculty with AI expertise will provide new, potentially game changing capabilities to the department”

## 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - ▶ Department functions in cohesive manner, and is viewed by other units as very collegial, with engaged professoriate and committed faculty and staff
  - ▶ Department has functioned well under current leadership; widespread recognition of chair's supportive, proactive, transparent and effective approach
  - ▶ Students are proud to be part of department and feel part of a strong community
  - ▶ Students expressed appreciation for instructor and staff support during COVID
  - ▶ Staff feel their work is appreciated by department leadership and faculty
  - ▶ Collegial environment provides ample opportunities for faculty collaboration in pursuit of research opportunities
  - ▶ Strong support for collaborative initiatives such as BioZone, SOCAAR, and OCCAM
  - ▶ Clear commitment to increasing collaboration with industry, and impressive ongoing start-up community
  - ▶ New partnerships with National Research Council (CRAFT and CC-GEM) offer interesting possibilities
  - ▶ Department has active board of advisors that recognizes fundraising as a key activity
  - ▶ Alumni appreciate connections and insights that 'Department Dinners' offer, and stay in touch with department through U of T Engineering CONNECT
  - ▶ Through service contributions of faculty, department has contributed significantly to development of chemical engineering profession in Canada
- Organizational and financial structure
  - ▶ Department appears well-financed and operations run well
  - ▶ New Director of Facilities position identified as a welcome addition
  - ▶ Presence of an Associate Chair, Research sends a strong message about the importance of research in the department
  - ▶ Sustainability lab a welcome addition; expected to catalyze further collaborations and student engagement in sustainability research
  - ▶ "Access to space [for faculty] does not seem problematic and is facilitated through the collaborative environment"
  - ▶ Reviewers commend Dean's Strategic Fund initiative, which is key source of funding for several departmental initiatives
- Long-range planning and overall assessment
  - ▶ Department continues to be a national and global leader in chemical engineering research and academic programs at the undergraduate and graduate levels
  - ▶ Department noted for being proactive in assessing opportunities to enhance teaching based on COVID experience, and adapting courses (notably including labs) quickly for online delivery
  - ▶ Proposed combined BSc+MSc program is expected to enhance research opportunities for UG students, and to recruit talented graduate students

- ▶ Department continues to look for new revenue streams and resource generation, including growth of graduate student body, partnerships with industry and government, and creation of new research capabilities in the form of shared facilities
- ▶ Department has been reflecting on future directions in practice of chemical engineering in Canada and globally, as field undergoes major transitions
- International comparators
  - ▶ Quality and extent of research output department places department amongst world's best
  - ▶ Department's profile compares very favourably to those of top-rated state schools in the United States with strong engineering programs

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

- Relationships
  - ▶ Work-life balance in the post-COVID era identified as a particular concern for staff
- Organizational and financial structure
  - ▶ "Network cybersecurity remains a concern, posing challenges between providing connectivity while maintaining security"
  - ▶ Concerns expressed about ventilation in the pilot plant [Unit Operations Lab]: "ventilation/electrical issues in the old building are an ongoing challenge that limits the extent of experiments in the undergraduate labs and is not at par with the excellence in research that is carried out by the department's faculty in general"

The reviewers made the following **recommendations**:

- Relationships
- Organizational and financial structure
  - ▶ Maintaining and building on current strong collegial structure will be an important consideration in selecting a new Chair
  - ▶ "The pilot plant facilities contribute significantly to the undergraduate program, and have potential to contribute to research and research integration in undergraduate programming, but the facility will require adequate ventilation to ensure it can be used to maximum impact"
  - ▶ Appropriate resolution to ventilation/electrical concerns may require effort at all levels of the University, given capital likely required to retrofit an older building
- Long-range planning and overall assessment
  - ▶ "The expansion to biomanufacturing is perhaps a generational opportunity for the department's science excellence and world leading research"
  - ▶ Reviewers recommend that department include development of a graduate student stipend support fund as an advancement goal

## 2. Administrative Response & Implementation Plan



UNIVERSITY OF TORONTO  
FACULTY OF APPLIED SCIENCE & ENGINEERING

January 24, 2023

Professor Susan McCahan  
Vice-Provost, Academic Programs  
University of Toronto  
27 King's College Circle

Dear Professor McCahan,

I write in response to your letter of March 15, 2022 regarding the June 2021 external review of the Department of Chemical Engineering & Applied Chemistry (ChemE) and its undergraduate and graduate programs.

The external review process is a valuable exercise that affords us the opportunity to take stock of the state of our academic units and of the Faculty as a whole. We are extremely pleased with the reviewers' description of the department as a "national and global leader in chemical engineering research and academic programs," with an excellent and diverse population of students and supportive, proactive, transparent and effective leadership.

The quality of this program notwithstanding, the review report raises a number of issues and challenges. These have been addressed in the attached table, which was developed in consultation with the chair of the Department of Chemical Engineering & Applied Chemistry. For each area addressed, I have provided an implementation plan that identifies actions to be accomplished in the short (six months), medium (one to two years) and longer (three to five years) terms, and who (department, Dean) will take the lead in each area. I have also identified any necessary changes in organization, policy or governance where appropriate; any resources, financial and otherwise, that will be provided, and who will provide them.

My office provided comments on the draft *Final Assessment Report and Implementation Plan* on January 19, 2023.

I anticipate the next review of the Department of Chemical Engineering & Applied Chemistry will be in 2025-2026 to coincide with end of the chair's term. Chairs and directors in FASE are expected to report on progress made toward their external review goals at least annually at a meeting of the chairs and directors, which I chair.

I acknowledge that you will request a brief report midway between the 2020-2021 review and the year of the next site visit.

I also confirm that I will attend the February 16, 2023 meeting of the Committee on Academic Policy & Programs to answer any questions that may arise regarding this review.

Thank you very much for the opportunity to respond to the report of the external review team. Their comments and recommendations will help inform the vision and future priorities for the Department of Chemical Engineering & Applied Chemistry.

Sincerely,

A handwritten signature in black ink, appearing to read "Chris Yip".

Chris Yip  
Dean

cc:

Ramin Farnood, Chair, Department of Chemical Engineering & Applied Chemistry  
Craig Steeves, Acting Vice-Dean, Graduate Studies, Faculty of Applied Science & Engineering  
Tom Coyle, Vice-Dean, Undergraduate, Faculty of Applied Science & Engineering  
Caroline Ziegler, Faculty Governance and Programs Officer, Faculty of Applied Science & Engineering  
Daniella Mallinick, Director, Academic Programs, Planning and Quality Assurance  
David Lock, Coordinator, Academic Planning and Reviews  
Emma del Junco, Acting Coordinator, Academic Planning and Reviews  
Alexandra Varela, Assistant Coordinator, Academic Planning and Reviews

## 2020-21 UTQAP Review of FASE Department of Chemical Engineering & Applied Chemistry – Administrative Response

Appended to January 24, 2023 letter from FASE Dean Chris Yip to Vice-Provost, Academic Policy & Programs, Susan McCahan

Request Prompt	Rec. #	Program Response	Dean's Response
<p>The reviewers commented on undergraduate student concerns regarding workload, noting in particular the “substantial laboratory courses in the second and third years of the program” and the large number of projects; students also commented that the number and timing of their courses makes it challenging to pursue minors/certificates and international exchanges.</p>	1	<p><i>Immediate action (6 months)</i></p> <ul style="list-style-type: none"> <li>ChemEng created a new leadership position in ChemEng: “Associate Chair Undergraduate Curriculum Development” with the mandate to address these curriculum issues and to modernize our curriculum (a strategic academic priority for the Department). Professor Will Cluett has been appointed the inaugural Associate chair.</li> </ul> <p><i>Medium term action (1-2 years)</i></p> <ul style="list-style-type: none"> <li>We will begin the process of consultation on curriculum in the 2022-23 academic year.</li> <li>By engaging the Office of Vice-Provost Academic Programs, the Office of Vice-Dean Undergraduate Studies, and the Institute for Studies in Transdisciplinary Engineering Education &amp; Practice, we aim to complete our curriculum planning in 2023-24.</li> <li>The Departmental Curriculum Committee will review laboratory contact hours in the 2<sup>nd</sup> and 3<sup>rd</sup> year with the goal of reducing contact time.</li> </ul> <p><i>Longer term action (3-5 years)</i></p> <ul style="list-style-type: none"> <li>We will roll out the new curriculum following the CEAB accreditation process.</li> </ul>	<p>The approaches that Chemical Engineering has implemented with respect to these points are quite strategic and timely. The appointment of a senior faculty member with significant academic leadership and curriculum development experience as Associate Chair is excellent.</p>
<p>The reviewers noted undergraduate student concerns regarding the recent PEY fee increase. <i>(Note: In your response, you may wish to comment on potential issues of equity/access, and how the Faculty may provide support for students interested in PEY for whom the fee is a barrier.)</i></p>	2	<p><i>Immediate action (6 months)</i></p> <ul style="list-style-type: none"> <li>ChemE created a new leadership position: “Associate Chair Undergraduate Student Experience” with the mandate to continuously improve the quality of student experience. Professor Jennifer Farmer has been appointed the inaugural associate chair.</li> <li>With support from the Engineering Career Centre ( ECC), develop a communication plan to emphasize the value of additional services and benefits that are provided to improve student experience.</li> </ul>	<p>The Faculty has been working on strategies to help address the ECC fee increase, including philanthropy and other approaches. Many of these approaches are already in active development by the ECC and are being implemented in conjunction with the Tri-Campus Partnership.</p>



		<ul style="list-style-type: none"> <li>• With support from the Registrar’s Office, develop a process to monitor the percentage of students who may not be able to access ECC services due to financial barriers.</li> </ul> <p><i>Medium term action (1-2 years)</i></p> <ul style="list-style-type: none"> <li>• With ECC support, develop a service quality survey for students who completed their PEY.</li> <li>• With Dean’s support, create financial support mechanisms for students who are in need.</li> <li>• With support from ECC &amp; MITACS, create additional paid summer internship opportunities for 2nd year students.</li> </ul> <p><i>Longer term action (3-5 years)</i></p> <ul style="list-style-type: none"> <li>• With ECC support, increase the percentage of PEY students who choose international destinations.</li> <li>• Examine the feasibility of ChemE academic advisor for PEY students.</li> </ul>	
<p>The reviewers noted graduate students’ desire for additional courses on statistics, data analysis, and design of experiments, and commented that this material would complement existing or planned courses in machine learning and artificial intelligence.</p>	3	<p><i>Immediate action (6 months)</i></p> <ul style="list-style-type: none"> <li>• We offer a relevant Research Methods course that is required for all graduate students and teaches design of experiments.</li> <li>• A list of data science courses available to our graduate students is available.</li> </ul> <p><i>Medium term action (1-2 years)</i></p> <ul style="list-style-type: none"> <li>• A technical elective currently offered to our 4th year students on Data Analytics will be expanded to a 1000-level course to allow graduate students to benefit.</li> <li>• We have recruited two new faculty members in the areas of AI/ML that will enhance our ability to provide additional course in data science.</li> </ul>	<p>These are excellent strategies for Chemical Engineering. It would be important to ensure that complementarity with course offerings by other departments in FASE or across the institution is clear.</p>
<p>The reviewers commented that reduction of graduate students’ time-to-completion is an ongoing objective and a continuing concern; they recommended monitoring graduate student progress to identify possible reasons for longer time-to-completion rates.</p>	4	<p><i>Immediate action (6 months)</i></p> <ul style="list-style-type: none"> <li>• The Individual Development Plan (IDP) is now introduced to all research-stream graduate students in the Research Methods course. We encourage students and faculty to use this to improve the professional relationship between student and supervisor.</li> <li>• We reduced the number of required courses for PhD students by one.</li> </ul>	<p>These are good strategies for helping reduce the time to completion. Enforcing the annual committee meeting and timely follow-up is important and one that is being addressed FASE-wide as this is a consistent challenge across all departments and institutes. The adoption of the IDP in alignment with the SGS Healthy Labs initiative guidelines is an important step forward.</p>

		<ul style="list-style-type: none"> <li>• We eliminated the “Fundamental” description of some of our courses and the need to take one of these courses to provide PhD students with more flexibility in course selection.</li> </ul> <p><i>Medium term action (1-2 years)</i></p> <ul style="list-style-type: none"> <li>• We are changing our department culture such that going directly to the final oral exam (vs having a departmental exam first) is the norm. This should help in the time to completion.</li> <li>• Students often miss their annual PhD committee meetings, which leads to miscommunication. The annual PhD committee meeting will become a CR/NCR course in which all students need to enroll to help us keep track of those who are falling off track.</li> </ul>	
<p>Noting graduate student concerns regarding funding packages relative to the cost of living in Toronto, the reviewers recommended clearer and earlier communication regarding the structure, amount, and scheduling of student financial support for each academic year; they also recommended including the development of a graduate student stipend support fund as an advancement goal.</p> <p><i>(Note: in developing your response you may wish to consult with SGS or refer to the SGS Funding Principles for Graduate Units.)</i></p>	5	<p><i>Immediate action (6 months)</i></p> <ul style="list-style-type: none"> <li>• We’ve had a series of meetings with our graduate students and our professors addressing the graduate student stipend.</li> <li>• For 2022-2023, we have planned an increase in graduate student stipends of \$2,000, shared equally between the supervisor and the Department.</li> <li>• We are streamlining our communication with graduate students and professors with the goal of being more transparent and forthcoming in terms of graduate student financial support.</li> </ul> <p><i>Medium term action (1-2 years)</i></p> <ul style="list-style-type: none"> <li>• For 2023-2024 (and beyond), we will divide our Departmental Awards differently such that a large number of our PhD students in the funded cohort get approximately \$3,000 as a bonus to their stipend.</li> <li>• With the support of FASE Advancement, secure additional endowment to ensure all graduate students in the funded cohort will receive the above \$3,000 award.</li> <li>• The Graduate Studies Committee will develop a plan for additional base increases to MASc and PhD stipends for students in the funded cohort. This plan will be presented for discussion and ratification by our academic staff.</li> </ul>	<p>The need to increase graduate student stipends is acute and has been recognized across the Faculty. The Faculty is working proactively with all departments and institutes to develop a unified plan around increasing stipends. As a strategic priority, FASE Advancement is working to increase support for graduate student stipends and fellowships.</p>

<p>Regarding plans for graduate program expansion, the reviewers encouraged careful consideration of the optimal balance of research and professional programs, the Department's equity and diversity objectives, and the feasibility of providing adequate student funding for additional students.</p>	<p>6</p>	<p><i>Immediate action (6 months)</i></p> <ul style="list-style-type: none"> <li>• Our professional MEng program is significantly smaller than comparable units within Engineering, so we are comfortable with our plans for expansion.</li> <li>• ChemE created a new leadership position: "Associate Chair Continuing Professional Development (CPD)." Professor Charles Jia has been appointed the inaugural associate chair.</li> <li>• The Office of Continuing Professional Development will focus on enhancing and expanding our professional development programs by building our Master of Engineering (MEng) curriculum and to better serve our MEng students and oversee the balanced expansion of our MEng program.</li> <li>• The IDP encourages communication with PIs and students and is now a requirement at the PhD committee meetings.</li> </ul> <p><i>Medium term action (1-2 years)</i></p> <ul style="list-style-type: none"> <li>• For EDI, we plan to conduct a survey to better understand the health and inclusivity of our research laboratories. This will set a baseline for future surveys.</li> <li>• The MEng Admissions Committee is tasked for setting the targets as well as developing new professional development programs</li> <li>• MEng Admissions Committee will develop a plan for MEng expansion as well as new continuing development courses for review by the leadership team and the department.</li> </ul>	<p>It will be important to carefully manage the MEng program expansion, including student expectations and opportunities. These can be quite strategic opportunities when managed well. The Department is encouraged to work closely with the other FASE units that have seen growth of their MEng programs. There are particularly strategic theme areas in Chemical Engineering for which an MEng program could be very well positioned, including biomanufacturing and sustainability.</p>
<p>The reviewers commented on the importance of establishing clear career paths for teaching stream faculty, noting in particular the need for clearly defined criteria for assessment of Renewal, Tenure and Promotion.</p> <p><i>(Note: in your response you may wish to confirm the defined criteria with the Office of the Vice-Provost, Faculty &amp; Academic Life.)</i></p>	<p>7</p>	<p><i>Immediate action (6 months)</i></p> <ul style="list-style-type: none"> <li>• All our faculty members, in particular our teaching stream faculty, were invited to participate in the consultation for preparing the <i>FASE Guidelines for the Assessment of Effectiveness of Teaching in Tenure, Continuing Status and Promotion Decisions</i>.</li> <li>• Copies of this guideline were distributed among teaching stream faculty members and discussed at one-on-one meetings between teaching stream faculty members and the Chair.</li> </ul> <p><i>Medium term action (1-2 years)</i></p> <ul style="list-style-type: none"> <li>• Use the above guideline in PTR review for assessing and providing feedback to our teaching stream faculty members</li> </ul>	<p>The <i>FASE Guidelines for the Assessment of Effectiveness of Teaching in Tenure, Continuing Status and Promotion Decisions</i> were ratified by the Faculty Council on April 27, 2022 and will be implemented for the promotion of CS faculty members.</p> <p>The Faculty will be considering <i>FASE Best Practices for Assessing Teaching Effectiveness in PTR Decisions</i> at its February 27, 2023 Council meeting for ratification.</p>

		<ul style="list-style-type: none"> <li>• Apply the above guidelines in mid-term review of our newly hired teaching stream faculty member</li> <li>• Examine and, if needed, refine our Workload Policy and Procedures to be consistent with the above guideline.</li> </ul> <p><i>Longer term action (3-5 years)</i></p> <ul style="list-style-type: none"> <li>• Apply the above guidelines in senior promotion review of teaching stream faculty members.</li> </ul>	
<p>The reviewers commended the Department's revised list of key research areas, and recommended that they be linked to faculty innovation clusters.</p>	8	<p><i>Immediate action (6 months)</i></p> <ul style="list-style-type: none"> <li>• Establish a ChemE-FASE research partnerships committee involving Faculty's research partnership staff. The committee meets monthly to better align department's and Faculty's efforts and to synergize modes of engagement with external partners (e.g., companies, municipalities, not-for-profits). (completed)</li> <li>• Highlight ChemE research centres within FASE research clusters (e.g., OCCAM in Advanced Manufacturing; BioZone in Sustainability, IWI in Water).</li> <li>• Ensure key research terms on ChemE webpage are included in "Find an Expert" word search from FASE.</li> <li>• Update "Find an Expert" for each FASE cluster to ensure inclusion of all relevant ChemE PIs.</li> </ul> <p><i>Medium term action (1-2 years)</i></p> <ul style="list-style-type: none"> <li>• Better integrate department's biomanufacturing initiative with Faculty's Advanced Manufacturing Innovation Cluster.</li> <li>• Create or reinforce pathways to share announcements/ communications and promote linkages between department's research themes and Faculty's Innovation Clusters (IC): <ol style="list-style-type: none"> <li>1. Environment/bio-based materials manufacturing (ChemE) with Advanced Manufacturing IC (FASE)</li> <li>2. Environment/remediation and water treatment (ChemE) with Water IC (FASE)</li> <li>3. Environment (ChemE) with Sustainability IC (FASE)</li> <li>4. Energy (ChemE) with Sustainability IC (FASE)</li> <li>5. Foundations (ChemE) with Data Analytics &amp; AI IC (FASE)</li> <li>6. Health (ChemE) with Human Health IC (FASE)</li> </ol> </li> </ul>	<p>These strategies are well aligned with the Faculty's restructuring and resourcing of the Partnerships team as well as the creation of the Vice-Dean, Strategic position, and revised mandate of the Vice-Dean, Research. Chemical Engineering has a terrific opportunity to rebrand and communicate more proactively its core research resources and the Faculty is supportive of these approaches.</p>

		<p><i>Longer term action (3-5 years)</i></p> <ul style="list-style-type: none"> <li>Address gaps between FASE Innovation Clusters and ChemE research themes (e.g., the Robotics clusters currently lacks representation from ChemE).</li> </ul>	
The reviewers noted staff concerns regarding work/life balance in the post-pandemic era.	9	<p><i>Immediate action (6 months)</i></p> <ul style="list-style-type: none"> <li>We are encouraging support staff to return to in-person while at the same time acknowledging personal needs.</li> <li>Our aim is to approach pre-pandemic in-person operation by September 2022 in order to better serve our students, and to provide opportunity for our newly hired staff to rekindle the engaged community in ChemE of which we are proud. (Staff hired during or shortly before the pandemic did not have an opportunity to work closely together in the workplace.)</li> <li>Monthly meetings will be organized for the support staff to meet the Chair.</li> <li>Support staff will be invited to participate in the departmental meetings to share their views and concerns.</li> </ul> <p><i>Medium term action (1-2 years)</i></p> <ul style="list-style-type: none"> <li>In collaboration with the Division of People Strategy, Equity and Culture, organize workshops for work-life balance for our support staff and faculty members.</li> </ul>	This is an area for which it will be important to maintain clear and open lines of communication around expectations and balance.
The reviewers observed that ventilation and electrical issues in the Unit Operations Lab constrain the pedagogical effectiveness of the facility, limiting the extent of experiments that can be carried out; they noted that the space is “not at par with the excellence in research that is carried out by the department’s faculty in general.”	10	<p><i>Immediate action (6 months)</i></p> <ul style="list-style-type: none"> <li>Departmental Space Committee and Department’s Unit Operation Laboratory Working Group are tasked with developing a plan and overseeing its implementation</li> <li>Meetings have been held with the University’s Facilities &amp; Services (F&amp;S) (Gord Robins and Jelena Vulovic-Basic) to develop the response outlined below.</li> <li>There was a feasibility study completed in 2021 for this space. In the next 6 months, confirm if the user requirements have significantly changed and if the feasibility study needs to be updated: <ol style="list-style-type: none"> <li>Review experimental plan with Teaching Laboratory Committee, identifying which chemicals (and quantities) and equipment (and their utility needs) would be used in the upgraded Unit Operations Lab.</li> <li>Review experimental plan with EHS to determine suitable design parameters (e.g., required ventilation rates).</li> </ol> </li> </ul>	The Faculty will identify similar facilities at other institutions and their contacts for determining design parameters.

		<p>3. Compare design parameters with similar laboratories at other institutions if data is obtainable.</p> <ul style="list-style-type: none"> <li>• Working with F&amp;S, update feasibility study if required.</li> <li>• Based on the feasibility study (existing or updated), F&amp;S and the Department to confirm scope, schedule and cost, and create the execution plan, cash flow requirements and funding sources.</li> <li>• Identify funding available for the design if not for construction.</li> <li>• Guidance and support from the highest levels of UofT F&amp;S needed for this complex project.</li> </ul> <p><i>Medium term action (1-2 years)</i></p> <ul style="list-style-type: none"> <li>• Submit Request for Project Services</li> <li>• Draft Project Planning Report</li> <li>• Obtain CaPS approval for design</li> <li>• Secure funding for construction</li> <li>• Begin design for both HVAC and electrical needs, including new transformers to serve the whole building as an alternate price item</li> <li>• Obtain CaPS approval for construction</li> <li>• Complete design, tender and award construction of project</li> <li>• Start procuring new laboratory equipment.</li> <li>• Complete construction: <ol style="list-style-type: none"> <li>1. Complete testing and commissioning.</li> </ol> </li> </ul> <p><i>Longer term action (3-5 years)</i></p> <p>Continue developing new experiments as the state of the art in industry evolves.</p>	
Improving TA administration processes.	11	<p>A survey of graduate students conducted in May 2022 by CEGSA identified issues related to TA administration that required attention.</p> <p><i>Immediate action (6 months)</i></p> <ul style="list-style-type: none"> <li>• A Task Force for TA administration was formed with the mandate to review our existing practices for TA administration, examine best practices, and provide recommendations to address the issues. Task Force membership included a graduate student representative.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Task Force recommendations will be provided to the Chair by the end of July 2022. This plan will be reviewed by the department leadership and an implementation plan will be developed by August 2022.</li> <li>• The outcome of the Task Force for TA Administration may require hiring new staff or revising existing JDs</li> <li>• New TA administration process will be rolled out.</li> </ul>	
<p>Enhancing MEng students experience and our professional program.</p>	<p>12</p>	<p>In consultation with CEGSA and MEng students, there was a clear need to create a more streamlined MEng student support and program offerings. In addition, there are emerging opportunities to expand our professional program beyond MEng.</p> <p><i>Immediate action (6 months)</i></p> <ul style="list-style-type: none"> <li>• ChemE created a new leadership position: “Associate Chair Continuing Professional Development (CPD).” Professor Charles Jia has been appointed the inaugural associate chair and will focus on enhancing and expanding our professional development programs by building our Master of Engineering (MEng) curriculum.</li> <li>• Office of Continuing Professional Development (OCPD) has been established to improve our MEng students experience as well as support the expansion of the professional development program.</li> <li>• OCPD will support the VD-Graduate with the launch of micro-credential in biomanufacturing.</li> <li>• A Department Professional Development Programs and Admissions Committee has been created, which will be chaired by AC-CPD and supported by a Professional Programs Coordinator.</li> </ul> <p><i>Medium term action (1-2 years)</i></p> <ul style="list-style-type: none"> <li>• MEng Admissions Committee was formed to set admissions targets and develop recruitment plan for MEng students.</li> <li>• Populating MEng Lab/Research Assistant Job program (~\$3,000 per year value to each participating student).</li> <li>• Creating a dedicated activity room for MEng students in ChemE.</li> </ul> <ul style="list-style-type: none"> <li>• Creating paid internship opportunities for MEng students in coordination with the Engineering Career Centre.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Developing new courses and launching new MEng emphases, particularly those in partnership with the industry and other departments within FASE.</li> <li>• Increasing MEng enrolment.</li> </ul>	
Space renovation and expansion	13	<p>The department is expected to undergo a significant faculty renewal over the next five years, however, space limitations (mainly wet lab space) is expected to be a bottleneck. In addition, the Wallberg Building is an old building with significant deferred maintenance. In some cases (such as item 10, above), the deferred maintenance has limited our ability to provide the best educational experience for our students (undergraduate and graduate).</p> <p><i>Immediate term action (6 months)</i></p> <ul style="list-style-type: none"> <li>• Work with Facilities &amp; Services (F&amp;S) to develop a plan to resolve the electrical issues of the Wallberg Building.</li> <li>• Work with F&amp;S to resolve the noise issue related to our ventilation system that limits our ability to fully utilize the ventilation capacity installed during the SIF project.</li> <li>• Develop a plan for the creation of a Student Support Services Suite (S4 project), a physical space within Wallberg that brings together student support staff.</li> <li>• We need urgent support from the Centre to address deferred maintenance issues.</li> </ul> <p><i>Medium term action (1-2 years)</i></p> <ul style="list-style-type: none"> <li>• Implement the plan developed for Wallberg electrical and ventilation issues.</li> <li>• Develop a space plan that is linked with faculty renewal / hiring plan</li> <li>• Support the Faculty to develop an infrastructure plan (a new research tower for engineering)</li> <li>• Work with FASE Advancement to secure funding for the S4 project.</li> <li>• Financial support from UofT's deferred maintenance fund and from the Faculty will be necessary.</li> <li>• Advancement \$ is required for the S4 project.</li> </ul> <p><i>Longer term action (3-5 years)</i></p> <ul style="list-style-type: none"> <li>• Develop a plan to reorganize the research space within Wallberg.</li> </ul>	Support from the University to address deferred maintenance issues will be required, as will financial support from U of T's deferred maintenance fund and the Faculty.



### **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 a “national and global leader in chemical engineering research and academic programs,” highlighting the excellent and diverse population of students and the department’s commitment to further improving diversity; they noted that the modern undergraduate curriculum prepares students for both traditional and new industries, and the graduate program offers students the opportunity to engage in world-class research with award-winning faculty; they praised the chair’s widely recognized leadership and the smooth running of departmental operations, strong internal and external relationships, and very high morale; they commented on the impressive start-up community and clear commitment to collaborative initiatives both internally and with industry; they commended the department for continuing to seek new revenue streams, for the outstanding new faculty hired in recent years, and for its significant contributions to the development of the chemical engineering profession in Canada; finally, they noted the students’ appreciation of faculty efforts to adapt and teach effectively during the COVID-19 pandemic.

The reviewers recommended that the following issues be addressed: addressing undergraduate student concerns regarding workload, and the number and timing of their courses; engaging with undergraduate student concerns regarding the recent PEY fee increase; addressing graduate student desire for additional courses on statistics, data analysis, and design of experiments; monitoring graduate student progress and reducing time-to-completion; providing clearer and earlier communication regarding the structure, amount, and scheduling of graduate student financial support and exploring the development of a graduate student stipend support fund. 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**

Chairs and Directors in the Faculty of Applied Science and Engineering are expected to report on progress made toward their external review goals at least annually at a meeting of the Chairs and Directors, chaired by the Dean.

The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than midway between the 2020-2021 review and the year of the next site visit on the status of the implementation plans.

The next review will be commissioned in 2024-2025 with a review visit expected in 2025-2026.

## **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 Applied Science and Engineering, 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

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## 1. Review Summary

<b>Program Reviewed:</b>	African Studies, HBA: Specialist, Major, Minor
<b>Division/Unit Offering Program:</b>	Program housed in New College
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"><li>• Souleymane Bachir Diagne, Director of the Institute of African Studies, Professor of French and Philosophy, Columbia University</li><li>• Khalid Mustafa Medani, Chair, African Studies Program, Associate Professor, Political Science Department and the Islamic Studies Institute, McGill University</li></ul>
<b>Date of Review Visit:</b>	June 15, 2021 (conducted remotely)
<b>Date Reported to AP&amp;P:</b>	February 16, 2023

## Previous UTQAP Review

**Date:** February 3, 2012

### Summary of Findings and Recommendations

#### Significant Program Strengths

- “Impressive” faculty including “many of the top Africanist faculty in Canada”
- “Exceptionally able and committed” students
- International reputation as a strong centre for African studies
- Development of students’ critical thinking, reasoning, communication skills, and breadth and depth of knowledge
- Strong Swahili language program

#### Opportunities for Program Enhancement

- Improving coordination with cognate departments, extra-departmental units and divisions, and governance structure to strengthen the program and facilitate student access to African-content courses
- Increasing the number of humanities courses to support multiple ways of understanding African social worlds
- Developing an international dimension to the program that enhances opportunities for student learning beyond the classroom
- Stabilizing the Program’s faculty positions and finding additional resources to support its future development

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

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

### Consultation Process

Reviewers met with the Dean, Faculty of Arts & Science, Vice-Dean, Academic Planning, and Associate Dean, Unit-Level Reviews; Principal and Vice-Principal, New College; Program Director; Program faculty; Undergraduate students; Senior doctoral fellows; College and Program administrative staff; Chairs and Directors of cognate units: Anthropology, History, English, Political Science, Critical Studies in Equity and Solidarity, and Caribbean Studies.

# Current Review: Findings and Recommendations

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## 1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Very impressive faculty, lecturers, and students with a level of enthusiasm and commitment that “represents a model for other African Studies Programs in Canada and North America”
- Objectives
  - ▶ Reviewers observed the mission of the African Studies Program to be more relevant than in any time since its foundation given world events and the University’s recent reaffirmation of its mission to promote equity and diversity
  - ▶ The Program “is grounded in the New College’s original and long-standing vision and mission to promote social justice, equity, and diversity and, more recently, the crucial commitment on the part of the University to address systemic racism.”
- Curriculum and program delivery
  - ▶ Its degrees complement other concentrations, providing support and resources for faculty and students focusing on Africa, including the very strong African Studies collection in the New College Library  
Students remarked on the quality of course offerings and expressed strong support for the program and the unique opportunities and perspectives it affords students
- Innovation
  - ▶ The program has innovative and creative pedagogical practices that promote breadth of knowledge of the study of Africa and related fields
- Accessibility and diversity
  - ▶ Reviewers remarked that the program not only promotes academic excellence but has the related benefit of addressing social or cultural issues that may stand in the way of students’ paths to professional success
- Student engagement, experience and program support services
  - ▶ Reviewers commented that students are provided with a collegial, safe, and nurturing social and intellectual environment that ensures they excel in their studies and enjoy professional success upon graduation
  - ▶ The program engages and works closely with the African Studies Course Union (ASCU) and the Black Students Association (BSA), adding to the collegial social and cultural environment for students
  - ▶ Students exhibit enthusiasm and strong interest in the program’s mission
  - ▶ Students feel supported by faculty and staff of the program and are assisted with career planning, offered regular mentorship, and build networks with alumni

- Quality indicators – faculty
  - ▶ Faculty Quality Indicators suggests students benefit from a rich academic environment credited to faculty with high research impact across a wide range of disciplines, which supports equity and meaningful diversity while promoting excellence and social responsibility

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

- Curriculum and program delivery
  - ▶ Limited course offerings with students remarking on an imbalance of social sciences over humanities offerings
  - ▶ The “less than regular curriculum” has contributed to a decline in the number of students majoring or minoring in African Studies despite large course enrolments
- Accessibility and diversity
  - ▶ Reviewers observed a reduction in outreach services that the program was able to provide to the larger community linked to resource challenges
- Student engagement, experience and program support services
  - ▶ Students view the promotion of the African Studies program as weak, voicing that incoming University students do not learn of the program’s existence until later in their academic careers
- Student funding
  - ▶ Reviewers noted that the reduction in financial support from the Ontario government has adversely affected racialized, immigrant and mature students, and that the program is limited in its ability to generate support for them

The reviewers made the following **recommendations**:

- Overall quality
  - ▶ Reviewers remarked that it is imperative to strengthen the program in order to meet its important objectives as well as its cultural and social benefits to the University
- Student engagement, experience and program support services
  - ▶ Reviewers highlighted the need for a more effective recruitment strategy to increase student awareness of the program and grow enrolments in the Major and Minor programs
- Student funding
  - ▶ Reviewers recommended an increase in financial resources and funding for undergraduate students

## 2. Graduate Program(s) n/a

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Reviewers noted the high quality of course offerings, impressive research and teaching effectiveness of the core faculty despite a shortage in resources
- Research
  - ▶ Program is attuned to scholarly and public debates on and in Africa including relevant debates on the history of Africa and the African diaspora, politics of gender in Africa, African philosophy, transnational economic networks and Africa's domestic politics
  - ▶ Supports advanced graduate students who have received doctoral fellowships to pursue their research in African Studies through the New College Senior Doctoral Fellows program that provides intellectual resources and the opportunity to present research in progress
  - ▶ There is an aggressive research grant strategy with the program organizing several conferences and seminar series
- Faculty
  - ▶ Faculty conduct cutting-edge research working on “new ideas pertaining to Africa that are not self-evident with a focus on the new, fast-paced changes on the continent”

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

- Overall quality
  - ▶ While the program possesses exceedingly strong attributes in both its teaching and research capacity, reviewers observed a clear shortage of resources
- Research
  - ▶ Limited opportunities for program faculty and students to develop meaningful research collaboration with other academic units and facilitate the supervision of undergraduate and doctoral students working on Africa across the disciplines
- Faculty
  - ▶ Lack of available faculty to teach relevant foundational and capstone courses; contributes to challenges in finding regular faculty supervision for students
  - ▶ Reviewers noted the major challenge facing the program is its lack of permanent staffing, since, as a college program, it is unable to hold tenure appointments

The reviewers made the following **recommendations**:

- Overall quality
  - ▶ Reviewers recommended more resources and funding support for African Studies, including the hiring of permanent faculty
- Research
  - ▶ Transform the program into an ‘Extra-Department Unit’ (EDU) to gain a more supportive infrastructure, establish a master’s program and better enable collaboration with other faculty and students working on Africa across the disciplines

- Faculty
  - ▶ Appointment of permanent tenured and/or tenure stream faculty to provide students with additional resources

#### 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
  - ▶ The program has strong relationships with other programs and departments at the University, with faculty from various departments attesting to the program’s vital role at New College
  - ▶ Program engages in outreach activities that includes hosting lectures, workshops, and African scholars, as well as collaborating with alumni to conduct public service initiatives for the larger community
- Organizational and financial structure
  - ▶ The Director, faculty, and administrative staff have an inspiring commitment to serving the academic and extra-curricular needs of students within the program despite limited budgetary resources and permanent faculty availability
- Long-range planning and overall assessment
  - ▶ Faculty and staff work tirelessly to ensure that the program continues to maintain course offerings that are of the highest and rigorous caliber

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

- Organizational and financial structure
  - ▶ A lack of ‘dedicated’ resources is noted as an overarching challenge that impacts course offerings, enrolment strategies, financial aid as well as the program’s management
  - ▶ Limited resourcing has impacted the number of courses being offered in recent years despite great demand
  - ▶ Reviewers commented on African Studies not being a stand-alone program and how its budget continues to be determined by the [College] Principal. “The lack of budgetary, programmatic, institutional, and administrative autonomy has diminished the important role that the program plays in serving not only the students associated with the Program but the entire University and College more broadly.”
- Long-range planning and overall assessment
  - ▶ The Program suffers from a lack of visibility and is seen by students as being “shadowed by the College”



- ▶ Several respondents indicated that the weaknesses of African Studies has to do with “a history of systemic racism” which has limited the program’s growth and prevented it from developing into a stand-alone unit

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Reviewers encouraged devising new ways to enhance collaboration with faculty in other units to fully prepare doctoral students for teaching and research on Africa
- Organizational and financial structure
  - ▶ That the University and College “provide financial and administrative autonomy to African Studies... Absent the latter, it will be very difficult for the unit to determine effective priorities for funding, space and faculty allocation in ways that would lay a solid foundation for improvement and enhancement”
  - ▶ The University should find ways to provide additional financial aid and student funding supports to African Studies, particularly for first generation students, through merit-based awards, financial needs scholarships, supports for travel and study abroad opportunities, field research and diaspora safe return educational visits (for refugees and students living in exile)
- Long-range planning and overall assessment
  - ▶ Develop the program into an EDU so that it can hold academic budgetary appointments, establish a master’s degree option in African Studies in collaboration with other Departments, generate University and external/private financial sources, and include post-doctoral fellowships
  - ▶ Reviewers emphasized the urgent need to stabilize the program’s faculty positions and regularize the teaching complement for courses, as well as find additional sources of funding to support future developments
  - ▶ Commit to strict timelines as well as targets for tenure stream hires pre-planned with other departments and searches
  - ▶ Conduct a curriculum review as part of the transformation to an EDU, establishing funding priorities from the outset
  - ▶ Establish a masters-level graduate degree program in African Studies in collaboration with other units that would offer a contribution to all of Canada by expanding the scope, quality, and relevance of the program’s research activities as well as course offerings



## 2. Administrative Response & Implementation Plan

UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

December 12, 2022

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

### **Re: UTQAP cyclical review of the African Studies Program**

Dear Professor McCahan,

Along with the faculty, staff, and students of the African Studies Program, I am pleased with the external reviewers' assessment of the undergraduate programs: Hons. BA, African Studies, Specialist, Major, Minor. The reviewers complimented the program, acknowledging "*a level of enthusiasm and commitment to African Studies*" that "*represents a model for other African Studies Programs in Canada and North America more generally.*"

The quality of this program notwithstanding, as per your letter dated July 15, 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 and as outlined in the attached table of Review Recommendations. 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 Director of the African Studies Program and Acting Principal of New College to develop the following implementation plan incorporating the reviewers' recommendations.

### **Implementation Plan**

*The reviewers recommended enhancing support for the African Studies programs by establishing an Extra-Departmental Unit within the Faculty of Arts and Science, observing that the lack of financial and administrative autonomy is an underlying cause of several other challenges and concerns raised in the report.*

\*\*We note that this was the last point in the request for response, however, we wish to address it first because it provides context for responses to all the points that follow.

**Immediate- to medium-term response:** A&S is committed to the long-term success of African Studies. The Dean's office is currently working collaboratively with the Unit and College on a proposal to change the status of African Studies from a program within New College to an EDU: B. This very significant change will provide the unit with significantly more autonomy over budget, staffing, and complement planning, and will significantly increase the unit's visibility and status within A&S. The Dean is committed to providing the resources needed to ensure the new EDU's success.

*The reviewers noted concerns regarding the limited and unstable roster of courses offered, observing that this contributes to the issue of low enrolment in African Studies programs despite large enrolments in African Studies courses.*

**Immediate-term response:** Over the 2021-22 Arts & Science governance cycle, the African Studies Program (ASP) saw several new courses approved. There are now several new permanent courses offered at the levels of Years 2 through 4, including AFR290H1: The Idea of Africa; AFR365H1: Art, Media and Politics in Africa and the African Diaspora; AFR370H1: Anticolonialism, Radicalism and Revolutions in Africa), AFR389H1: The Geopolitics and Debates on Africa-China Economic Relations; and AFR499: Advanced Topics in African Studies.

Following the reviewer site visit, 3 jointly appointed faculty were hired, which is described in more detail below regarding faculty positions. These new faculty members have already begun to provide additional stability to the roster of course offerings.

**Medium- to longer-term response:** ASP intends to expand curricular collaboration with cognate units (e.g., a joint AS/Anthropology 3<sup>rd</sup> year course entitled Black Radical Theory from the Global South: Anthropological Perspective) and with units across A&S (e.g., Centre for Drama, Theatre and Performance Studies).

We expect that the new courses available in the immediate- and medium to long-term will support increased enrolments in African Studies programs.

*The reviewers recommended devising and implementing more effective recruitment strategies to attract students to African Studies programs.*

**Immediate-term response:** ASP has begun pursuing several new recruitment strategies. They have reinvigorated their interdisciplinary and multidisciplinary teaching through connecting with other A&S units to cross-list courses in other programs so that more students can access ASP courses. For example, there are several cross-listed courses with the Ethics, Society, & Law Program (AFR 351Y1 African Systems of Thought; AFR352H1 International Organizations, NGOs, Development and Change in Africa; AFR453Y1 Language and Postcolonial Education in East Africa). As well, there are multiple cross-listed courses with [Rotman Commerce](#) as part of their focus on managing in diverse economies (4 AFR courses- AFR250Y1 Africa in the 21<sup>st</sup> Century: Challenges and

Opportunities, AFR352H1: International Organizations, NGOs, Development and Change in Africa, AFR353H1: International Relations of Africa, AFR454H1: African Cultures and Development). These cross-listed courses may encourage pursuing at least a minor in ASP. As well, the program director is working to enhance the visibility and profile of African Studies through increasing representation at university-wide orientations and fairs and enhancing its social media presence with the aim of attracting new students. In support of ASP's recruitment efforts, the Faculty recommends that the program director work with A&S Student Success Programs regarding events such as Program Exploration Days and also with A&S Student Recruitment & Admissions regarding outreach such as the Ontario Universities Fair and Fall Campus Day. As well, to support the program in its reputation-building, A&S Communications & Public Affairs will work with ASP to help promote their news and events within the University community and beyond.

**Medium- to longer-term response:** ASP will seek more dedicated funding opportunities, scholarships, and awards for students in high financial need, discussed below, which should attract new students to the program, including high school students and those from equity-deserving groups. ASP will also work to satisfy students' demand for more African language offerings in Amharic or Igbo, Yoruba, Twi, Lingala, for instance, by 2024 that would serve to attract a new pool of students to the program. Likewise, the program has initiated discussion in the College about launching a new first-year foundation course: "Africa in Toronto" that would appeal to local students and could take advantage of local communities and organizations to introduce potential new students to African Studies as an option they may not have previously considered. As well, ASP intends to launch a cross-sectoral speaker series to sustain ASP's intellectual and cultural life and foster more community engagement opportunities that will likewise attract potential new students to the program.

*The reviewers note a crucial need to expand student financial aid and scholarships, including for refugees and first-generation students; they also note the need for additional support for travel and study abroad opportunities.*

**Immediate-term response:** Arts & Science is committed to helping students in need. The Faculty provides a significant amount of bursary support via the College Registrar's Office, which then distributes it to students individually and independently. The Advancement office in A&S has begun working with ASP to pursue the creation of dedicated scholarships for ASP students.

**Medium- to longer-term response:** In 2019, Arts & Science created the role of Experiential Learning Officer, Research and International, to sustain and expand students' opportunities for international field research. The EL Officer will work with the ASP to support travel and study abroad opportunities. For example, EL Officer, Research and International, can work with the program leadership to support ASP's longstanding contributions to International & Indigenous Course Modules (IICM) to Cameroon, Kenya, and Ghana. The ELOS office is also consulting with the ASP Director to explore ways to introduce more experiential learning elements into the program.

*The reviewers noted the urgent need to stabilize faculty positions and regularize the teaching complement for African Studies courses, attributing the limited and unstable roster of course offerings to the absence of permanent faculty in the program; they also noted comments from cognate units in support of additional tenure-stream faculty with joint appointments to African Studies.*

**Immediate- to medium-term response:** A&S allocated 3 new joint appointments between the College and cognate units, including History, English, and Anthropology, with all three newly appointed faculty starting in 2022. In addition, there is an on-going search for a joint position in the area of “Climate Change and Sustainability in Africa” with the School of the Environment. These appointments have helped to regularize the teaching in the program, resulting in an expanded roster of courses offered on a permanent basis. The new joint appointments will also bolster the program’s ties to cognate departments in A&S.

**Medium- to longer-term response:** As noted earlier, A&S is committed to assisting ASP with becoming an EDU: B. This transformational change will provide the unit with significantly more autonomy over budget, staffing, and complement planning, and will significantly increase the unit’s visibility and status within A&S. The Dean is committed to providing the resources needed to ensure the new EDU’s success.

*The reviewers recommend establishing a master’s degree program in African Studies, noting that this would “enhance the student experience and offer a contribution to all of Canada by expanding the scope, quality, and relevance” of the program’s research activities and course offerings.*

**Medium- to longer-term response:** As an undergraduate program, African Studies is not yet in a position to develop a graduate program. However, as noted earlier, ASP will be in an excellent position to begin conversations about establishing a graduate program once it has become an EDU: B.

*The reviewers observed a lack of resources as a significant issue, noting challenges around visibility within the context of New College, and relating comments that a history of “systemic racism” has limited the growth of these programs.*

**Immediate- to longer-term response:** As noted above, the Dean’s office has supported the program’s substantial expansion of courses over the past year. A&S is working toward establishing ASP as an EDU: B. Doing so will raise the profile of ASP across the Faculty and University more broadly. In the 2020-2025 A&S Academic Plan, the Dean has made a commitment to EDI, which states “A&S is committed to a community in which we recognize and celebrate the multiplicity of voices in the Faculty. By promoting equity, diversity, and inclusion, we can provide an enriched environment for our faculty, staff, and

students.” In line with that commitment, A&S hired a Director of EDI who is working with leadership across the Faculty to address issues around systemic racism.

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. An Interim Monitoring Report to the Office of the Vice-Provost, Academic Programs, midway between the June 15, 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 2028-2029 review cycle.

To conclude, we appreciate that the external reviewers identified the African Studies Program’s strengths and noted a few areas for development. African Studies 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.

Marieme Lo, Director, African Studies Program, Faculty of Arts & Science

Dickson Eyoh, Acting Principal, New College

Alison Chasteen, Acting Associate Dean, Unit-Level Reviews, Faculty of Arts & Science

Daniella Mallinick, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-Provost, Academic Programs

Andrea Benoit, Academic Review Officer, Academic Planning, Office of the Dean, Faculty of Arts and Science

## 2020-21 UTQAP Review of FAS African Studies - Review Recommendations

Please do the following for each recommendation in the table:

- If you **intend** to act on a recommendation, please provide an **Implementation Plan** identifying actions to be taken, the time frame (short, medium, long term) for each, and who will take the lead in each area. If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.
- If you **do not** intend to act on a recommendation, please briefly explain why the actions recommended have not been prioritized.
- In accordance with the UTQAP and Ontario's Quality Assurance Framework, "it is important to note that, while the external reviewers' report may include **commentary** on issues such as faculty complement and/or space requirements when related to the quality of the program under review, **recommendations** on these or any other elements that are within the purview of the university's internal budgetary decision-making processes must be tied directly to issues of program quality or sustainability" (emphasis added)
- You may wish to refer to the [sample table](#) provided by the Office of the Vice-Provost, Academic Programs

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Program Response	Dean's Response
The reviewers noted concerns regarding the limited and unstable roster of courses offered, observing that this contributes to the issue of low enrolment in African Studies programs despite large enrolments in African Studies courses.	1	"students emphasized that there simply is not a stable roster of course offerings in the Program in ways that would encourage incoming students to major or minor in the Program... Limited course offering in African Studies... explains the discrepancy between the large enrollments in African Studies classes and low numbers of Majors and Minor in the Program."	<b>Immediate/short-term response:</b> The ASP has expanded its course offerings to further stabilize its curriculum and attract more students, and added "Autonomy and Professional Capacity" on the degree expectations to satisfy all the six-degree level expectations. A fulsome curriculum review and revitalization conducted in the last two years, and with its new cohort of faculty, has led to a suite of new permanent courses at 2nd, 3rd and 4th year levels added to our innovative curriculum and offered the first time in 2022.	<b>Immediate-term response:</b> Over the 2021-22 Arts & Science governance cycle, several new permanent courses were approved in the African Studies Program (ASP), offered in Years 2 through 4. Following the reviewer site visit, 3 jointly appointed faculty were hired, who provide additional stability to the roster of course offerings.
The reviewers recommended devising and implementing more effective recruitment strategies to attract students to African Studies programs.	2	"...students voiced several key concerns and pointed to several recommendations shared by the faculty that require attention... [including] Devising and implementing more effective recruitment strategies so that more students come to know about the program hence increasing the number of majors or minors in the program."	<b>Immediate/short-term response:</b> ASP has been working to enhance its representation at university-wide orientations and fairs after the COVID-19 pandemic hiatus. ASP is currently relaunching class visits, working to enhance the visibility and profile of our program and alumni and to formalize our ambassadors program for community outreach.	<b>Immediate-term response:</b> The Faculty recommends that the program director work with A&S Student Success Programs regarding events such as Program Exploration Days and also with A&S Student Recruitment & Admissions regarding outreach such as the Ontario Universities Fair and Fall Campus Day. To support its reputation-building, A&S Communications & Public Affairs will work with ASP to help promote their news and

			<p><b>Medium- to longer-term response:</b> Providing more dedicated resources and expanding funding opportunities, scholarship and awards for our students in high financial need are crucial to sustaining the program’s academic mission and inclusive excellence. We will also explore more opportunities for FAS competitive research opportunities and field courses, satisfy students’ demand for more African language offerings (e.g., Amharic or Igbo, Yoruba, Twi, Lingala) by 2024 as also intrapreneurial revenue stream; enhance our convening power of real-time generative conversations and launch a high profile and cross-sectoral speaker series to sustain ASP’s intellectual and cultural life; foster more community engagement opportunities; and establish a first year foundation course: “Africa in Toronto” designed a few years ago.</p>	<p>events within the University community and beyond.</p>
<p>The reviewers note a crucial need to expand student financial aid and scholarships, including for refugees and first-generation students; they also note the need for additional support for travel and study abroad opportunities.</p>	<p>3</p>	<p>“Crucially, what is needed for students is to expand financial aid support and scholarships recognizing academic excellence for African Studies students including refugees and first-generation students: merit-based awards and financial needs scholarships. In addition, there needs to be more support for students in terms of travel and study abroad opportunities for students to pursue their studies in Africa, supporting field research and diaspora safe return educational visits for (refugees and students living in exile).”</p>	<p><b>Immediate/short-term response:</b> Expanding students’ financial aid and scholarships and providing more access and opportunities for largely racialized, immigrant, first- in-family, first-generation and mature students for outbound mobility and international field research are high priorities already identified in the ASP and FAS/University advancement priorities and strategies in 2021 and ongoing advancement efforts. Affording more dedicated merit-based and financial need-based scholarship and awards to ASP’s vulnerable students will equalize chances, further actuate and expand FAS and the university institutional initiatives and the Anti-Black racism initiatives’ impacts. In particular, it will incentivise students and alleviate the financial burden, barriers and many opportunity costs relative to</p>	<p><b>Immediate-term response:</b> The Faculty Arts &amp; Science is committed to helping students in need and provides bursary support via the College Registrar’s Office, which then distributes it to students individually and independently. The A&amp;S Advancement office has begun working with ASP to pursue the creation of dedicated scholarships for ASP students.</p> <p><b>Medium- to longer-term response:</b> In 2019, Arts &amp; Science created the role of Experiential Learning Officer, Research and International, to sustain and expand students’ opportunities for international field research. The EL Officer will work with the ASP to support travel and study abroad opportunities.</p>



			<p>educational access, attainment and enrichment opportunities.</p> <p><b>Medium- to longer-term response:</b> ASP will reach out to the FAS/ELOS office to further incite, support, sustain, and expand access and opportunity for a range of international field research, inbound and outbound mobility opportunities for students and fully develop the international dimension of the program building on our longstanding contributions to these initiatives with successful FAS supported ICM to Cameroon, Kenya, Ghana and the most recent faculty-led international field course in Kenya (summer 2022).</p>	
<p>The reviewers noted the urgent need to stabilize faculty positions and regularize the teaching complement for African Studies courses, attributing the limited and unstable roster of course offerings to the absence of permanent faculty in the program; they also noted comments from cognate units in support of additional tenure-stream faculty with joint appointments to African Studies.</p>	4	<p>“There is an urgent need to stabilize insecure positions and to stabilize and regularize the teaching complement for courses currently taught on a short-term and insecure basis... The absence of permanent faculty in the Program that make it difficult for students to find a regular roster of courses to apply to their concentration and difficulty in finding regular supervision.”</p>	<p><b>Immediate/short-term response:</b> ASP has made faculty stabilization a high priority and submitted a request for a permanent 100 per cent teaching stream position through FCC processes in 2022, and one limited contract faculty is currently undergoing reappointment review. With support from FAS and cognate departments, the ASP has augmented its professional faculty complements with 3 joint appointments to History (49%), English (49%) and Anthropology (25%) since July 2022.</p>	<p><b>Immediate- to medium-term response:</b> A&amp;S allocated 3 new joint appointments between the College and cognate units, including History, English, and Anthropology, with all three newly appointed faculty starting in 2022, which will help to regularize the teaching in the program, resulting in an expanded roster of courses offered on a permanent basis.</p>
	5	<p>“several faculties in the ‘traditional’ disciplines noted that increasing the number of permanent and joint-appointed tenured and tenure-tracked faculty in ASP would be of great benefit to their own departments”</p>	<p><b>Immediate- to medium-term response:</b> There is an on-going search or a joint position in the area of “Climate Change and Sustainability in Africa” with the School of the Environment. We will explore more opportunities for joint and/ or fulltime appointment to further stabilize faculty positions and achieve an incremental net increase in fulltime teaching faculty capacity.</p>	<p><b>Immediate- to medium-term response:</b> There is an on-going search for a joint position in the area of “Climate Change and Sustainability in Africa” with the School of the Environment. The new joint appointments will also bolster the program’s ties to cognate departments in A&amp;S.</p> <p><b>Medium- to longer- term response:</b> A&amp;S is committed to assisting ASP with becoming an EDU: B, which will provide the unit with significantly more autonomy over budget,</p>

			<p><b>Medium- to longer-term response:</b> The ASP will seek opportunities for joint positions with cognates units and forge new relations with the Centre for Drama, Theatre and Performance Studies, Cinema Studies, Music, Economics, Department of Spanish and Portuguese, among others to reduce reliance on short-term contracts and further strengthen one key area of concentration, “African Popular Cultures” in an effort to balance ASP humanities and social science strengths.</p>	<p>staffing, and complement planning, and will significantly increase the unit’s visibility and status within A&amp;S. The Dean is committed to providing the resources needed to ensure the new EDU’s success.</p>
<p>The reviewers recommend establishing a master’s degree program in African Studies, noting that this would “enhance the student experience and offer a contribution to all of Canada by expanding the scope, quality, and relevance” of the program’s research activities and course offerings.</p>	6	<p>“The establishment of a master’s Program in African Studies... would enhance the student experience and offer a contribution to all of Canada by expanding the scope, quality, and relevance of the ASP’s research activities as well as course offerings.”</p>	<p><b>Immediate/short-term response:</b> The EDU- B proposal for the establishment of the Centre for African Studies is currently in progress for a July 2023 launch date, as a first step (See Edu: B section). Consultation and outreach to various units have already been initiated along with efforts to build a critical mass of faculty.</p> <p><b>Medium- to longer-term response:</b> We will explore more systemically a range of graduate programming in African Studies building on strong collaborative relations with units and with tenure stream joint appointments</p>	<p><b>Medium- to longer-term response:</b> As an undergraduate program, African Studies is not yet in a position to develop a graduate program. ASP will be in an excellent position to begin conversations about establishing a graduate program once it has become an EDU: B.</p>
<p>The reviewers observed a lack of resources as a significant issue, noting challenges around visibility within the context of New College, and relating comments that a history of “systemic racism” has limited the growth of these programs.</p>	7	<p>“They noted that the African Studies Program (ASP) was a flagship unit of New College but became “buried” in the context of the expansion of the College. The budget stagnated, few resources were made available to ASP and, consequently, fewer courses have been offered to students in recent years.</p>	<p><b>Immediate- to longer-term response:</b> With astute and strategic use of limited resource, ASP has enhanced its social media presence with its Twitter and Facebook accounts and appears as the number 1 African Studies Program on google searches and will continue to find creative means to profile more prominently its collective academic achievements and endeavors as a vibrant intellectual hub of academic excellence. With the Edu: B status, we</p>	<p><b>Immediate- to longer-term response:</b> The Dean’s office has supported the program’s substantial expansion of courses over the past year. A&amp;S is working toward establishing ASP as an EDU: B. Doing so will raise the profile of ASP across the Faculty and University more broadly.</p>

			will seek dedicated resources and enhanced capacity to sustain its academic mission, meet programs-centric communication priorities, boost public-facing, community engagement and outreach with wider publics and showcase its historic record of innovative teaching, research and community engagement.	
	8	“It is important to note that several respondents indicated that the weaknesses of African Studies and Caribbean studies has to do with a history of “systemic racism” which has limited the growth of these programs”	<b>Immediate- to longer-term response:</b> In particular, given ASP’s historic mission and contributions, enhanced support for African Studies students’ wide diversity, its faculty and cutting-edge research and pedagogy is timely to further actuate equity, inclusion and anti-racism initiatives and commitments across FAS and the university at large. With such investment, African Studies could also play a pioneering role in advancing decolonizing and anti-racism work within higher education at a global scale.	<b>Immediate- to longer-term response:</b> In the 2020-2025 A&S Academic Plan, the Dean has made a commitment to EDI, which states “A&S is committed to a community in which we recognize and celebrate the multiplicity of voices in the Faculty. By promoting equity, diversity, and inclusion, we can provide an enriched environment for our faculty, staff, and students.” In line with that commitment, A&S hired a Director of EDI who is working with leadership across the Faculty to address issues around systemic racism.
The reviewers recommended enhancing support for the African Studies programs by establishing an Extra-Departmental Unit within the Faculty of Arts and Science, observing that the lack of financial and administrative autonomy is an underlying cause of several other challenges and concerns raised in the report.	9	“The transformation of African Studies Program into an EDU and the Building and Expansion of a Supportive Infrastructure... would allow for the Unit to make appointments, seek grants, get more supportive infrastructure, meet the great demands for courses by the students, establish a master’s program as part of a stand-alone Institute or department of African Studies, enable collaboration with other departments, institutes, and centers, and encourage research partnerships and collaborations with the many faculties and students working on Africa across the disciplines on Campus.”	<b>Immediate/short-term response:</b> ASP is currently working on the EDU- B proposal following a series of milestone and consultations to actuate this longstanding academic priority with an expected launch date of July 2023. It is foundational, incremental institutional transformation and first step in mounting collaborative graduate courses supporting a graduate collaborative specialization with cognate units and departments.  <b>Medium- to longer-term response:</b> Following the establishment of the new unit, we will work on a range of graduate programming	<b>Immediate- to medium-term response:</b> A&S is committed to the long-term success of African Studies. The Dean’s office is currently working collaboratively with the Unit and College on a proposal to change the status of African Studies from a program within New College to an EDU: B. This very significant change will provide the unit with significantly more autonomy over budget, staffing, and complement planning, and will significantly increase the unit’s visibility and status within A&S. The Dean is committed to providing the

			including designing collaborative graduate courses with collaborative units in 2023 and then on a master and or doctoral program in African Studies in the long-term and before the projected UTQAP review of 2027.	resources needed to ensure the new EDU's success.
Other recommendations not prioritized in the Request for Administrative Response	10	“students voiced several key concerns and pointed to several recommendations shared by the faculty that require attention [including] ... An imbalance of the courses available. Specifically, there are far more social science courses available to students than courses in the humanities.”	<p><b>Immediate/short-term response:</b>  New courses: AFR290H1: The Idea of Africa; AFR370H1: Anticolonialism, Radicalism and Revolutions in Africa.</p> <p>Permanent special topics courses: AFR365H1: Art, Media and Politics in Africa and the African Diaspora; AFR389H1: The Geopolitics and Debates on Africa-China Economic Relations; AFR455H1: Conflicts, Negotiations and Peacebuilding in Africa.</p> <p>Cross-listed courses:  Ethics, Society, &amp; Law (AFR 351Y1; AFR352H1, AFR453Y1).  Urban Studies (AFR250: African in the 21st Century)  <a href="#">Rotman Commerce</a> (4 AFR courses- AFR250Y1, AFR351Y1, AFR352H1, AFR453Y1)  Centre for Entrepreneurship (IMC200H/ ENT200H1 F - Innovation and Entrepreneurship course).</p> <p><b>Medium- to longer-term response:</b>  The ASP will seek opportunities for joint positions with cognates units and forge new relations with the Centre for Drama, Theatre and Performance Studies, Cinema Studies, Music, Economics, Department of Spanish and Portuguese, among others to reduce reliance on short-term contracts and further strengthen one key area of concentration, “African Popular Cultures” in an effort to balance ASP humanities and social science strengths.</p>	<b>Immediate-term response:</b> The Faculty notes the variety of new courses created for, or cross-listed with, the program since the review that span humanities and social sciences disciplines and programs.

			<p>ASP will continue to foster and expand curricular collaboration with cognate units (e.g., a joint AS/Anthropology 3<sup>rd</sup> year course: Black Radical Theory from the Global South: Anthropological Perspective).</p> <p>We will also explore more opportunities for FAS competitive research opportunities and field courses, satisfy students' demand for more African language offerings (e.g., Amharic or Igbo, Yoruba, Twi, Lingala) by 2024.</p>	
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### **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 program's "exceedingly strong attributes in terms of both its teaching and research capacity as well as in its commitment to the larger University community", noting clear strengths in creative and innovative pedagogical practices, with an awareness of the importance of African Studies as a field of interdisciplinary learning. They highlighted the faculty's high research impact across a wide range of disciplines, commended the director, faculty and administrative staff for their tireless work and dedication to students, emphasized the program's excellent relationships with other University departments and programs, and its commitment to equity, meaningful diversity, and social responsibility.

The reviewers recommended that the following issues be prioritized: addressing the unstable roster of courses offered; devising and implementing more effective recruitment strategies; expanding student financial aid and scholarships, including for refugees and first-generation students; stabilizing faculty positions and regularizing the teaching complement; establishing a master's degree program in African Studies; addressing ongoing challenges related to limited resources and lack of visibility within the context of New College; and enhancing support for the African Studies program by establishing an Extra-Departmental Unit within the Faculty of Arts and Science. The Dean's Administrative Response describes the Faculty, College, 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 planning process. An Interim Monitoring Report to the Office of the Vice-Provost, Academic Programs, midway between the June 15, 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 2028-2029 review cycle.

### **6. Distribution**

On June 30, 2023, 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 unit/program leadership.

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

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## 1. Review Summary

<b>Programs Reviewed:</b>	Geology, HBSc: Specialist Environmental Geosciences, HBSc: Specialist Geophysics, HBSc: Specialist Geoscience, HBSc: Major, Minor Earth and Environmental Systems: HBSc: Major Earth Sciences: MSc, MAsC, PhD
<b>Unit Reviewed:</b>	Department of Earth Sciences
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"><li>• Professor Stephen Johnston, Department of Earth &amp; Atmospheric Science, University of Alberta</li><li>• Professor Rebecca Lange, Department of Earth and Environmental Sciences, University of Michigan</li><li>• Professor Victoria Remenda, Department of Geological Sciences and Geological Engineering, Queen's University</li></ul>
<b>Date of Review Visit:</b>	April 21-22, 2021 (conducted remotely)
<b>Date Reported to AP&amp;P:</b>	February 16, 2023

## Previous UTQAP Review

Date: February 7, 2013

### Summary of Findings and Recommendations

#### Significant Program Strengths

- Leading programs with broad research strengths
- Strong student satisfaction and positive faculty morale
- Numerous student research opportunities and notable accomplishments of graduates
- Excellent outreach to external stakeholders, resulting in successful fundraising and development of valuable relationships

#### Opportunities for Program Enhancement

- Addressing undergraduate curriculum and program delivery challenges, including expanding senior undergraduate course offerings
- Reducing doctoral time-to-completion and increasing enrolment
- Increasing international student enrolment by removing barriers
- Increasing transparency of decision-making processes
- Strengthening relationships with cognate units
- Examining plans for the Jack Satterly Geochronology Laboratory (JSGL)
- Further developing scholarship and research in Geophysics and other areas
- Reviewing the departmental workload policy, faculty teaching loads and research productivity

## Current Review: Documentation and Consultation

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### 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, Faculty of Arts & Science, Vice-Dean, Academic Planning, and Associate Dean, Unit-Level Reviews; Department Chair; Associate Chair Undergraduate; Associate Chair Graduate; Administrative & Technical Staff; Post-doctoral Fellows and Research Assistants; Undergraduate Students; Graduate Students; Senior and Junior Faculty; Chairs of Cognate Units: Chemistry, Geography & Planning, Near & Middle Eastern Civilizations, Civil Engineering, Anthropology, Physics, Chemical & Physical Sciences.



# Current Review: Findings and Recommendations

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## 1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Objectives
  - ▶ Graduates are prepared for a variety of career paths; some programs provide the knowledge requirements for professional registration with the Association of Professional Geoscientist Ontario
- Admissions requirements
  - ▶ Admission requirements are appropriate and clearly stated
- Curriculum and program delivery
  - ▶ Commendable commitment to excellent and varied opportunities for field learning
  - ▶ Intentional curriculum design in each undergraduate program builds skills and knowledge through successive years of study
  - ▶ Course delivery methods are consistent with practice in the Geosciences and include a mix of lectures, labs, and field work
  - ▶ Recent improvements to equipment and conditions for microscope work will enhance the learning environment
  - ▶ Flipped classroom teaching used to good effect, particularly under the conditions created by the pandemic
  - ▶ Faculty apply for and receive funding for teaching enhancements, indicating a departmental climate of support for improving student learning
- Accessibility and diversity
  - ▶ Recent program modifications intended to attract students from diverse backgrounds and interests
- Assessment of learning
  - ▶ Assessment strategies are appropriate for programs in the earth sciences
- Student engagement, experience and program support services
  - ▶ Program requirements are clearly communicated to students
  - ▶ Outstanding opportunities for subsidized international field trips are greatly valued by students
  - ▶ International field trips for second-year students build students' knowledge and interest in Earth Sciences, and support a sense of community among students and within the department
  - ▶ Students commented that they have many opportunities for meaningful interactions with faculty
  - ▶ Departmental workshops on mental health, unconscious bias, accessibility and sexual harassment indicate a climate conducive to improving the student experience
  - ▶ Undergraduate Club supports a tight community of students
- Quality indicators – undergraduate students

- ▶ Rates of student participation in High Impact Practices (HIP) exceed that of comparator institutions and programs, indicating departmental commitment to incorporating HIP into programs
- ▶ Student course evaluations are positive, with ratings increasing as students progress from introductory to advanced courses
- ▶ Student satisfaction survey results indicate that most senior students rated their experiences as good or excellent
- ▶ Reviewers note that students' final year GPAs have remained consistent and that there has been little to no grade inflation
- Quality indicators – alumni
  - ▶ Very high graduate employment indicates the strengths of the curriculum, instruction and students
- Quality indicators – faculty
  - ▶ Commendable commitment to undergraduate teaching among faculty, with five faculty members indicating Geoscience Pedagogy as an area of focus
- Student funding
  - ▶ Department prioritizes field learning in fundraising activities
  - ▶ Financial support for field learning enables all students to participate

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

- Objectives
  - ▶ Reviewers note that the lack of distinct program-level learning outcomes and course-specific learning outcomes is not considered best practice
  - ▶ Reviewers note that the undergraduate program curriculum maps do not provide information about how learning levels are assigned to courses
- Curriculum and program delivery
  - ▶ Requirement that students take biology, chemistry, math and physics in their first year is “problematic and clearly disadvantages other programs that are not represented in these offerings”
  - ▶ Students indicated that they would like more 4th year courses to select from, particularly a course focusing on ethics and environmental issues in Canadian mining
  - ▶ Students commented that course offerings were overly concentrated on “hard-rock” topics, with far fewer available for students with a focus on surficial processes, including Earth’s climate through time
  - ▶ Students expressed concern that core courses do not introduce enough quantitative applications in lab exercises
- Quality indicators – undergraduate students
  - ▶ Reviewers note that final year GPAs for ES students are lower than they would have expected, particularly in light of students’ greater opportunities to engage with High Impact Practices

The reviewers made the following **recommendations**:

- Objectives

- ▶ Reviewers recommend seeking assistance with development of learning outcomes
- ▶ Learning outcomes should be written at the three levels of learning (Introductory, Developed and Advanced) with appropriate verbs and descriptors to make clear what the level of learning implies
- ▶ Complete full curriculum maps for each program illustrating the overall progression of learning
- Curriculum and program delivery
  - ▶ Revisit requirement for first year students to take introductory science courses at the expense of courses such as physical geography and earth sciences
  - ▶ Consider offering topics-based courses, e.g., “Topics in Geochemistry” or “Topics in Ethics in the Earth Sciences” that can change focus with the instructor
  - ▶ Students would like to gain more experience with MATLAB, Python, etc. in upper-level courses to better prepare them for postgraduate work or employment in industry
  - ▶ Engage in discussions with earth science programs at other universities to develop joint courses
  - ▶ Investigate indigeneity within program curricula
  - ▶ Consider incorporating more opportunities for “flipped classroom” instruction
- Student engagement, experience and program support services
  - ▶ Considering “check sheets” listing courses and options to assist students in managing their programs
  - ▶ Continue supporting undergraduate student field trips
  - ▶ Explore opportunities for outreach (e.g., hosting high school teacher workshops) to raise the profile of earth sciences and geology programs

## 2. Graduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Department’s consistently excellent international standing is an excellent proxy for the strength of their graduate program
  - ▶ Exceptionally high employability, quality one on one teaching and supervision, experiential learning, and the ability to participate in well-funded field-based research programs are all factors that explain the success of the graduate program
- Admissions requirements
  - ▶ Consistent admission offer rates and enrolments over time indicate that admission requirements for the MSc and PhD program are appropriate
- Student engagement, experience and program support services
  - ▶ Graduate students expressed an overall high satisfaction with their advisors and their overall relationship with faculty
  - ▶ Graduate students have a strong and highly active student organization
- Quality indicators – graduate students

- ▶ Department attracts excellent and productive graduate students, indicated by number of student-authored publications in high impact refereed journals
- ▶ Programs attract significant contributions from donors
- Student funding
  - ▶ Students appreciate funding-raising efforts directed at research support

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

- Admissions requirements
  - ▶ Reviewers attribute the MASc program's variable admission offer rate (including some years with no offers made) to a number of factors, including low demand and challenges posed by the program's funding structure
  - ▶ Reviewers comment on the underutilization of the MASc and part-time program options, and note that one or both options might support a more diverse range of students
- Curriculum and program delivery
  - ▶ Students expressed concerns regarding the need for more course offerings on topics that support their research areas
- Student engagement, experience and program support services
  - ▶ Modest/declining rates of student satisfaction seemingly not addressed by steps taken since the previous review to offer courses with broader appeal
  - ▶ Reviewers note lack of connection between faculty and graduate students as a likely cause for declining student satisfaction indicators
  - ▶ Reviewers note student comments regarding unequal treatment of graduate students from the UTM and UTSC campuses, including receiving less financial and technical support, as well as disparities in research lab space available for UTM students
  - ▶ Graduate students voiced a desire for improved communication regarding issues related to the pandemic, including whether teaching requirements will be in-person or remote, and funding extensions due to pandemic-related delays
- Quality indicators – graduate students
  - ▶ Students' program evaluations have decreased in the past three to five years, with declines in ratings for course content and the learning atmosphere and experience
- Student funding
  - ▶ University funding model limits the number of graduate students that can be admitted into the department each year

The reviewers made the following **recommendations**:

- Admissions requirements
  - ▶ Department is encouraged to better understand who is applying for the MASc program and to determine why it is that this program is underutilized; department may consider closing the MASc program if admission offer rates continue at current levels

- ▶ Department is encouraged to either determine the reason for the decline in part-time graduate students, or to discontinue the part-time graduate program
- Student engagement, experience and program support services
  - ▶ Reviewers strongly encourage the department to work to remove structural and financial disparities in the treatment of graduate students from the UTM and UTSC campuses
  - ▶ Make clear a policy and method by which graduate students may apply for extensions to their degree program owing to covid-related delays
- Student funding
  - ▶ Consider introducing some flexibility into graduate student funding model to enable departments to take on more graduate students

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall Quality
  - ▶ Research and teaching activities of ES faculty are “well placed to train the next generation of undergraduate and graduate students in vital skills needed to combat the major challenges related to energy, climate change, and sustainability”
- Research
  - ▶ ES research is of high quality and the department is highly ranked in both Canada and North America
  - ▶ Faculty in several subfields are engaged in research with clear and direct societal relevance
  - ▶ Disciplinary subfields are well represented, with faculty approximately evenly divided between research focused on the Solid Earth vs. Hydrosphere/Biosphere at Earth’s Surface
  - ▶ Departmental laboratories and instruments enable extensive research activities
  - ▶ ES is highly ranked among Canadian and North American institutions in various metrics of grant application success, research productivity, and publications, reflecting the high quality of research being conducted
- Faculty
  - ▶ Newly-added faculty members add strength in experimental geochemistry/petrology and mineral resources
  - ▶ Department has rebuilt key strength in the areas of Geophysics and Petrology/Economic Geology through hires over the past decade
  - ▶ Reviewers project that departmental strengths in Environmental Sciences and Geochemistry/Geophysics will continue to grow
  - ▶ Laudable efforts made by related departments and campuses to build shared strength in Geophysics will foster collaborations across diverse subfields and academic units
  - ▶ Junior faculty conveyed a broad, overall satisfaction with the Department, noting that most have found their assigned mentor very helpful

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

- Research
  - ▶ Reviewers note that the departmental website does not communicate the larger questions driving faculty research, nor does it highlight synergies or collaborations between faculty members
- Faculty
  - ▶ Current faculty complement shows a “skewed pattern between faculty career stage and broad area of research” with younger faculty members focused on Solid Earth topics and most mid-to-late career colleagues working on the Hydrosphere/Biosphere at Earth’s Surface
  - ▶ Faculty expressed concern that there may be a developing bifurcation among the faculty based on area of expertise (between solid earth and surficial processes)
  - ▶ Junior faculty raised concerns regarding the impacts of the pandemic on their teaching, and uncertainty in how their teaching is evaluated for promotion; they expressed concern that their teaching assignments sometimes include courses that they will only teach once prior to tenure
  - ▶ Faculty colleagues at UTM and UTSC raised concerns about the lack of suitable workspace for them on the St. George campus, despite needing to be there for seminars, meetings, and thesis defenses
  - ▶ UTM and UTSC faculty do not have access to the same resources and facilities as faculty on the St George campus, which hinders research collaboration across the combined tri-campus graduate program
  - ▶ Limit to the number of international graduate student admits “induces an unhealthy competition for access to this pool of graduate students”

The reviewers made the following **recommendations**:

- Research
  - ▶ Begin discussions about long-term planning of departmental research directions
  - ▶ Update the ES website to accurately reflect the lists of departmental faculty members, better describe larger questions driving the research being conducted within the various subfields, and describe the synergies and collaborations between faculty/subfields/cognate units
- Faculty
  - ▶ Begin discussions and develop a long-term faculty hiring plan well ahead of retirements, irrespective of enrolments
  - ▶ Provide clear feedback to junior faculty on teaching evaluations, and how such evaluations are used in the pre-tenure period
  - ▶ Avoid assigning courses to junior faculty that will not be re-taught prior to their evaluation for promotion
  - ▶ Junior faculty all expressed support for converting one of the department’s technician positions into a teaching-support staff member

- ▶ Consider using H-index as a metric of the cumulative impact of an author's scholarly output
- ▶ Encourage faculty members to update their information in Google Scholar to be available for academic peers and prospective graduate students

## 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 and sense of community in the unit has been largely positive over the last decade, in part due to the leadership of the departmental chair
  - ▶ Administrative staff expressed a positive relationship with faculty and students.
  - ▶ The faculty were largely positive in their assessment of morale in the department
  - ▶ Reviewers note optimism that new faculty hires would bring more inclusion, more interdisciplinary collaborations, and support positive relationships in the department
- Organizational and financial structure
  - ▶ Jack Satterly Geochronology Laboratory (JSGL) is central to the success and reputation of the Department of Earth Sciences, with notable achievements developing methods within the discipline and producing high quality research
  - ▶ Recent renovations support the department's research endeavours
- Long-range planning and overall assessment
  - ▶ Department's academic mission is consistent with the mission of the university
  - ▶ Positive steps in departmental EDI initiatives include the addition of a Diversity, Inclusion, and Acceptance Coordinator to the graduate student association, and incorporation of EDI principles in search committees and hiring
- International comparators
  - ▶ Department is consistently ranked at or very near the top of Canadian Earth Science departments on all international rankings, despite its comparatively small number of faculty

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

- Relationships
  - ▶ Postdoctoral fellows are currently not well integrated into the department; they are commonly not included in departmental mailings, do not receive key departmental information directly, and are provided with little or no formal mentoring (outside their own faculty advisor) within the department
  - ▶ Staff members expressed concern about receiving last-minute requests from faculty

- ▶ Technical staff concerns include being seen or treated as the lowest tier of a hierarchy within the Department, with specific concerns regarding the absence of regular meetings with their group and limited communications about key departmental decisions regarding research and teaching
- ▶ Cognate units expressed concern that the degree of collaboration with ES faculty members “waxes and wanes depending on individual faculty and their career stage”
- ▶ UTM faculty members expressed concerns that they consistently feel excluded and marginalized; reviewers note this as “an issue that urgently needs to be addressed”
- Organizational and financial structure
  - ▶ Reviewers note challenges of having one Associate Chair of Graduate Studies serving graduate students across all three campuses; students expressed concern about slow response times, lack of adequate access to the Associate Chair, and failures to comprehend some of the challenges facing Earth Science graduate students
  - ▶ Jack Satterly Geochronology Laboratory operates primarily on 'soft-funding'; reviewers note that this is “a high-risk way to administer a lab that has been key to the success and high ranking” of the department
  - ▶ Limited departmental space for teaching and research
- Long-range planning and overall assessment
  - ▶ “Significant concerns” that the department is not active in making progress on EDI issues, and unresponsive to initiatives brought forward by graduate students

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Improving efforts to integrate and communicate with key groups critical to the Department’s overall research and teaching mission
  - ▶ Investigate better ways of integrating postdoctoral fellows into the department, including improved communications, a designated faculty point of contact, and invitations for postdocs to give a department-wide seminar on their research during their first year
  - ▶ Investigate the use of annual reports for staff (including technical staff), where they can both receive and provide feedback on their work and the department
  - ▶ Include staff on department-wide emails
  - ▶ Ensure students and faculty from the UTM/UTSC campuses have opportunities to interact and collaborate effectively with those on the St. George campus; “There is an urgent need for a series of meetings devoted to this topic, with all stakeholders allowed to fully communicate their concerns”
  - ▶ Strengthen collaborative interactions and relationships with cognate units
  - ▶ Collaborate with other earth science and geology departments through the CCCESD to undertake outreach to prospective students and to facilitate cooperative course delivery
- Organizational and financial structure
  - ▶ Address the challenge associated with one Chair of Graduate Studies serving the graduate students across the tri-campuses; consider appointing separate faculty members responsible for graduate students on each campus



- ▶ Consider hosting a “townhall” meeting with all graduate students each semester, to convey key information and field questions
- ▶ Explore ways to secure funding for the Jack Satterly Geochronology Laboratory, including from the University, a fundraising campaign, or by seeking an industrial donor
- ▶ Continue fundraising to support the department’s current level of research
- Long-range planning and overall assessment
  - ▶ “It is the view of the external reviewers that the University of Toronto should recognize the extraordinary quality of the faculty and the programs, and ensure they continue to be nurtured.”
  - ▶ Strike an EDI standing committee that reports to the departmental council
  - ▶ Create a departmental EDI committee with representation from all constituents, with responsibilities to include “suggesting plans, structures, and codes of conduct to improve EDI in the classroom, in the field, in research labs, and during recruitment of students and faculty”



## 2. Administrative Response & Implementation Plan

UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

December 15, 2022

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

### **Re: UTQAP cyclical review of the Department of Earth Sciences**

Dear Prof. McCahan,

Along with the faculty, staff, and students of the Department of Earth Sciences, I am pleased with the external reviewers' assessment of the Department and its undergraduate and graduate programs: Geology (BSc Hons) Specialist; Environmental Geosciences (BSc Hons) Specialist; Geophysics (BSc Hons) Specialist; Geoscience (BSc Hons) Major, Minor; Earth and Environmental Systems (BSc Hons) Major; Earth Sciences: MSc, MASc, PhD. The reviewers noted the Department's high rankings and complimented "the extraordinary quality of the faculty and the programs."

The quality of this program notwithstanding, as per your letter dated August 16, 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 and as outlined in the attached table of Review Recommendations. 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 to develop the following implementation plan incorporating the reviewers' recommendations.

#### **Implementation Plan**

**Noting declining enrolments in both the MASc program and in the MSc part-time option, the reviewers recommended examining recruitment strategies, admission practices, and aspects of the program structures, to understand why they are currently underutilized; the reviewers suggested that they be closed if there is little faculty support to pursue opportunities for growth.**

**Immediate-term response:** The Department has indicated that closing the MASc is not a departmental priority. The Department of Earth Sciences offers two Master's Programs (the MSc and the MASc). The MSc is a funded 1-year program requiring a research report (not a full

thesis). This is a doctoral-streaming MSc. Alternatively, the MASc is a 2-year program with a full-length thesis requirement. While considered a research stream Master's program, it is viewed as a terminal Master's program as most students generally do not continue on to a PhD, and work in industry or government after graduation. The first year of the MASc is funded, in line with A&S funded research Master's practices, but the second year is not funded, and therefore requires a larger funding commitment from the unit and supervisor to provide a two-year funded program. Because the MASc is a longer commitment and requires significant supervisor funding, it is less frequently used. However, it is the Department's position that continuing to offer this program is important as a terminal research-based Master's program that can be a highly relevant credential for some students, and in some circumstances such as when faculty supervisors have grants from industry or government to support the student in collaboration and training. Some of the Department's new faculty are engaged in such collaborations so it now sees some potential growth in this program. The administration of the program is not administratively taxing. Furthermore, the MASc can be a draw for fully-funded international students coming to U of T with recognized scholarships from their home countries. The Department notes that the enrollment in the MASc is variable but is not consistently declining.

In terms of funding part-time MSc students, structurally, there is no provision at U of T to provide UTF funding for this group. Thus, there is a significant financial barrier to increasing the numbers of part-time MSc students, which may explain the low enrolment. As its administration is also not taxing, the Department prefers to retain the part-time option as well.

**Medium-term response to Longer-term response:** SGS policy does not allow part-time PhD students, except under unique flex-time options, which are currently not available in Earth Sciences. The Department will consult with its internal Graduate Affairs committee as well as with SGS on the option of proposing flex-time PhDs, and if feasible, take this proposal through governance.

**The reviewers recommended that department consider investigating Indigeneity within their curriculum.**

**Immediate-term response:** In 2021, the Department established the Reconciliation, Equity, Diversity and Inclusion (REDI) committee. The committee's initial work involved assembling resources for reconciliation and indigenization in Departmental activities, including its curriculum. Curricular changes related to indigeneity and reconciliation have also been discussed in Graduate and Undergraduate Affairs committees and some changes are already being implemented. For example, in the core course taken by all incoming graduate students, focused discussions around land and place are taking place (using sources such as: Wong et al., 2020. Towards reconciliation: 10 Calls to Action to natural scientists working in Canada. *FACETS*. <https://doi.org/10.1139/facets-2020-0005>). Undergraduate courses are also implementing indigeneity by, for example, including Indigenous authors and perspectives on reading lists, and developing land acknowledgements for all field study areas.

**Medium-term to Longer-term response:** The REDI committee will continue discussions on additional mechanisms to be implemented, whether through currently existing courses or possible new one. At the Faculty level, the Indigenous Research, Teaching and Learning Committee is focused on meeting the commitments undertaken by Arts & Science in response to the Truth and Reconciliation Commission. This includes work on restructuring our curricula to recognize the contributions, histories and perspectives of Indigenous peoples.

**The reviewers made a number of detailed recommendations regarding the sequencing of courses in the curriculum, and ways in which program curricula could better be analyzed and communicated.**

□ **They recommended reconsidering the requirement that first-year students take several courses they may already have taken in high school.**

**Immediate-term response:** The Department does not plan to reconsider its first-year requirements, which are consistent with other science programs in Arts & Science and elsewhere. The core sciences are prerequisites for upper-level courses and for professional accreditation. Students are assisted within the Department with course selection to minimize any perceived overlap with high school courses already taken, while ensuring students have the university-level foundation they need to successfully complete their program of study.

□ **They noted undergraduate student concerns that course offerings are overly concentrated on Solid Earth topics, with far fewer courses available with a focus on surficial processes such as Earth's climate; they also noted concerns that core courses do not introduce enough quantitative applications in lab exercises.**

**Immediate-term response:** The Department's Undergraduate Affairs Committee is reviewing the Earth and Environmental Systems program (where courses on surficial processes, climate, hydrosphere and biosphere are located) to consider ways to improve course offerings on these topics. The Department notes that it was pleased to learn that students requested more quantitative application in labs. Recent faculty hires in 2021 are actively teaching using platforms specified in the review such as Python, R/R Studio or MATLAB, as well as others. The Department plans on developing more quantitative elements in all courses once the Undergraduate Affairs Committee examines this issue thoroughly.

**Medium-term to Long-term response:** Two new searches in 2022-23 specifically mention quantitative applications or data science in the job posting, so the Department anticipates strong growth in these areas. Given the timelines required for new courses or changes to existing courses, as well as expected timelines related to the expected new faculty hires, it is anticipated that the earliest these changes could be seen will be 2024-25.

□ **They recommended creating full curriculum maps for each program, as well as distinct program-level and course-specific learning outcomes.**

**Immediate-term to Medium-term response:** Degree-level expectations and program learning outcomes at the three levels of learning were provided in the self-study; however, the Department will revisit how this information was presented and how it depicts student progress through the programs. The Department is encouraged to consult with the Curriculum Development Specialist in the Office of the Vice-Provost, Innovations in Undergraduate Education, and the Dean's office will facilitate that meeting.

**The reviewers strongly recommended addressing “structural and financial disparities in the treatment of graduate students from the UTM and UTSC campuses,” and further recommended ensuring that students and faculty from the UTM/UTSC campuses have opportunities to interact and collaborate effectively with those on the St. George campus.**

**Immediate-term response:** The new tri-campus MOA will facilitate improvement in this issue. Allocation of graduate funding is not campus dependent. All graduate students in the tri-campus graduate program have the same base funding (\$33,555, less tuition and fees for PhD students this year, approximately \$28,000 net). The funding package is generated through the combined use of university funds, TA-ships, and a RA contribution from supervisors. The Department tops up all graduate students' funding using restricted awards that are not campus specific. Some additions, such as conference travel funds, can, however, be campus specific.

In ensuring that faculty and students from UTM and UTSC have opportunities to interact and collaborate with their colleagues at UTSG, the Department has several practices already in place. The Chair undertakes a yearly visit to UTM for lab tours and consults at minimum yearly with the Chair of DPES at UTSC, and regularly meets with faculty and graduate students. The Chair also engages in yearly meetings with UTM and UTSC Chairs to discuss faculty progress and PTR (the tri-campus graduate program consists of 4.5 faculty at UTM, 2 at UTSC and 18.8 at UTSG).

New and ongoing initiatives include offering hybrid options for all Departmental council meetings and UTSG seminars. For graduate students, the core course for all incoming students promotes interactions among new students across all campuses. As well, office space at UTSG for graduate students with supervisors based at UTM/UTSC has been provided. The relevant departments at UTM and UTSC already have appointed staff members to assist graduate students on those campuses. There is also tri-campus representation on the Graduate Affairs committee to ensure that any campus-specific issues can be addressed. While having one Chair of Graduate Studies to serve all students across the three campuses can be challenging in the tri-campus arrangement, several measures including the more regular meetings of tri-campus Chairs triggered by the development of the MOA, and a new Associate Chair (Graduate) since 2021 who is prioritizing inclusion and graduate student well-being, and who is also the instructor for the graduate core course, are now in place to ensure all graduate students have access to administrative and academic support.

**Medium-term to Longer-term response:** A Departmental retreat held in September 2022 for all tri-campus Earth Sciences faculty discussed its core vision and uniting the three campuses,

and specific initiatives were discussed to foster more collaboration that could be realized over the coming years. These proposed initiatives included developing collaborative grants, shared analytical facilities or instrumentation, holding workshops or “brown bag lunches” on topics of interest to the whole graduate program, or promoting cross-campus co-supervision options. While the development of any of these ideas will take time, the Sept 2022 retreat was an important first step.

**The reviewers recommended providing clear feedback to early career faculty members regarding teaching evaluations, in particular how they are used in the pre-tenure period.**

**Immediate-term response:** Beginning in Spring 2022, the PTR process is more transparent with scores broken down by category (Research/Teaching/Service). This provides to all faculty more detail on the assessment of their teaching, with teaching evaluations just one element of this assessment.

**Medium-term response:** The PTR document sent to all faculty explaining assessment criteria will be modified to highlight that point for the 2023 PTR process.

**The reviewers recommended that the department begin discussing long-term planning of faculty research directions and made suggestions regarding how best to describe research activities on the departmental website; they also recommended that the department develop a long-term faculty complement plan as well as a plan to ensure stability and continuity for the Jack Satterly Geochronology Laboratory.**

**Immediate-term response:** The Department’s faculty retreat was held in September 2022 to specifically develop a common vision for the Department and use that vision for long-term departmental and faculty planning. There was strong consensus in the Department on the need to maintain a tradition of excellence in Hydrosphere/Biosphere aspects of Earth Sciences. Key areas for future faculty hires identified at the retreat include climate change, critical zone science/soils, critical metals/minerals, geomorphology/surface processes, hydrogeology, and geo-statistics/data science. The Department currently has two tenure-track searches underway, and the job postings have been designed to address aspects of these key priorities. For example, a current search in Near-Surface Geophysics is targeting scholars with expertise in critical zone science, soils, hydrogeology, cryosphere/permafrost or archaeological/forensic applications. All of these relate to environmental themes as well as to human-environment interactions. A second search in Mineral Systems lists a potential area of specialization relating to critical minerals and the green energy transition. Furthermore, the Department has ensured that its requests to the Faculty Appointments Committee are supported by a consensus of faculty members and informed by the Departmental vision, as articulated at the retreat.

A complete overhaul of the Departmental website has been underway since early 2022. The Department has spent considerable time developing new content and has specifically re-designed the presentation of the faculty research areas to include the key areas of Biogeosciences; Earth

and Planetary Materials; Earth Surface Processes; Environmental Sciences; Geophysics and Tectonics; Paleoceanography and Paleoclimatology; and Geoscience Pedagogy.

**Medium-term to Longer-term Response:** Progress has been slow on the website overall due to staff workload. Arts & Science Administrative HR has been working with the Department to explore how it might be assisted in this project and with other staffing needs. The Department has received approval from Administrative HR for a short-term casual hire with expertise in content development for the Web. We are currently reviewing resumés and anticipate progress on the website accelerating over the first 6 months of 2023. The Faculty notes that the Department has already been engaged for some time with the Arts & Science offices of Communications and also Information & Instructional Technology (IIT) on a website project.

The Department's recent retreat also identified priorities for long-term faculty hiring, and it anticipates over the next five years it will request another two positions as faculty retirements occur. The Department will also undertake a five-year Unit-Level Academic Planning process in early 2023. The unit-level academic plan is a forward-looking document that both articulates a department's academic plans over the following five years and also highlights progress made on the implementation plan identified in the UTQAP administrative response. Complement planning and resource allocation are two key elements addressed in the unit-level academic plan. Senior academic and administrative leadership within the Dean's Office will meet with the Department's leadership to discuss their unit-level academic plan and provide guidance and feedback. With respect to faculty complement requests, those are brought forward to the Faculty Appointments Committee (FAC), which includes representation across the three sectors (Humanities, Social Sciences and Sciences) and from the Colleges. The FAC reviews all requests for new positions once per year 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 single department on its own.

The Jack Satterly Geochronology Laboratory (JSGL) facility is very highly regarded internationally, and its current staffing consists of a 0.25 of a CLTA position and 0.5 of a technical position from the Department; the remaining staff are funded by grants and contracts through international collaborations and research projects to the JSGL. We note that the staffing model and financial support had been raised in the previous Department UTQAP review. Department support for the JSGL includes the provision of considerable space as well as the staff/faculty lines mentioned in the reviewers' comment. At present, it is difficult to do more without a greater share of a tenure-stream faculty line associated with this lab; however, any changes or additions to faculty lines would have to be approved through the Arts & Science Faculty Appointments Committee, as noted earlier. The Chair is in frequent communication with the JSGL leadership to discuss ways to support it. As well, the Vice-Dean Research and Infrastructure in Arts & Science is available to meet with the Department regarding this facility.

**The reviewers observed that inter-departmental collaboration “waxes and wanes depending on individual faculty and their career stage,” and recommended the development of initiatives to strengthen collaborative interactions with cognate units.**

**Immediate-term response:** The Department noted that it already has a large number of cognate units, including in Arts & Science the School of the Environment, the Departments of Archaeology, Chemistry, Physics, Ecology & Evolutionary Biology, in the Faculty of Applied Science and Engineering, and the Royal Ontario Museum, where its faculty are deeply engaged in collaborative research. The Department also engages in graduate co-supervisions and other opportunities with U of T collaborators through, for instance, ISIs and the Data Sciences Institute.

**Medium-term response:** Collaboration, including co-supervision and joint funding opportunities, was discussed at the Department’s recent retreat, with several faculty showing interest in further “internal” collaboration and exploring other possibilities. The Department will endeavor to maintain its existing collaborations and explore other possibilities in the future as they arise.

**The reviewers recommended that the department strike a standing committee, with representation from all constituents, to support initiatives and address concerns regarding equity, diversity, and inclusion.**

**Immediate-term response:** A Departmental committee (REDI, discussed above) was established in September 2021 with representatives from faculty, staff, graduate, and undergraduate students. Updates to Departmental Council from this committee have included topics such as development of a land acknowledgement and EDI statement, a list of REDI-related resources to educate the Earth Sciences community, once monthly open meetings of the REDI committee, and event ideas such as film screenings, reading groups, and invited workshops to the Department, on topics such as how to be anti-racist and unconscious bias and field accessibility. While the Department is still implementing these events, there is strong interest and engagement from all constituents, including staff, faculty, graduate and undergraduate students, and postdoctoral fellows.

**Medium-to Long-term response:** As a strategic priority of the Faculty’s five-year plan (2020-2025), Arts & Science is firmly committed to improving equity, diversity and inclusion among students, staff and faculty. To that end, the Faculty added new training for chairs and directors in 2020-21 to ensure that EDI is supported within departments. Furthermore, as a new component of the annual activity report, chairs and directors are now evaluated on their progress in enhancing EDI within their unit. Many units have established EDI committees, including the REDI committee in Earth Sciences. The Faculty of Arts and Science hired a Director of Equity, Diversity and Inclusion in early 2022. The new Director is well-positioned to offer guidance to the Department on how to best implement EDI initiatives at the departmental level as well as advise of divisional plans.



**The reviewers observed that postdoctoral fellows are not well-integrated within the department, commenting that this “represents a lost opportunity to build bridges between faculty and graduate students”; and made a number of recommendations to improve their visibility and connections within the department.**

**Immediate-term response:** The implementation of this recommendation is already underway. The return to in-person activities in fall 2022 has made meetings and integration into the Earth Sciences community much easier for postdoctoral fellows than it was in 2020, all of 2021 (when the reviewers visited) and the first half of 2022. The Chair and Associate Chair Graduate held a meeting in Fall 2021 with all postdocs for introductions and to learn more about the post-doc experience. A postdoc email list is in place and used for communications, including profiling post-docs in the Department’s weekly e-newsletter. All postdocs are invited to present at the weekly “RockFest” series. Postdocs also have their own email listserv to minimize email overload. The Associate Chair, Graduate takes on the role as the Departmental Post-Doctoral Fellow point of contact.

**Medium-term response:** The Department is reviewing departmental communications strategies to and for postdoctoral fellows for further refinement.

**The reviewers made a number of recommendations to improve departmental communication with administrative and technical staff.**

**Immediate-term response:** When the new Chair started in 2021, they met with all staff one-on-one to discuss their work and the Department. All-staff group meetings have been held at least once a year to discuss as a team how to address challenges. With regard to including staff on department-wide emails, the Department notes that staff are meant to be included on department-wide email and it is currently reviewing this issue to better understand why this may not have been happening in the past. As of September 2022, all staff are included in updates from the Chair, invitations to Department Council meetings, and on emails disseminating the Minutes from the Department meetings.

**Medium-to-Longer term response:** The Chair will consult with A&S Administrative HR regarding how to implement the reviewers’ recommendation about annual reports and feedback for staff to ensure that collective agreements are respected. Likewise, the Department will continue to be attuned to making sure all staff receive relevant communications and updates.

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. An Interim Monitoring Report to the Office of the Vice-Provost, Academic Programs, midway between the April 21-22, 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 Earth Sciences' 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 large initial "M" and a long, sweeping underline for the "i".

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

cc.

Sarah Finkelstein, Chair, Department of Earth Sciences, Faculty of Arts & Science  
Alison Chasteen, Acting Associate Dean, Unit-Level Reviews, 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

2020-21 UTQAP Review of FAS Earth Sciences - Review Recommendations

Please do the following for each recommendation in the table:

- If you **intend** to act on a recommendation, please provide an **Implementation Plan** identifying actions to be taken, the time frame (short, medium, long term) for each, and who will take the lead in each area. If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.
- If you **do not** intend to act on a recommendation, please briefly explain why the actions recommended have not been prioritized.
- In accordance with the UTQAP and Ontario's Quality Assurance Framework, "it is important to note that, while the external reviewers' report may include **commentary** on issues such as faculty complement and/or space requirements when related to the quality of the program under review, **recommendations** on these or any other elements that are within the purview of the university's internal budgetary decision-making processes must be tied directly to issues of program quality or sustainability" (emphasis added)
- You may wish to refer to the [sample table](#) provided by the Office of the Vice-Provost, Academic Programs

<b>Request Prompt</b> <i>verbatim from the request</i>	<b>Rec. #</b>	<b>Recommendations from Review Report</b> <i>verbatim from the review report</i>	<b>Program Response</b>	<b>Dean's Response</b>
<p>Noting declining enrolments in both the MASc program and in the MSc part-time option, the reviewers recommended examining recruitment strategies, admission practices, and aspects of the program structures, to understand why they are currently underutilized; the reviewers suggested that they be closed if there is little faculty support to pursue opportunities for growth.</p>	<p>1</p>	<p>"The department is encouraged to better understand who is applying for the MASc program and to determine why it is that this program is underutilized. Failing that, the department should consider terminating the MASc program"</p>	<p>This recommendation is not being prioritized. Explanation: The Department of Earth Sciences offers 2 Masters Programs. The MSc is a funded 1-yr program requiring a research report (not a full thesis). This is a doctoral-streaming MSc. The MASc is a 2-yr program with a full-length thesis requirement. This is most often a terminal Masters program, where students go onto employment in industry, government or other sector. The 1<sup>st</sup> yr of the MASc is funded by UofT but the second year is not funded by the University, thus requiring a funding commitment of \$32k from the supervisor (our baseline MSc funding is \$25k + tuition). Because the MASc is a longer commitment and requires significant supervisor funding, it is less frequently used. However, it is our position that continuing to offer this program is important as a terminal research-based Masters that can be a highly relevant credential for some students, and in some circumstances, when faculty supervisors have grants from industry or government to support the student in the</p>	<p>The Faculty recognizes that the review report recommendations to terminate the MASc program, and to discontinue the part-time option for the MSc, are not departmental priorities at this time, and as outlined in the Program Response, the Department wishes to retain the current arrangements for each program. The Dean's response notes that the Department has indicated it will explore flex-time options for PhD students.</p>

			<p>collaboration and training. Some of our new faculty are engaged in collaborations such as these so we see some potential growth in this program. The administration of the program is not overly taxing from a staff point of view.</p> <p>Further, the MASc can be a draw for fully funded international students coming to UofT with recognized scholarships from their home countries. Currently we have two students from Turkey in this program who have full funding from the Turkish government for a 2-yr MASc. We have long-standing collaborations with leading geosciences institutions in Turkey, so we expect these opportunities will continue. In addition, we are actively trying to recruit students from China with China Scholarships and the MASc could also be a good fit for those students.</p> <p>The enrollment in the MASc is variable, but is not consistently declining:  2017/2018: 1  2018/2019: 1  2019/2020: 2  2020/2021: 6  2021/2022: 7  2022/2023: 3  (these number refer to total numbers of registered MASc students).</p>	
	2	<p>“The department is encouraged to either determine the reason for the decline in part-time graduate students, or to discontinue the part-time graduate program.”</p>	<p>This recommendation is not being prioritized. Explanation: SGS policy does not allow part-time PhD except under unique flex-time options, which are currently not available in Earth Sciences. We could propose flex-time PhDs through governance; we will consult with our internal Graduate Affairs committee as well as with SGS on this option.</p>	

			<p>In terms of part-time MSc students, structurally, at UofT, there is no provision to provide UTF funding for this group. Thus, there is a significant financial barrier to increasing the numbers of part-time MSc students. This explains the low numbers. There can be exceptional circumstances where a part-time option works for students and supervisors. As the administration of this option is not taxing from a staff point of view, we prefer to retain the part-time option.</p>	
<p>The reviewers recommended that department consider investigating indigeneity within their curriculum.</p>	<p>3</p>	<p>“The department may wish to consider investigating indigeneity within their curriculum”</p>	<p>This recommendation is being implemented. We established in 2021 the Reconciliation, Equity, Diversity and Inclusion (REDI) committee. The committee’s initial work involved assembling resources for reconciliation and indigenization in Departmental activities, including curriculum. Curricular changes related to indigeneity and reconciliation have also been discussed in Graduate and Undergraduate Affairs committees and some changes are already being implemented. For example, in the core course taken by all incoming graduate students, focussed discussion around land and place are taking place using sources such as: Wong et al., 2020. Towards reconciliation: 10 Calls to Action to natural scientists working in Canada. <i>FACETS</i>. <a href="https://doi.org/10.1139/facets-2020-0005">https://doi.org/10.1139/facets-2020-0005</a> Undergraduate courses are also implementing indigeneity through for exempling including Indigenous authors and perspectives on reading lists and developing land acknowledgements for all field study areas. The REDI committee will further discussions on additional mechanisms for implementation.</p>	<p>At the Faculty level, the Indigenous Research, Teaching and Learning Committee is focused on meeting the commitments undertaken by Arts &amp; Science in response to the Truth and Reconciliation Commission. This includes work on restructuring our curricula to recognize the contributions, histories and perspectives of Indigenous peoples.</p>

<p>The reviewers made a number of detailed recommendations regarding the sequencing of courses in the curriculum, and ways in which program curricula could better be analyzed and communicated.</p> <ul style="list-style-type: none"> <li>• They recommended reconsidering the requirement that first-year students take several courses they may already have taken in high school.</li> <li>• They noted undergraduate student concerns that course offerings are overly concentrated on Solid Earth topics, with far fewer courses available with a focus on surficial processes such as Earth’s climate; they also noted concerns that core courses do not introduce enough quantitative applications in lab exercises.</li> <li>• They recommended creating full curriculum maps for each program, as well as distinct program-level and course-specific learning outcomes.</li> </ul>	4	<p>It is recommended that “the department (faculty or university) revisit the decision to have first year students take these same courses that they are exposed to in high school, at the expense of courses like physical geography and earth sciences that are, for the most part, absent in high school.”</p>	<p>Our program requires core sciences in the first year and those requirements are well in line with those of other science programs in FAS and comparable Earth science programs at other Canadian universities. These core sciences are essential not only for professional accreditation but for required preparation for our upper year courses. Students CAN also receive program credit for first year physical geography and earth sciences. Our student advisor and Associate Chair, Undergraduate are available to assist students with course selection to minimize any perceived overlap with high school courses taken, while ensuring students have the preparation they need. Therefore, we do not plan any actions on this item.</p>	<p>The Department is encouraged to consult with the Curriculum Development Specialist in the Office of the Vice-Provost, Innovations in Undergraduate Education, and the Dean’s office will facilitate that meeting.</p>
	5	<p>“The main concern raised by the undergraduates were that course offerings were overly concentrated on ‘hard-rock’ topics (i.e., Solid Earth), with far fewer available for students with a focus on surficial processes, including Earth’s climate through time (i.e., Hydrosphere/Biosphere at Earth’s Surface).”</p>	<p>We recognize this concern, and it also relates to faculty demographics and complement planning (see below). The Undergraduate Affairs Committee is reviewing the Earth and Environmental Systems program (where courses on surficial processes, climate, hydrosphere and biosphere are located) with an eye to improving these offerings and implementing the recommendation. Given the timelines required for new courses or changes to existing courses, it is anticipated that the earliest these changes could be seen would be 2024/2025.</p>	
	6	<p>“Another concern is that the core courses in the major do not introduce enough quantitative applications in lab exercises. They [undergraduates] would like to gain more experience with MATLAB, Python, etc. in these upper-level courses to better prepare them for postgraduate work and/or employment in industry.”</p>	<p>We agree with this point and are happy to hear that the students raised it. We are implementing this recommendation by actively developing more quantitative elements in all courses. New faculty hires in 2021 and 2022 (since the visit from the reviewers) are actively teaching using the platforms mentioned and others. We have two searches ongoing this year and specifically mention quantitative applications</p>	

			or data science in the posting so we anticipate strong growth in this area. This topic is also being discussed by the Undergraduate Affairs Committee. We expect more action on this item for 2024/2025 academic year.	
	7	“At the very least, the 10 DLO need to be written at the three levels of learning (Introductory, Developed and Advanced) using appropriate verbs and descriptors to make clear what the level of learning implies...Should the department wish to undertake a curriculum review, obtaining assistance with learning outcomes is recommended.”	There was some confusion about the presentation of this material in the self-study. We do have the DLOs at the three levels of learning and this was shown in Table 1.4 of our self study. We take the reviewer’s point about revisiting the presentation of this information and we will seek further guidance on codifying our learning outcomes.	
	8	“An approach more helpful to the reader would be complete full curriculum maps for each program so that the reader can grasp more easily the overall progression of learning, and the justification for students having reached the level of learning.”	Curriculum maps were presented in Table 1.6 of the self-study. We take the reviewers’ point that we can improve on the presentation to better explain how learning progresses through our program. As above, we will seek further guidance on the presentation of this material.	
The reviewers strongly recommended addressing “structural and financial disparities in the treatment of graduate students from the UTM and UTSC campuses,” and further recommended ensuring that students and faculty from the UTM/UTSC campuses have opportunities to interact and collaborate effectively with those on the St. George campus.	9	“UToronto and the department of Earth Science are strongly encouraged to work to remove structural and financial disparities in the treatment of graduate students from the UTM and UTSC campuses.”	This recommendation is being implemented and the tri-campus MOA will facilitate this. Allocation of graduate funding is not campus-dependent. All graduate students in the tri-campus graduate program have the same target funding level (approximately \$28k take-home for PhD students this year). This is generated through the combined use of university funds, TAships, and a RA contribution from supervisors. We top up all grad students using restricted awards that are not campus specific.  Add-ons to graduate funding (ie. Conference travel funds) can be campus specific. While we don’t have jurisdiction over choices made	The Dean’s response notes that the new tri-campus MOA will facilitate improvement in this issue.

			<p>by UTM and UTSC, we do ensure frequent communication (see below).</p> <p>We recognize that students on different campuses have different experience and different needs. A number of measures are in place to ensure that students at UTM and UTSC feel welcome and included on UTSG, where the numbers of graduate students are significantly higher. These measures include:</p> <ul style="list-style-type: none"> <li>- Provision of office space at UTSG for graduate students with supervisors based at UTM/UTSC</li> <li>- Yearly visit to UTM by the Chair which includes a meeting with graduate students</li> <li>- We are currently developing a MOA with the tri-campus chairs in the Earth Sciences graduate program and this will specifically codify our guiding principle of funding equity between students on each campus.</li> </ul>	
	10	<p>“Ensure students and faculty from the UTM/UTSC campuses have opportunities to interact and collaborate effectively with those on the St. George campus.”</p>	<p>This recommendation is being implemented. Our tri-campus graduate program consists of 4.5 faculty at UTM, 2 at UTSC and 18.8 at UTSG. To foster collaboration, new and ongoing initiatives include:</p> <ul style="list-style-type: none"> <li>- Hybrid options for tri-campus council meeting attendance and some UTSG seminars</li> <li>- Yearly visit to UTM by the Chair (scheduled 11 AM – 5 PM to ensure adequate time for lab tours, meetings with faculty and students)</li> <li>- Yearly meetings with Chairs at UTM and UTSC at the time of PTR to discuss faculty progress</li> <li>- Retreat held on Sept 6/22 for tri-campus Earth Sciences faculty to discuss core vision uniting the three campuses and specific initiatives were discussed to foster more collaboration</li> </ul>	



			- core course for all incoming graduate students promotes interactions of these students from all campuses	
	11	“The department is encouraged to appoint separate faculty members responsible for Graduate Students in each campus.”	- The relevant departments at UTM and UTSC have appointed staff members to assist graduate students on those campuses. - There is tri-campus representation on the Graduate Affairs committee to ensure that any campus-specific issues can be addressed	
	12	“Address the challenge associated with one Chair of Graduate Studies serving the graduate students across the tri-campuses”	- See above. While this can be a challenge given our tri-campus arrangement, a number of measures are now in place to ensure all graduate students have access to administrative and academic support.	
The reviewers recommended providing clear feedback to early career faculty members regarding teaching evaluations, in particular how they are used in the pre-tenure period.	13	“Provide clear feedback to junior faculty on teaching evaluations, and how such evaluations are used in the pre-tenure period.”	This recommendation is being implemented. Beginning in Spring 2022, the PTR process is more transparent with scores broken down by category (Research/Teaching/Service). This provides to all faculty more detail on the assessment of teaching. Teaching evaluations are just one element of the assessment. The PTR document sent to all faculty explaining assessment criteria will be modified to highlight that point for the 2023 PTR process.	The Dean recognizes that the Department is addressing this review report recommendation.
The reviewers recommended that the department begin discussing long-term planning of faculty research directions and made suggestions regarding how best to describe research activities on the departmental website; they also recommended that the department develop a long-term faculty complement plan as well as a plan to ensure stability and continuity for the Jack Satterly Geochronology Laboratory.	14	“It is therefore our strong recommendation that the Department begin to discuss this issue (long-term planning of research directions) sooner than later, while it has the expertise of the current senior faculty with expertise on the Hydrosphere/Biosphere at Earth’s Surface to inform that discussion.”	This recommendation is being implemented. A faculty retreat was held Sept 6/22 to discuss this point, specifically to develop a common vision for the department and use that vision for long-term planning. There was strong consensus on the need to maintain our tradition of excellence in Hydrosphere/Biosphere aspects of Earth Sciences. Key areas for future faculty hires identified at the retreat include climate change, critical zone science/soils, critical metals/minerals, geomorphology/surface processes, hydrogeology, and geo-statistics/data science. We are currently searching for 2 tenure-track positions, and	Arts & Science Administrative HR has been working with the Department to explore how it might be assisted in this project and with other staffing needs. The Department has received approval from Administrative HR for a short-term casual hire with expertise in content development for the Web. They are currently reviewing resumés and anticipate progress on the website accelerating over the first 6 months of 2023. The Faculty notes that the Department has already been engaged for some time with the Arts & Science offices of Communications and also Information &

			<p>job postings have been designed to address aspects of these key priorities. For example, our current search in Near-Surface Geophysics is targeting scholars with expertise in critical zone science, soils, hydrogeology, cryosphere/permafrost or archaeological/forensic applications. All of these relate to environmental themes and also to human-environment interactions. Our second in-progress search in Mineral Systems lists a potential area of specialization relating to critical minerals and the green energy transition. Thus, we are acting on this concern already and anticipate over the next 5 years, requesting another 2 positions related to faculty retirements in these fields. Further, we have ensured that our requests are supported by a consensus of faculty members and informed by our departmental vision as articulated at a Sept 2022 retreat.</p>	<p>Instructional Technology (IIT) on a website project.</p> <p>The Department will also undertake a five-year Unit-Level Academic Planning process in early 2023. The unit-level academic plan is a forward-looking document that both articulates a department's academic plans over the following five years and also highlights progress made on the implementation plan identified in the UTQAP administrative response. Senior academic and administrative leadership within the Dean's Office will meet with the Department's leadership to discuss their unit-level academic plan and provide guidance and feedback.</p> <p>With regard to the Jack Satterly Geochronology Laboratory (JSGL) facility, the Dean's response notes that the staffing model and financial support had been raised in the previous Department UTQAP review. Any changes or additions to faculty lines would have to be approved through the Arts &amp; Science Faculty Appointments Committee. The Vice-Dean Research and Infrastructure in Arts &amp; Science is available to meet with the Department regarding this facility.</p>
15		<p>"We recommend that the Dept. website be updated to better describe research questions driving the research within the various subfields. There should also be a description of the synergies and collaborations between faculty/subfields/cognate units, etc."</p>	<p>This recommendation is being implemented. A complete re-do of the departmental website is underway. We have been working on this since early 2022. Owing to staff workload issues, progress has been slow. We have reached out to FAS for more guidance on how to get the help we need to launch our new website. We have spent considerable time developing new content and have specifically re-designed the presentation of the research areas to include the following key areas:</p> <ul style="list-style-type: none"> <li>• Biogeosciences</li> <li>• Earth and Planetary Materials</li> <li>• Earth Surface Processes</li> <li>• Environmental Sciences</li> <li>• Geophysics and Tectonics</li> <li>• Paleoceanography and Paleoclimatology</li> </ul>	

			<ul style="list-style-type: none"> <li>• Geoscience Pedagogy</li> </ul>	
	16	“We recommend that the Department develop a long-term faculty hiring plan well ahead of retirements... irrespective of enrolments.”	See above. A retreat was held Sept 6/22 to identify priorities for long-term faculty hiring.	
	17	“...the JSGL has only 0.25 of a CLTA position and 0.5 of a technical position from the Department; the remaining staff are on soft-money. This is a precarious position for such an important facility, and the department and the faculty need to find ways to provide stability.”	We agree that this is a precarious situation and that the facility is very highly regarded internationally. This point has been raised in many (all?) former Department reviews. Department support for JGSL includes the provision of considerable space as well as the staff/faculty lines mentioned in the comment. The Chair is in frequent communication with JGSL leadership to discuss ways to support and will also request a meeting in with the Vice Dean Research to seek advice.	
The reviewers observed that inter-departmental collaboration “waxes and wanes depending on individual faculty and their career stage,” and recommended the development of initiatives to strengthen collaborative interactions with cognate units.	18	“Several initiatives could be developed to strengthen these ties including a UT internal competition for research proposals to fund shared graduate students and/or postdoctoral fellows between units, or to host a workshop or seminar series devoted to a topic of interdisciplinary interest.”	We are very fortunate at UofT to have a large number of cognate units where faculty are deeply engaged in collaborative research. We have many examples of such collaborations among our faculty members in units such as the School of the Environment, the Departments of Archaeology, Chemistry, Physics, EEB, numerous departments in the Faculty of Applied Science and Engineering, and the Royal Ontario Museum. We do avail ourselves of graduate co-supervisions and opportunities to engage with UofT collaborators through ISIs, the Data Sciences Institute etc. I can provide many examples of these if needed. Collaboration, including co-supervision and joint funding opportunities, was discussed at the dept retreat, with several faculty showing interest in further “internal” collaboration.	The Dean’s response acknowledges currently existing relationships with cognate units both within Arts & Science and beyond.

<p>The reviewers recommended that the department strike a standing committee, with representation from all constituents, to support initiatives and address concerns regarding equity, diversity, and inclusion.</p>	19	<p>“We recommend that the department strike an EDI standing committee that reports to the departmental council.”</p>	<p>This recommendation is being implemented. This committee was established in Sept 2021 with representatives from faculty, staff, graduate and undergraduate students. Updates to Dept Council from this committee have included topics such as development of a land acknowledgement and EDI statement, a list of REDI-related resources to educate ourselves, event ideas.</p>	<p>As a strategic priority of the Faculty’s five-year plan (2020-2025), Arts &amp; Science is firmly committed to improving equity, diversity and inclusion among students, staff and faculty. The Faculty added new training for chairs and directors in 2020-21 to ensure that EDI is supported within departments. Furthermore, as a new component of the annual activity report, chairs and directors are now evaluated on their progress in enhancing EDI within their unit. Many units have established EDI committees, including the REDI committee in Earth Sciences. The Faculty of Arts and Science hired a Director of Equity, Diversity and Inclusion in early 2022. The new Director is well-positioned to offer guidance to the Department on how to best implement EDI initiatives at the departmental level as well as advise of divisional plans.</p>
	20	<p>“Create a departmental EDI committee with representation from all constituents.”</p>	<p>This committee was established in Sept 2021 with representatives from faculty, staff, graduate and undergraduate students.</p>	
<p>The reviewers observed that postdoctoral fellows are not well-integrated within the department, commenting that this “represents a lost opportunity to build bridges between faculty and graduate students”; and made a number of recommendations to improve their visibility and connections within the department.</p>	21	<p>“Investigate better ways to integrating post docs into the department, including communications.”</p>	<p>This recommendation is being implemented. The Chair and Associate Chair (Graduate) held a meeting in Fall 2021 with all postdocs for introductions and to learn more about the post-doc experience. A postdoc email list is in place and used for communications. We are also profiling post-docs in our weekly e-newsletter. We intend to promote connections amongst post-doc’s through these kinds-of meetings; the return to in-person activities as of Sept 2022 has also made integration much easier than it was through most of 2020, all of 2021 and the first half of 2022.</p>	<p>The Dean’s response notes a number of actions taken by the Department to implement these review report recommendations, as outlined in the Program Response.</p>
	22	<p>“The department should consider appointing one faculty member as the departmental Post-Doctoral Fellow point of contact.”</p>	<p>The Associate Chair, Graduate takes on this role.</p>	
	23	<p>“Another suggestion is to invite all postdocs to give a department-wide seminar on their research during their first year ...”</p>	<p>All postdocs are invited to present at our weekly “RockFest” series.</p>	

	24	"Postdocs should be included on all department-wide emails to students and faculty."	Postdocs have their own email listserv to minimize email overload and we aim to ensure postdocs are included on all relevant communications. We are currently reviewing departmental communications strategies.	
The reviewers made a number of recommendations to improve departmental communication with administrative and technical staff.	25	"Investigate the use of annual reports for staff, where they can both receive and provide feedback on their work and the department."	The Chair will consult with HR about how to implement this recommendation. When the new Chair started in 2021, they met with all staff one-on-one to discuss their work and the Department. All-staff group meetings have been held at least once a year to discuss as a team how to address challenges.	The Chair will consult with A&S Administrative HR regarding how to implement the reviewers' recommendation about annual reports and feedback for staff to ensure that collective agreements are respected.
	26	"Include staff on department-wide emails"	Staff are meant to be included on department-wide email. We are currently reviewing departmental communications strategies to understand why this was perhaps not happening in the past. As of Sept 2022, staff are included in updates from the Chair, invitations to the Department meetings, and on emails disseminating the Minutes from the Department meetings.	
Other recommendations not prioritized in the Request for Administrative Response	27	"The use of 'check sheets' that list the courses and options might further assist students in managing their programs."	Our student advising team regularly points students to the FAS calendar and the Degree Explorer.	The Dean recognizes that the Department is addressing this review report recommendation.
	28	"The department might consider offering 'topics-based' courses, for example 'Topics in Geochemistry' or 'Topics in Ethics in the Earth Sciences' that can change focus with the instructor."	We do have a special topics course in place. This year the topic is "Meteoritics" (Winter 2023). We are offering three geochemistry courses this year. The Ethics suggestion is interesting and will be discussed by the Undergraduate Affairs committee.	The Dean recognizes that the Department has addressed this review report recommendation and is exploring new options.
	29	"Continue the excellent involvement of and support for undergraduates on multiple fieldtrips during their time in the Department."	This is an active priority. For example, we have two groups involving 4 different courses participating in International Course Modules in Chile and in Turkey during November 2022. The Department has also supported several student field trips in Ontario since in-person activities have become more feasible again,	The Dean recognizes that the Department is prioritizing this review report recommendation.

			for example to the Abitibi region in Spring 2022 and to Parry Sound in Fall 2022.	
30	“The department is encouraged to engage in discussions with earth science programs at other universities to develop joint courses that could include, for example, common virtual lecture components and local laboratory components. With our experience in the pandemic, such arrangements may be easier to design and deliver.”		We can explore this option through Undergraduate and Graduate Affairs committees. Some preliminary discussions have already been held with other Canadian Earth Sciences Departments related to online field courses.	The Dean recognizes that the Department is addressing this review report recommendation.
31	“Make clear a policy and method by which graduate students may apply for extensions to their degree program owing to covid-related delays is needed.”		We have established a clear process as of Sept 2021 to request extensions and to assist students financially outside of the funded cohort. Since Fall 2021, we have implemented a graduate supplementary funding program to address program delays related to the pandemic. We now have a process to provide financial support to graduate students who are beyond the funded cohort, such as those impacted by COVID-related delays.	The Dean recognizes that the Department has addressed this review report recommendation.
32	“UToronto is encouraged to appropriately value these aspects of Earth Science graduate education (employability, direct teaching & mentoring, experiential learning, field-based research).”		Yes, we value those and are very engaged with FAS and SGS on graduate professional development. We are taking steps to improve acquisition at the graduate level, of “transferrable skills” such as communication. The Graduate Core course is strongly skills-focussed with new content on proposal development and science communication added in Fall 2022. Further, we are currently working on a new initiative to propose a change to the PhD defense to include a department-wide seminar.	The Dean recognizes that the Department is addressing this review report recommendation.
33	“UToronto is encouraged to introduce some flexibility into its graduate student funding model as this would enable departments to take on more graduate students.”		Graduate funding and intake caps are a matter of intense discussion in FAS. We are very engaged in those discussions and actively pursuing all options to maximize our potential graduate enrollment. Given very	The Dean recognizes that this review report recommendation regarding graduate funding is an ongoing concern.

			high cost of living and very high rates of inflation in Toronto, we have prioritized supporting our graduate students above the baseline guaranteed by the University to ensure they are earning a living wage and can adequately focus on their research and studies.	
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### **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 for their commitment to incorporating high-impact practices in Earth Sciences programs, and to providing excellent and varied opportunities for field learning; they commented that opportunities for subsidized international trips are greatly valued by students. They noted that undergraduate and graduate students alike spoke well of their interactions and relationships with faculty, and that both groups have strong and active student organizations. They commended the high-profile research being conducted in the Department, noting that faculty are engaged in research and teaching activities with “clear and direct societal relevance.” Finally, they praised the recent emphasis on using joint faculty hires across departments and campuses to build strength in Geophysics and to foster collaborations across diverse subfields and academic units.

The reviewers recommended that the following issues be addressed: examining recruitment strategies, admission practices, and aspects of the MASc and part-time MSc program structures, to understand why they are currently underutilized; investigating Indigeneity within program curricula; reconsidering the requirement that first-year students take courses they may already have taken in high school; engaging with concerns and recommendations regarding the sequencing of courses in the curriculum, and ways in which program curricula could better be analyzed and communicated; addressing concerns related to the “structural and financial disparities in the treatment of graduate students from the UTM and UTSC campuses” and ensuring that students and faculty from the UTM/UTSC campuses have opportunities to interact and collaborate effectively with those on the St. George campus; providing clear feedback to early career faculty members regarding teaching evaluations; beginning discussions regarding long-term planning of faculty research directions and better describing faculty research activities on the departmental website; developing a long-term faculty complement plan as well as a plan to ensure stability and continuity for the Jack Satterly Geochronology Laboratory; developing initiatives to strengthen collaborative interactions with cognate units; striking a standing committee to support initiatives and address concerns regarding equity, diversity, and inclusion; improving postdoctoral fellows’ visibility and connections within the department; and improving departmental communication with administrative and technical staff. The Dean’s Administrative Response describes the Faculty and unit 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 planning process. An Interim Monitoring Report to the Office of the Vice-Provost, Academic Programs, midway between the April 21-22, 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.

## **6. Distribution**

On June 30, 2023, 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 & 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 unit/program leadership.

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

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## 1. Review Summary

<b>Programs Reviewed:</b>	Pathobiology, HBSc: Specialist (Faculty of Arts and Science) Laboratory Medicine & Pathobiology, MSc, PhD Laboratory Medicine (Clinical Embryology/Pathologists' Assistant), MHSc Translational Research in Health Sciences, MHSc
<b>Unit Reviewed:</b>	Department of Laboratory Medicine and Pathobiology
<b>Commissioning Officer:</b>	Dean, Temerty Faculty of Medicine
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"><li>• Dr. Jane Barron, Associate Professor and Chair, Discipline of Laboratory Medicine, Faculty of Medicine, Memorial University of Newfoundland</li><li>• Dr. Michael Mengel, Professor and Chair, Dept. of Laboratory Medicine &amp; Pathobiology, University of Alberta</li><li>• Dr. Brian Rubin, Professor and Chair, Robert J. Tomsich Pathology &amp; Laboratory Medicine Institute, Cleveland Clinic</li></ul>
<b>Date of Review Visit:</b>	January 18-19, 2022 (conducted remotely)
<b>Date Reported to AP&amp;P:</b>	February 16, 2023

## Previous UTQAP Review

**Date:** September 16 – 17, 2013

### Summary of Findings and Recommendations

#### Significant Program Strengths

- Well-structured and appropriate undergraduate and graduate programs
- One of the largest such graduate programs in Canada, which attracts outstanding students
- High calibre, internationally significant faculty research
- Very positive morale of faculty, students, and staff within the Department

#### Opportunities for Program Enhancement

- Growing enrolment in the undergraduate life sciences program
- Contributing to Undergraduate Medical Education curriculum revisions
- Encouraging further faculty engagement in management of the graduate program
- Finding ways to expand sources of funding for international graduate students
- Addressing funding pressures on researchers
- Continuing to strengthen relationships with hospitals

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

Confirmation/agreement Letter; terms of reference; self-study report; faculty CVs; course descriptions; schedule; previous review report (2013-14), the joint decanal and Chair's responses, and FAR-IP; Dean's Report 2020; Temerty Faculty of Medicine's Strategic Plan (2018-2023); University of Toronto Towards 2030; University of Toronto Quality Assurance Process.

### Consultation Process

The external reviewers met remotely with the following:

#### Temerty Faculty of Medicine

1. Dean, Temerty Faculty of Medicine and Vice Provost, Relations with Health Care Institutions
2. Vice Dean, Strategy & Operations
3. Chair
4. Vice Chairs
5. Clinical Chiefs
6. Program Coordinators and Directors
7. Faculty
8. Graduate Students

9. Residents
10. Fellows
11. Administrative Staff

#### Faculty of Arts & Science

12. Vice Dean, Undergraduate
13. Former Special Advisor on Innovation in Undergraduate Education
14. Undergraduate Students

#### University of Toronto

15. Cognate Chairs and Directors

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Admissions requirements
  - ▶ Undergraduate pathobiology course currently has 35 students
- Curriculum and program delivery
  - ▶ Curriculum has been modernized and improved, especially in the 3rd year, and lectures have been minimized
  - ▶ Three core courses are offered with numerous additional options depending on interests, allowing students to personalize their programs
  - ▶ Instructors meet to discuss curriculum, so that overlap is minimized and coordination and cohesion is maximized
- Innovation
  - ▶ LMP has started several initiatives to introduce pathology and laboratory medicine to undergraduate medical learners, such as enabling access to autopsies, forming interest groups for pathology, appointing a lead for undergraduate medicine, and offering of electives
- Student engagement, experience and program support services
  - ▶ Recent launch of undergraduate mentorship program
  - ▶ Students feel that faculty are approachable and responsive
  - ▶ Mental health accommodations are typically handled centrally, but the University is committed and successful in providing services
  - ▶ Faculty exploring new ways to assess student feedback, and holding periodic town halls

- Quality indicators – alumni
  - ▶ 50% of undergraduate students move on to advanced science degrees (MSc, PhD) and 40% to medicine, law, pharmacy

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ Students express desire for more lab courses specific to LMP students, instead of the more generic offerings
- Assessment of learning
  - ▶ Undergraduate students expressed desire for a greater variety of assessments

## 2. Graduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ MSc in Laboratory Medicine is new and unique, offering a Pathologists' Assistant program and a Clinical Embryology program
  - ▶ Pathologists' Assistant program addresses important unmet need in Canada
  - ▶ All residency programs are accredited
- Admissions requirements
  - ▶ MSc and PhD student numbers have increased
  - ▶ Admission requirements for new MSc in Laboratory Medicine appear to be appropriate; international students will be accepted once the program stabilizes
  - ▶ MSc in Translational Research in Health Sciences Program uses a rolling admissions strategy; instructors prefer to teach in small groups
- Curriculum and program delivery
  - ▶ Regular town halls with students have resulted in extensive evolution/changes to MSc and PhD curricula, to make the programs more student-centric
  - ▶ A general course in pathobiology and a research course in methodology have been developed and implemented
  - ▶ Elective course requirements have been lowered due to student difficulties in finding electives related to their research
  - ▶ More 0.25 credit courses are being offered, allowing new staff to offer courses based on their expertise
  - ▶ Successful move of MSc in Translational Research in Health Sciences program from an extradepartmental unit to LMP since the last review has provided program with faculty and resources; curriculum is appropriate and described by faculty and students as "innovative" and "real world"
- Innovation
  - ▶ Clinical Embryology program is the only one of its kind globally that is embedded in a pathology department; thus it is innovative, timely and meets an important need

- Accessibility and diversity
  - ▶ Diversity and inclusion described as “key strengths” of the MHS in Translational Research in Health Sciences
- Assessment of learning
  - ▶ MSc and PhD assessments appear in line with student and faculty expectations
  - ▶ A Department Academic Appeals committee was recently instituted to address contentious academic issues
- Student engagement, experience and program support services
  - ▶ Department substantially supports a unique offering where students can attend technical workshops anywhere in the world
  - ▶ MSc and PhD students find faculty approachable and responsive
  - ▶ A well-regarded graduate student mentoring program is in place
  - ▶ Student organization (CLAMPS) collaborates with staff on academic and social missions
- Quality indicators – alumni
  - ▶ A social media platform has been launched recently to track alumni trajectories
- Student funding
  - ▶ MSc and PhD student stipends have been increased by 10% due to faculty engagement with students
  - ▶ Funds have been provided for students who were delayed by COVID, as well as for students who were delayed for other reasons (provided they are in good standing, and the process is unbiased and transparent)

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

- Curriculum and program delivery
  - ▶ Maintaining a consistent complement of faculty to deliver the MHS in Translational Research noted as a challenge
- Assessment of learning
  - ▶ MHS in Translational Research in Health Sciences students note that feedback on their work is sometimes slow, and is more effective when provided in a timely fashion
- Quality indicators – graduate students
  - ▶ COVID-19 has affected time to completion for some MSc and PhD students, as it was not possible to do “wet” lab activities for substantial periods during the pandemic
- Student funding
  - ▶ Lack of stipends in MHS in Translational Research in Health Sciences Program identified as a challenge for students entering as recent graduates

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ Students express interest in further course offerings, particularly those focused on technical skill development and grant writing

- ▶ MHS in Laboratory Medicine students desire a timeline and written guidelines for their Capstone project; Pathology Assistant students would appreciate more focus on continuous improvement for their Capstone research projects
- Assessment of learning
  - ▶ Faculty delivering the MHS in Translational Research in Health Sciences express desire for an approach to grading that allows for an enhanced focus on competencies and innovation in student assessment
- Student engagement, experience and program support services
  - ▶ Graduate students expressed desire for a more open and transparent process for assigning TA positions
- Student funding
  - ▶ Students express desire for more scholarship opportunities
  - ▶ Many students and faculty note that affordable student housing would be welcome due to the high cost of living in Toronto and lack of available subsidies
  - ▶ Program directors in Postgraduate Medical Education indicate that more funded fellowships are needed

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
  - ▶ The need for an internal peer review system for grant competitions was identified and an internal review committee was established
  - ▶ There are 10 research themes in LMP, which provide a framework for students and faculty interested in doing research
  - ▶ Temerty Pathway grants have been important to many LMP tenure track faculty
- Faculty
  - ▶ LMP has approximately 390 active research faculty members
  - ▶ Effective programs are in place for faculty mentorship and development
  - ▶ Significant efforts have been made to increase awareness of faculty wellbeing and EDI issues

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

- Research
  - ▶ The government provided some funding assistance during the pandemic, but animal costs were not included

The reviewers made the following **recommendations**:

- Research
  - ▶ Faculty highlighted funding pressures, and reviewers note desire and potential for the expansion of available bridge funding

## 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
  - ▶ Much positive interplay between students and faculty, resulting in many innovations in curriculum and program delivery
  - ▶ All programs note that in general, the COVID-19 pandemic was handled very well, although they are looking forward to increased in-person activities
  - ▶ Morale of faculty, students, and staff is very good
  - ▶ Chair widely recognized as an outstanding leader, with good working relationships with cognate units
  - ▶ T-CAIREM Centre has created positive opportunities for collaboration
  - ▶ New communications initiatives have increased sense of departmental community
  - ▶ Several LMP outreach and global health initiatives observed, including the training of Clinical Fellows in Forensic Medicine
  - ▶ LMP faculty and learners are active in the local community and abroad
  - ▶ Program leadership and learners appreciate and highlight “often exceptional” administrative and executive support for their programs
- Organizational and financial structure
  - ▶ Administrative staff did not indicate that workload is unmanageable, meaning that the support structure is adequate and effective
  - ▶ Staff, faculty, learners, administrators, and executive leaders demonstrate clear understanding of the organizational structures at the program, department, faculty, and institutional level
  - ▶ All programs appear adequately resourced and supported by engaged faculty and learners
  - ▶ Programs are adequately funded at the base to operate at a competitive level
  - ▶ Department provides a lean, transparent, and effective organizational structure to support all programs adequately in alignment with the organizational mission
- Long-range planning and overall assessment
  - ▶ All programs state that commitment to equity, diversity and inclusion is a priority
  - ▶ Under the Chair’s leadership, “the overall education mission of the department has been massively enhanced and revamped”; highlights include increased enrollment in graduate studies, the new PA program, early adoption of CBD in residency training, increasing awareness for EDI and wellness, and a focus on developing female faculty members
  - ▶ Established programs have undergone curricular overhaul, and new innovative programs have been added since last review, making the department a national leader in terms of program content and outputs



- ▶ Breadth and depth of programs is comprehensive and reflects the broad interdisciplinary spectrum of LMP
- ▶ “The recently formed center for Artificial Intelligence (T-CAIREM) offers a tremendous opportunity to further advance the leadership role of the department in innovative education of the future workforce”
- International comparators
  - ▶ “Department is competitive at all levels nationally and internationally and has a leadership position for some innovative new and established programs: the combined Clinical Embryology and Pathologists’ Assistant program and The Translational Research in Health Sciences program”

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

- Organizational and financial structure
  - ▶ Faculty delivering MHSc in Translational Research in Health Sciences program highlighted a lack of transparency with regard to their budget
  - ▶ Deficits identified in accessing flexible funding for innovative initiatives at the departmental level
  - ▶ LMP disadvantaged in accessing philanthropic opportunities, as a non-patient facing department

The reviewers made the following **recommendations**:

- Organizational and financial structure
  - ▶ Strategic institutional investment into an education endowment or endowed Chair in LMP has high likelihood of leading to further revenue generation, through attracting high profile national and international students, matching grant opportunities, and philanthropic investments
- Long-range planning and overall assessment
  - ▶ Several programs, (in particular professional degree programs), have identified opportunities for increasing the number of learners
  - ▶ Further expansion in the area of Artificial Intelligence has great potential to attract international students, industry investment, and philanthropy
  - ▶ Further targeted investment in programs very likely to further advance department’s innovative leadership in education, and attract high-potential learners nationally and internationally

## 2. Administrative Response & Implementation Plan



TEMERTY FACULTY OF MEDICINE  
UNIVERSITY OF TORONTO

Temerty  
Medicine

L. Trevor Young, MD PhD FRCPC  
Dean

Vice Provost, Relations with Health Care Institutions

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January 24, 2023

Professor Susan McCahan  
Vice-Provost, Academic Programs  
Division of the Vice-President & Provost  
University of Toronto

Dear Susan,

### DEPARTMENT, UNDERGRADUATE & GRADUATE PROGRAMS Joint Decanal Response | Faculty of Arts & Science and Temerty Faculty of Medicine

On behalf of the Temerty Faculty of Medicine at the University of Toronto, we would first like to thank the reviewers, Dr. Jane Barron, Dr. Michael Mengel, and Dr. Brian Rubin, for their very comprehensive review of the Department of Laboratory Medicine & Pathobiology (LMP) on January 18-19, 2022. We would also like to thank Dr. Rita Kandel, Chair of LMP, the administrative staff, and all those who contributed to the preparation of the outstanding self-study report. We also wish to thank the many staff, trainees, and faculty members who met with the external reviewers and provided thoughtful feedback. The reviewers noted *“The review confirmed that all degree programs in the department of Laboratory Medicine and Pathobiology are in good standing and belong to the leading programs in the country and are very competitive in attracting students at the internal level. Since the last review significant improvements and enhancement to all degree programs occurred due to the visionary, engaging, and strong leadership by the Chair Dr. Kandel.”*

The thorough report provided by the reviewers is an invaluable guide for program enhancements and future strategic directions of LMP. The reviewers identified a number of areas for enhancement including curricular offerings, teacher engagement, student support, teaching assistant positions, and faculty grant funding. Each of the recommendations has been addressed in the Programs' Responses column in the accompanying table, and in Dr. Kandel's Response of the Chair. We are in full agreement with the responses of Dr. Kandel and the programs, and have provided additional comments addressing each of the recommendations in the Deans' Responses column of the table.

Overall, LMP has made excellent progress under the leadership of Dr. Kandel and as noted by the reviewers, *“The breadth and depth of the programs is comprehensive and reflects the broad interdisciplinary spectrum of LMP. The department is competitive at all levels nationally and internationally and has a leadership position for some innovative new and established programs: the combined Clinical Embryology and Pathology Assistant program and The Translational Research in Health Sciences program.”* We congratulate Dr. Kandel on her outstanding leadership and look forward to continuing to work with her and members of LMP to ensure the continued success and growth of the Department to attain its strategic and operational aspirations.

The next review of LMP is scheduled in 2025-26. In 2024 we will follow up with the Chair on the implementation of the external reviewers' recommendations and, later that year, provide you with an interim report on the status of the implementation plan.

Sincerely,



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



Trevor Young, MD, PhD, FRCPC  
Dean  
Temerty Faculty of Medicine  
Vice Provost, Relations with Health Care Institutions

cc: Lisa Robinson – Vice Dean, Strategy & Operations, Temerty Faculty of Medicine  
Justin Nodwell – Vice Dean, Research & Health Science Education, Temerty Faculty of Medicine  
Bill Ju – Acting Vice Dean, Undergraduate, Faculty of Arts & Science  
Gillian Hamilton – Acting Vice Dean, Academic Operations, Faculty of Arts & Science  
Alison Chasteen – Acting Associate Dean, Unit-Level Reviews, Faculty of Arts & Science  
Andrea Benoit – Academic Review Officer, Office of the Dean, Faculty of Arts & Science  
Anastasia Meletopoulos – Academic Affairs Manager, Office of the Dean, Temerty Faculty of Medicine  
Daniella Mallinick – Director, Academic Programs, Planning & Quality Assurance, Office of the Vice Provost, Academic Programs  
Rita Kandel – Chair, Dept. of Laboratory Medicine & Pathobiology, Temerty Faculty of Medicine

2021-22 UTQAP Review of MED Department of Laboratory Medicine and Pathobiology - Review Recommendations

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Programs' Responses	Deans' Responses
Undergraduates expressed desire for additional offerings that are specific to LMP students, and for a greater number and variety of assessments.	1	"There was a request for more lab courses, specifically for LMP students, instead of the more generic offerings."	<p>We agree with the undergraduates. So, in 2019, our department initiated a full curriculum mapping and program review. Based on recommendations from the LMP Undergraduate Curriculum Working Group, consultations with our cognate Life Science Undergraduate programs and LMP faculty, we made major modifications to the program. The major modifications were approved by Arts &amp; Science and the Provost in 2021 and we launched our first course in 2021-2022. Our new 300- and 400-level courses are being offered for the first time in the 2022-2023 academic year.</p> <p>In our new Pathobiology Specialist program, we have added the following new 'clean-slate designed' courses that are specific to LMP students:</p> <ul style="list-style-type: none"> <li>▪ LMP305Y1 - Pathobiology Research Analysis and Project</li> <li>▪ LMP310H1 - Fundamentals of Pathobiology</li> <li>▪ LMP320H1 - Pathobiology of Stem Cells</li> <li>▪ LMP430H1 - Metabolic Disorders</li> <li>▪ LMP440H1- Mechanisms in Host-Microbe Interactions</li> <li>▪ LMP450H1 - Organogenesis in Health and Disease</li> </ul> <p>LMP305Y1, LMP310H1, LMP320H1, LMP430H1, LMP440H1 and LMP450H1 are new courses with new material in the curriculum.</p> <p>LMP305Y1 is the lab/research course that was created.</p> <p>Courses that remained similar:</p> <p>LMP330 Genetic and Computational Modeling in Human Development and Disease (formerly LMP408) was moved from 4<sup>th</sup> year to 3<sup>rd</sup> year. The course title and</p>	LMP recently completed an extensive curriculum mapping and program review with the intent of optimizing alignment of curricular offerings more closely with the expressed needs of the LMP students. Following approval of major modifications by the Faculty of Arts & Science and the Provost, implementation of the new courses commenced in 2021-2022, with the new upper-year courses rolling out in 2022-2023. As described in the Program response, six new courses specifically for LMP students have been added as part of the new Pathobiology Specialist program.

			<p>curriculum remained similar to LMP408, except for the addition of a bioinformatics module to the course.</p> <p>LMP420 Cancer Pathogenesis (formerly LMP365) was moved from 3<sup>rd</sup> year to 4<sup>th</sup> year and still covers cancer pathobiology, but lecture topics were refreshed.</p> <p>LMP460 (formerly LMP406) was simply a name change; topics were not changed.</p>	
	2	<p>“Students in the 1st and 2nd year commented that there were too few assessments and that they are assessed mostly by multiple choice questions – they want more of a variety of assessments. Students commented that multiple choice questions could be quite difficult, depending on how they were worded and asked that more free text questions could be included in future exams. A comment was made that on-line tests were not executed as well as in-person tests, a casualty of the pandemic.”</p>	<p>In the new courses, we have also worked with the course coordinators to ensure that assessment modes are varied, and final grades are not based solely on a single midterm and final exam. Some of our courses now have additional midterms or quizzes to reduce the weighting on any one single test (LMP310H1 and LMP320H1). Other courses have introduced assessments for written assignments (LMP200H1, LMP305Y1) and in-class discussion (LMP320H1, LMP430H1). On-line tests were a necessity during the pandemic but as we have returned to in-person classes this is no longer an issue.</p>	<p>During the pandemic on-line testing became a necessary mode of student assessment. In response to student concerns about too few assessments and over-reliance on multiple choice examinations, the LMP program has worked with course coordinators to ensure varied means of student assessment, including assessment of written assignments, oral presentations, and in-class participation, and addition of midterms and quizzes. These measures will ensure that student assessment is not unimodal and that no single test is overweighted.</p>
<p>Reviewers noted graduate student interest in further course offerings, including ones focused on technical skill development and grant writing.</p>	3	<p>“Students are interested in further course offerings including those focused on technical skill development and grant writing.”</p>	<p>Our department offers several technology-based courses such as ‘Molecular Biology Techniques’, ‘Basic Principles of Machine Learning in Biomedical Research’, ‘Machine Learning for Healthcare’, ‘Bioinformatics in LMP’, ‘Next Generation Genomics in Clinical Medicine’, and ‘Mass Spectrometry, Proteomics, and Their Clinical Applications’. These graduate courses cover some of the fundamental techniques and methodologies in biomedical sciences. We are also initiating a new module, Introduction to R and the Analysis of Single Cell Data, which will start in the 2023-24 academic year. However, given the diversity of research in LMP, we recognized that it was not possible to develop graduate courses for some of the more specialized</p>	<p>LMP currently offers several graduate-level courses focused on technical skill development and will launch a new module addressing analysis of single cell data in 2023-2024. The LMP Department also provides financial support for graduate students to attend national or international workshops focused on technical skill development and will advertise such opportunities more explicitly. Graduate students will also be encouraged to engage in offerings from other departments and again, the availability of such offerings will be more widely shared and more easily visible to students through the Temerty Faculty of Medicine’s shared Acorn-on-line system.</p>

			<p>techniques. Thus, we started the workshop program in 2019 to further address the issue of technical development of our learners. This consists of financially supporting graduate students to attend national or international workshops to learn advanced techniques from experts. Furthermore, we lowered elective course requirements so that taking a workshop would not increase student workload.</p> <p>We will advertise this opportunity on our website more prominently. We will also encourage our students to take modules from other departments that offer technique courses not available through LMP. This will be greatly facilitated by the recent addition of modules from all departments in the Temerty Faculty of Medicine on the Acorn on-line system so students will be able to easily identify them.</p> <p>Regarding grant writing, we do provide lessons in writing graduate scholarship and fellowship applications, which include writing short research proposals, in our mandatory graduate course 'Fundamentals of Research Practice'. Although we do not have a course that focuses strictly on grant writing, there is a workshop that is offered by SGS  <a href="https://www.sgs.utoronto.ca/event/preparing-to-write-a-grant-proposal-recorded-workshop/">(https://www.sgs.utoronto.ca/event/preparing-to-write-a-grant-proposal-recorded-workshop/)</a> that will do this. We now advertise this course on our website. These will be the responsibility of the Graduate Education Officer and implemented immediately.</p>	<p>Skill development in grant and proposal writing will be facilitated through LMP's 'Fundamentals of Research Practice' and through a workshop offered through SGS, now advertised on the LMP website. Additional opportunities may exist through research training centres affiliated with research institutes of the Toronto Academic Health Sciences Network (TAHSN), and such opportunities can be actively explored.</p>
<p>Pathology Assistant students noted that they would appreciate a timeline and more explicit guidance around the Capstone project.</p> <p>Some challenges were noted in the MHS in Translational Research in Health Sciences program:</p>	<p>4</p>	<p>"Students also requested a timeline and written guidelines for the Capstone project. The physician assistant students asked for more focus on continuous improvement for their Capstone research projects."</p>	<p>The MHS in Lab Medicine is 2 years old and this is the first cohort to graduate. We are amazed that there were not more issues identified. As it is a new program we have been meeting with the students and asking for feedback. We appreciate the student recommendations and based on these we have already made the following changes to the capstone course (LMP2330Y).</p> <p><b>Capstone course changes:</b></p>	<p>Because the MHS in Laboratory Medicine is so new, student feedback has been actively sought and student recommendations already incorporated. To address student concerns, specific enhancements of the Capstone course have been made, including a workshop on scientific writing, more detailed follow-up communications with students about the course, and intentional work with students to enable planning for Year 2 of the course. In addition, a new Coordinator for</p>

<ul style="list-style-type: none"> <li>▪ Maintaining a consistent complement of faculty to deliver the program;</li> <li>▪ Faculty delivering the MHSc expressed desire for an approach to grading that allows for an enhanced focus on competencies and innovation in student assessment.</li> </ul>			<p>A workshop (optional attendance) was added in June 2022 to this year’s course (year 2) on how to write a scientific paper. Year 1 students do have a lecture in LMP 2001H on this topic. Going forward this workshop will be a standard feature of the course.</p> <p>Students were given a timeline for this year’s capstone project. This will be provided at the start of the course going forward.</p> <p>In June 2022 the program contacted year 1 students about their capstone project and is working with students to plan for the year 2 Capstone course. This approach will be incorporated into the program going forward.</p> <p><b>Leadership change:</b> In June 2022 a new Coordinator for the Pathologist Assistants’ portion of the Capstone course was recruited to replace the current one.</p> <p>The newly recruited Coordinator began in September 2022. He will revamp the PA portion of the course.</p> <p>Follow up to ensure that these changes are well received will include course townhall meetings to discuss students’ needs and review of the course assessment surveys.</p> <p>The responsibility for ensuring these short- and medium-term changes are incorporated and evaluating student satisfaction will lie with the MHSc Program Director and MHSc Graduate Coordinator.</p>	<p>the Pathologist Assistants’ portion of the Capstone course has been appointed. Together with the MHSc Program Director and MHSc Graduate Coordinator, the Coordinator will lead curricular renewal, improvement, and assessment.</p>
	5	<p>“The faculty are engaged and passionate and responsive to their students. However, maintaining faculty has been a challenge. Their program is outside of the box and it’s hard to find instructors in the teaching stream when their mantra is ‘we don’t teach!’. Their focus is on enabling learning.”</p>	<p>We agree with these comments. Finding individuals with the requisite expertise to teach in the MHSc in Translational Research program and the funds to pay them are significant challenges.</p> <p>We plan to address these by working with Advancement to fundraise for the program and with the decanal office</p>	<p>In 2023 the Chair of LMP will work with Temerty Medicine’s Office of Advancement and Office of the Dean to identify resources to support teaching with the requisite expertise in the MHSc of Translational Research in Health Sciences program.</p>

			to find matching dollars with intent to hire more permanent faculty. This will be initiated in January 2023. The LMP Chair will be responsible for these activities.	
	6	“The program finds the graduate level grading system challenging. They want to focus on competencies, not grades. They find it difficult to assess innovation with a traditional grading system. One faculty member remarked that ‘you know innovation when you see it but how do you mark it?’ ”	I believe that this comment is related to MHSc in Translational Research program (TRP). The educators are planning to institute a competency by design approach for student evaluation. We plan to pilot this type of assessment for the Capstone project course and to all the other courses following governance approval.  This will be the responsibility of the Director of TRP.	To better address the needs of the students enrolled in the MHSc of Translational Research in Health Sciences program, the educational leaders of LMP will seek governance approval for a CBD approach for student assessment, beginning with the Capstone project course.
Graduate students emphasized that more funding opportunities would be welcome, noting the cost of living in Toronto as a significant challenge.	7	“Student stipends have been increased by 10% due to faculty engagement with students. A social media platform has been launched recently to determine what graduates are doing. Requests for more scholarship opportunities were voiced. Many students and faculty noted that affordable student housing would be welcome as Toronto is quite expensive and no subsidies are available.”	LMP agrees that the major issue for our department is the cost of living (COL) in Toronto. As tri-council grants are reduced by 25% on average and no allowance is made for COL in the more expensive cities, this limits how much investigators can pay students. Investigators over the last 3 years have increased student stipends by over 25%. There will be a further increase of approximately 10% for 2023-24 with the help of the Decanal office.  LMP is and will continue advocating at University forums and Boards to further build affordable housing for students and for more student subsidies.  The Chair and Graduate Coordinators will be responsible for this.	The cost of living in Toronto presents significant hardship for graduate students enrolled in LMP. This issue is not unique to LMP and has been identified as a universal challenge for graduate students across the Temerty Faculty of Medicine. The Office of the Vice Dean, Research & Health Science Education has prioritized financial support for graduate students and has developed a plan to enhance student funding in the near term.
	8	“Several programs, in particular professional degree programs, described opportunities for increasing the number of learners (forensic pathology, postgraduate fellowship programs, PA programs). However, the learners expressed the need to adjust stipends / bursaries to address the very high costs of living in the Greater Toronto Area.”	We agree with the need for more financial support for learners. Toronto is an expensive place to live. However, this is beyond the control of LMP.  LMP will advocate with Temerty Medicine and University of Toronto for more learner funding support at every opportunity.	As noted, the high cost of living in Toronto poses significant hardship for learners enrolled in programs across LMP and indeed, throughout the Temerty Faculty of Medicine. The decanal leaders of Temerty Medicine will continue to work with the Office of Advancement and the University of Toronto to identify opportunities for enhanced financial support of learners. For example, The Office of the Vice Dean, Research & Health Science Education is currently working with the Office of



			This will be the responsibility of the Chair and the Vice Chair, Education.	Advancement to conduct an in-depth review of philanthropic gifts that could be used to enhance learner support.
Graduate students expressed desire for a more open and transparent process for assigning TA positions.	9	“Assignment of Teaching Assistant positions was brought up by students as an area for improvement. These positions are typically assigned to students within the course instructor’s laboratory. One student remarked that they had applied for 29 different Teaching Assistant positions and had not received any. There is a desire for a more open and transparent process for assigning these positions.”	<p>We have TAs only in our undergraduate Pathobiology Specialist program and MHSc programs. The TAs are members of a union, CUPE 3902 Unit 1, so we must abide by the collective bargaining agreement. This includes, but is not limited to, having a robust search and selection process as well as offering guaranteed six subsequent appointments for TAs at the PhD level, as long as they remain enrolled in the School of Graduate Studies. The requirement for subsequent guaranteed positions limits our ability to hire new TAs.</p> <p>We did review our Teaching Assistant positions and the selection process.</p> <p>The candidates are interviewed by the course coordinator and selected in large part by the level of expertise they have in the fields covered by the course. This will ensure a better learning environment for students.</p> <p>To determine if there was any bias, we reviewed the past two years of TAs and only 1 of 36 TAs was a graduate student in the coordinator’s research lab. Going forward the selected TAs will be reviewed yearly to ensure there continues to be no hiring bias. This will be done by the Undergraduate Coordinator or the MHSc Graduate Coordinator for their respective courses.</p> <p>This will be implemented for the 2023-2024 academic year.</p>	TA positions in LMP are only available for undergraduate Pathobiology Specialist and MHSc programs, and as TAs are members of a union, the collective bargaining agreement must be respected, including implementation of a robust search and selection process. At present, candidates are interviewed by the course coordinator and a major criterion for selection is the candidate’s expertise in the fields covered by the course. There may be an opportunity to further enhance the selection process by incorporating an equity lens at each step. Recently, the Temerty Faculty of Medicine examined how to bring Excellence Through Equity to life in search and admissions processes. Individual working groups examined admissions processes for students in clinical programs, graduate students, and post-MD learners, as well as search and selection processes for faculty leaders, and developed specific recommendations for each group. The guiding principles can help to inform other recruitment processes.
Faculty highlighted funding pressures, and in particular express desire for the expansion of available bridge funding.	10	“The Temerty Pathway grants have been vital to many in the LMP tenure/tenure track faculty but according to those interviewed more funding is needed. In particular, the amount of bridge funding available could be expanded. During the pandemic the government did provide	<p>We agree with the need for more Pathway grants/bridge funding. However, this is beyond the control of LMP.</p> <p>LMP will advocate within Temerty Medicine and University of Toronto for more funding at every opportunity.</p>	New opportunities to enhance research funding remain a priority of the Temerty Faculty of Medicine. As many LMP faculty members are also appointed at TAHSN research institutes, opportunities to synergize and amplify funding among Temerty Medicine departments, hospital research institutes, and other faculties, centres, and programs at U of T can be more systematically

		some funding assistance, but animal costing was not included.”	This will be the responsibility of the Chair and the Vice Chair of Life Sciences Research.	sought out. In parallel, the Vice Dean, Research & Health Science Education, Temerty Faculty of Medicine, is developing processes to improve awarding of research grants to TFOM faculty by Tri-Council Agencies and other major granting agencies. The central feature is robust internal peer review of grants before submission. This process has been in operation in The Hospital for Sick Children Research Institute for many years and has resulted in rates of funding at SickKids that are consistently higher than the national average.
The reviewers noted that further expansion in the area of Artificial Intelligence has great potential to attract international students, industry investment, and philanthropy.	11	“The recently formed Centre for Artificial Intelligence (T-CAIREM) offers a tremendous opportunity to further advance the leadership role of the department in innovative education of the future workforce. Further investment in this area has great potential for significant Return of Investment through attracting international students, industry investment, and philanthropy.”	T-CAIREM has been a great success and we are grateful for the donation from the Temerty family that supports this Centre. We agree that T-CAIREM has potential to raise funds through interactions with industry and by philanthropy. This year industry representatives were contacted and discussions initiated. This interaction must be done thoughtfully with a full understanding of what industry wants to get out of this arrangement.  The Chair will work with the Centre Director and Advancement to maximize our opportunities to raise funds to support the Centre.	T-CAIREM was launched to great success and provides new opportunities to attract international students, philanthropy, and industry investment. Opportunities for industry partnership and philanthropic investment are currently being explored, and enhanced opportunities for learner recruitment can be explored in the future.
The reviewers noted that strategic investment in LMP programs is likely to further advance the innovative leadership of department, and thus attract high-potential learners both nationally and internationally. They recommend that the unit work with Advancement to support relevant philanthropic initiatives.	12	“[T]he department should be supported to build an endowment to support the Chair in further developing the programs in an innovative manner. Since there is evidence that Dr. Kandel is capable in doing so and has a clear vision for the department and its programs, a strategic investment by the institution into an education endowment or endowed Chair in LMP has a high likelihood of leading to further revenue generation for the institution through attracting high profile national and international students, matching grant opportunities, and philanthropic investments.”	We thank the reviewers for their kind comment.  The Decanal office has agreed to direct the Office of Advancement to make fund raising for LMP a priority in 2023.	As noted, Dr. Kandel’s clear track record of success bodes well for further growth and enhanced sustainability of LMP programs and initiatives. To facilitate these enhancements, the Office of Advancement, Temerty Faculty of Medicine, will work closely with LMP to identify new opportunities for funding departmental programs.

### **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 a national leader in terms of program content and output; they noted clear, appropriate program requirements and learning outcomes, significant program quality enhancements and increased enrolment since the last review; and positive interplay between students and faculty, resulting in many innovations in curriculum and program delivery. They highlighted the unique new MHS in Laboratory Medicine and the successful move of the MHS in Translational Research in Health Sciences Program to LMP following the last review; they commended the department's strong commitment to EDI initiatives and to continually modernizing its curriculum; its mentorship programs for students at both the undergraduate and graduate levels; the chair's outstanding leadership and strong relationships with cognate units, as well as the generally excellent departmental morale. The reviewers observed that effective programs are in place for faculty mentorship and development, and significant progress has been made in addressing gender inequities for advancing in faculty promotion; that the faculty and learners of LMP are active in the local community and abroad; and finally that the recently formed center for Artificial Intelligence (T-CAIREM) offers a tremendous opportunity to further advance the leadership role of the Department in the innovative education of the future workforce.

The reviewers recommended that the following issues be addressed: exploring additional undergraduate offerings and a greater number and variety of assessments; addressing graduate student interest in expanded course offerings; providing Pathologists' Assistant students with a timeline and explicit guidance around the Capstone project; addressing challenges in the MHS in Translational Research in Health Sciences program around maintaining a consistent complement of faculty, and addressing faculty desire for an updated approach to grading; exploring additional funding opportunities for graduate students; providing a more open and transparent process for assigning TA positions; addressing faculty funding pressures and desire for the expansion of available bridge funding; considering further expansion in the area of Artificial Intelligence; and working with Advancement as needed to pursue strategic investment in LMP programs, to further advance the Department's leadership and attract high-potential learners. The Dean's Administrative Response describes the Faculty and units' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

### **5. Monitoring and Date of Next Review**

In 2024 the Dean will follow up with the Chair of the Dept. of Laboratory Medicine & Pathobiology on the implementation of the external reviewers' recommendations and will provide an interim report to the Vice-Provost, Academic Programs no later than December 2024 on the status of the implementation plans.

The next UTQAP review of the Dept. of Laboratory Medicine & Pathobiology will be commissioned in 2025-26.

## **6. Distribution**

On June 30, 2023, 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 Temerty Faculty of Medicine, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to unit/program leadership.

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

## 1. Review Summary

<b>Program Reviewed:</b>	Medical Radiation Sciences, BSc
<b>Unit Offering Program:</b>	Department of Radiation Oncology
<b>Commissioning Officer:</b>	Dean, Temerty Faculty of Medicine
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"><li>• Ms. Susan Fawcett, Director, Radiation Therapy Program, University of Alberta</li><li>• Dr. Karen Knapp – Associate Professor in Musculoskeletal Imaging and Head of Imaging, University of Exeter</li></ul>
<b>Date of Review Visit:</b>	October 14, 2021 (conducted remotely)
<b>Date Reported to AP&amp;P:</b>	February 16, 2023

### Previous UTQAP Review

**Date:** January 14-16, 2013

### Summary of Findings and Recommendations

#### Significant Program Strengths

- Early inter-professional opportunities for students
- Graduates highly prepared for clinical practice
- Dedicated, committed, and passionate faculty

#### Opportunities for Program Enhancement

- Strengthening students' identification with the University of Toronto
- Tracking alumni outcomes, specifically those in leadership positions
- Providing students with opportunities to engage in research
- Renewing the Nuclear Medicine curriculum

# Current Review: Documentation and Consultation

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## Documentation Provided to Reviewers

Confirmation/agreement letter; terms of reference; self-study report; faculty CVs; schedule; course descriptions; 2012-13 reviewers' report, Dean's and Chair's Responses and FAR-IP; 2019 accreditation report; Dean's Report 2020; Temerty Faculty of Medicine's Strategic Plan (2018-2023); University of Toronto Towards 2030; University of Toronto Quality Assurance Process.

## Consultation Process

The external reviewers met remotely with the following:

1. Acting Dean and Vice Dean, Medical Education, Temerty Faculty of Medicine, University of Toronto
2. Vice Dean, Strategy & Operations, Temerty Faculty of Medicine, University of Toronto
3. Vice Dean, Clinical Affairs, Temerty Faculty of Medicine, University of Toronto
4. Chair, Dept. of Radiation Oncology, Temerty Faculty of Medicine, University of Toronto
5. Vice Chair, Dept. of Radiation Oncology, Temerty Faculty of Medicine, University of Toronto
6. Head, Academic Affairs & Operations, The Michener Institute of Education, University Health Network
7. Chair, Radiation Therapy & MRI, The Michener Institute of Education, University Health Network
8. Principal, School of Applied Health Sciences, The Michener Institute of Education, University Health Network
9. Chair, Imaging, The Michener Institute of Education, University Health Network
10. Director, BScMRS, Dept. of Radiation Oncology, Temerty Faculty of Medicine, University of Toronto
11. Associate Director, BScMRS, Dept. of Radiation Oncology, Temerty Faculty of Medicine, University of Toronto
12. MRS Program Coordinator, Temerty Medicine, University of Toronto
13. Acting Associate Registrar, Admissions & Systems, The Michener Institute of Education, University Health Network
14. Registrar, The Michener Institute of Education, University Health Network
15. Students | Radiation Therapy
16. Students | Nuclear Medicine Technology
17. Students | Radiation Technology Students
18. Faculty | Temerty Faculty of Medicine, University of Toronto and The Michener Institute of Education, University Health Network
19. Administrative Staff | Temerty Faculty of Medicine, University of Toronto and The Michener Institute of Education, University Health Network
20. Alumni
21. Employers

# Current Review: Findings and Recommendations

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## 1. Undergraduate Program

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ MRS Program and its graduates have a good reputation within Canada; program is highly respected by employers and alumni
- Objectives
  - ▶ Curriculum emphasizing critical thinking, evidence-based practice and problem solving is well-aligned with the mission of both the University and the Michener Institute
  - ▶ Learning outcomes appear appropriate and are aligned with undergraduate degree-level expectations
- Admissions requirements
  - ▶ Appropriate admissions requirements ensure that students with the academic ability and wider skills are accepted into the program
- Curriculum and program delivery
  - ▶ SPECT/CT component of Nuclear Medicine curriculum appears to be reflective of current practice; students gain PET/CT experience through clinical rotations
  - ▶ Interprofessional Education curriculum noted as impressive and highly valued by students
  - ▶ Students, faculty, alumni, employers and program leadership noted the importance and value of having UofT appointed Radiation Therapists, Medical Physicists, and Radiation Oncologists provide lectures and share their expertise with Radiation Therapy students
  - ▶ Engagement with clinical placement sites ensures that students receive experiential learning opportunities
  - ▶ Multiple laboratory and imaging facilities enhance the teaching and learning environment
  - ▶ Commendable recent curriculum renewal projects, with plans underway for other necessary revisions
- Innovation
  - ▶ Simulation learning opportunities provided to students in all streams
  - ▶ Laboratory facilities noted as outstanding; students appreciate current and well-equipped simulation learning spaces
  - ▶ Planning underway to develop learning activities in CT Simulation, Magnetic Resonance Imaging and Proton Therapy for Radiation Therapy
- Accessibility and diversity
  - ▶ Appropriate systems and processes are in place to support students with disabilities, including an accessibility services advisor
  - ▶ Range of teaching and learning methods provide an inclusive environment for students

- Assessment of learning
  - ▶ Teaching and learning methods are appropriate to deliver program learning outcomes
  - ▶ Clear assessment strategy outlined in the program documentation, with clear thresholds for passing assessments and pathways for students experiencing difficulty
  - ▶ Range of assessment tools enables alignment of appropriate assessments with topics being assessed, and allows students who struggle with one type of assessment to excel in other types
  - ▶ Competency assessments are appropriate for clinical practice, ensuring students meet practical requirements for entering the profession
  - ▶ A wide range of clinical evaluations are undertaken, with a rigorous process to ensure parity between clinical placement sites
- Student engagement, experience and program support services
  - ▶ Recent changes (e.g., delivery of the Anatomy module at U of T) help with student awareness of the University facilities and supports available
  - ▶ All student groups spoke very highly of the delivery and ease of navigating the e-learning platform
  - ▶ Students expressed satisfaction with updated Nuclear Medicine curriculum
  - ▶ Nuclear Medicine students commented that they feel satisfied with the updated curriculum and that they feel well-supported, with good relationships with instructors
  - ▶ Students and alumni expressed a high level of satisfaction regarding various components of the educational experience, including the variety of academic supports available and opportunities to provide feedback in didactic and clinical settings
  - ▶ Students, alumni, and employers reported that the program is responsive to feedback
  - ▶ Strong recruitment for the Nuclear Medicine stream, with expanding placements due to workforce shortages
- Quality indicators – undergraduate students
  - ▶ Application numbers have remained relatively stable since the last review; with variation in number of applications to the different program pathways
  - ▶ Predicted increase in Nuclear Medicine placements likely to be filled due to “the healthy number of applicants versus places available on the pathway”
  - ▶ Program acceptance rates have varied since last review but are generally excellent
  - ▶ Overall program acceptance rate is similar to programs at the University of Alberta and McMaster/Mohawk
  - ▶ Retention rates are in line with expectations, and are better than many Universities in the UK and Canada
- Quality indicators – alumni
  - ▶ Alumni embody the mission of the University and the Michener Institute
  - ▶ Employers and alumni indicated that MRS graduates are prepared to meet current clinical demands and are on par with graduates from similar programs
  - ▶ Success rate for the CAMRT Certification Examination is comparable to national averages



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

- Curriculum and program delivery
  - ▶ Nuclear Medicine students would value increased hot lab experience for PET/CT
  - ▶ Feedback from some student groups indicated that “they had difficulty seeing their profession’s role and relevance” in Interprofessional Education activities
  - ▶ Reviewers note challenges posed by rapid curriculum changes
  - ▶ Program stakeholders commented on the lack of opportunity for peer-review of education materials and teaching and learning activities
- Student engagement, experience and program support services
  - ▶ Despite changes, students continue to feel more aligned to Michener than to U of T, using Michener facilities more widely
  - ▶ Limited student awareness of University supports and resources, including a peer tutoring group, mentorship program, and wellbeing supports
  - ▶ Students expressed interest in more formal consultation (e.g., surveys/polls) regarding program changes
- Quality indicators – undergraduate students
  - ▶ Registrations currently below the total number of available placements in the program
- Quality indicators – alumni
  - ▶ Program is missing some important metrics regarding graduates’ employability and career progression; reviewers acknowledge difficulty in gathering such information

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ Undertake a comprehensive evaluation of the MRS 2.0 Curriculum Renewal and the Nuclear Medicine Curriculum Renewal projects over the next few years, including feedback from all stakeholders
  - ▶ Consider feasibility of virtual placements in the area of PET/CT practice
  - ▶ Facilitate additional PET hot lab practice, including a mock hot lab for PET and PET syringe shields / injection containers
  - ▶ Explore patient pathways in which Nuclear Medicine is included in their diagnosis / treatment in Interprofessional Education sessions
  - ▶ Students would value more classes and learning relating to EDI and would like to learn more about public health in their curriculum
  - ▶ Engage Medical Imaging Physicists and Radiologists to share expertise and reinforce links between clinical practices and theory
  - ▶ Reviewers endorse proposed curricular enhancements including PET/CT, theranostics, infection prevention and control, EDI and Indigenous populations, artificial intelligence, proton therapy and MR guided radiation therapy as appropriate aspirations for development
  - ▶ Consider including curricular aspects related to public health and planetary health
  - ▶ Explore implementing peer review activities across the teaching and learning continuum
  - ▶ Include patient and public engagement regarding development and delivery of MRS curriculum

- Innovation
  - ▶ Engage with industry to trial new equipment and software
  - ▶ Ensure that stakeholder groups and practitioners are involved in program quality monitoring and curriculum development to maintain currency of the teaching and learning topics in rapidly changing clinical environment
  - ▶ Continue to renew curriculum and laboratory facilities to keep pace with clinical practice evolution for all streams
  - ▶ Expand PET/CT curriculum to include other radiotracers and non-oncology imaging
- Accessibility and diversity
  - ▶ Extend successful EDI initiatives from the Undergraduate Medical Education program into the MRS program, to increase diversity of students and applicants
  - ▶ Explore expanding equity, diversity and inclusivity in the education for Nuclear Medicine students.
  - ▶ Students indicated that they value EDI components in the program but need more education in this area, suggesting that EDI curriculum be embedded throughout the MRS program
  - ▶ Consult with other divisional or institutional units on an approach to including EDI components in the program
  - ▶ Continue to work towards an EDI strategy that also includes Indigenous health concepts.
- Student engagement, experience and program support services
  - ▶ Increase efforts to ensure students engage with and feel connected to the U of T, though more targeted and inclusive communications as well as highlighting the facilities, resources, and supports available through U of T
  - ▶ Promote peer assisted learning and mentorship among students
- Quality indicators – undergraduate students
  - ▶ Explore methods to increase the number of applicants to the MRS program, particularly on the Radiological Technology and Radiation Therapy pathways
- Quality indicators – alumni
  - ▶ Consider using social media platforms to facilitate an alumni group, and to collate data on program graduates' career trajectories

## 2. Graduate Program(s) n/a

## 3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
  - ▶ Program leadership team has attempted to identify champions to promote a research culture in medical imaging
- Faculty
  - ▶ Dedicated, committed faculty members bring a wide range of research interests and experience as well as clinical expertise
  - ▶ Extraordinary efforts made by faculty to support student learning and research efforts during the pandemic

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

- Research
  - ▶ Limited student uptake of research-oriented courses in Radiological Technology and Nuclear Medicine
  - ▶ Various stakeholders noted barriers to research engagement, including formalized access to the clinical environments, lack of research expertise in some of the clinical environments, and lack of time and financial resources
  - ▶ Reviewers noted “the MRS program team did not provide a research strategy and do not appear to have a significant research profile”
  - ▶ Reviewers noted that faculty are not currently supported to undertake PhDs
- Faculty
  - ▶ Reviewers noted faculty comments that observing practice on their clinical days was not felt to be utilizing their skills as much as they would like; some faculty members would like more opportunities to engage with research in the clinical environment

The reviewers made the following **recommendations**:

- Research
  - ▶ Develop a 5-10 year plan, with key deliverables, to bring the research engagement of Radiological Technology and Nuclear Medicine streams proportionally in line with Radiation Therapy stream; “...it remains essential to increase research engagement and expertise in graduates into these areas of practice because there is such a sparse evidence base in so much of Medical Imaging”
  - ▶ Consider developing a process to support MRS instructors wishing to undertake PhD degrees, as well as supporting graduate pathways into PhD programs
  - ▶ Develop faculty research skills as necessary, both to support research on campus and serve as secondary supervisors for research in clinical settings
  - ▶ Engage with radiologists, physicists, and other complimentary professions at the University to kickstart research programs
  - ▶ Engage Medical Imaging Department faculty and wider disciplines to facilitate interdisciplinary research
  - ▶ Integration of teaching faculty with clinical staff would support engagement in clinical and educational research activities, utilize well-equipped simulation laboratory facilities and clinical environments, ensure credibility with students, and foster the culture of scholarly practice
- Faculty
  - ▶ Consider developing a research strategy for MRS faculty to build their research and scholarship; including clinical and/or educational research
  - ▶ Research funding applications and publications should be integral to faculty members’ academic roles for all program streams
  - ▶ Consider honorary contracts with placement providers for program faculty, to access clinical areas to support student research

## 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
  - ▶ High morale among students, who feel that communication pathways with the faculty are good and that informal feedback is well received
  - ▶ Morale among the faculty appeared to be good
  - ▶ Strong relationships with clinical providers
- Organizational and financial structure
  - ▶ MRS program is well-run and well organized, with a passionate, committed leadership team and dynamic, enthusiastic administrative support staff
  - ▶ Program administration is well-coordinated despite team members being located in different areas; processes and procedures work well and appear to be adaptable to changes
  - ▶ In-kind contributions from Department of Radiation Oncology faculty members have aided in MRS program progression
- Long-range planning and overall assessment
  - ▶ Program self-study includes clear strategic plans regarding enrollment strategy, EDI, student financial aid and opportunities, which appear appropriate and deliverable

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

- Relationships
  - ▶ Some students expressed feeling under-represented on program committees and that they lacked a formal avenue for their voices to be heard
  - ▶ Partnerships with clinical providers are based in part on personal relationships; “we commend the team on their strong relationships, but also recognize that this is an area of potential risk”
  - ▶ Reviewers note limited engagement in the MRS program from Medical Imaging professionals at the University
- Organizational and financial structure
  - ▶ Future deficits in the programs 5-year financial plan noted as a major challenge
  - ▶ Reviewers express concerns that in-kind support provided by UofT appointed faculty members may be at risk without formalized agreements in place, noting that this poses significant risks to financial stability of the program
- Long-range planning and overall assessment
  - ▶ Reviewers note comments from stakeholders that the MRS program does not “promote its successes or the positive impact it has on the broader healthcare community and patient care”

- International comparators
  - ▶ Reviewers note that direct comparisons with other similar programs is challenging due to the unique structure and offerings of the MRS; adding that there is no known inventory of international undergraduate medical radiation sciences programs

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Consider developing formalized contracts with clinical placement providers
  - ▶ Increase engagement from Medical Imaging professionals at the University to enhance education and research, particularly for the Radiological Technology and Nuclear Medicine streams
- Organizational and financial structure
  - ▶ Engage with the MRS Strategic Executive Committee and other relevant provincial stakeholders to ensure financial stability for the program
  - ▶ Implement formalized agreements with the Department of Radiation Oncology for in-kind support
  - ▶ Implement formalized agreements with clinical sites for the clinical coordinator role
  - ▶ Explore broadening the membership of the MRS Strategic Executive Committee to include representation from the Medical Imaging Department.
  - ▶ Develop a sustainable financial plan that does not compromise staffing levels and staff wellbeing
  - ▶ Consider optimizing facilities with new technology (virtual reality x-ray rooms, simulators, etc.) to streamline investment without negatively impacting learning
  - ▶ Reviewers recommend that appointment of new Chair of the Department of Radiation Oncology include consideration of support and collaboration with the MRS program
- Long-range planning and overall assessment
  - ▶ Explore employer-led or virtual open days, to raise awareness of the MRS professions
  - ▶ Work with the professional body and health organizations in Canada to raise the profile of MRS professions
  - ▶ Consult with divisional/institutional recruitment teams regarding strategies to ensure strong messaging about the program, and ensure a high-quality pool of applicants
  - ▶ Consider local and national outreach strategies to engage prospective applicants
  - ▶ Perform a review of continuous quality improvement processes; identify metrics to promote the value and positive impact of the MRS program on healthcare in Canada
  - ▶ Ensure public and patient involvement in the curriculum setting and review processes, along with wider stakeholder engagement to ensure the curricula are up to date and reflect state of the art practices
  - ▶ Ensure ongoing resources for curriculum and facility renewal to mimic clinical practice evolution

## 2. Administrative Response & Implementation Plan



TEMERTY FACULTY OF MEDICINE  
UNIVERSITY OF TORONTO

Temerty  
Medicine

L. Trevor Young, MD PhD FRCPC  
Dean

Vice Provost, Relations with Health Care Institutions

January 12, 2023

Professor Susan McCahan, Vice-Provost, Academic Programs  
Division of the Vice-President & Provost  
University of Toronto

Dear Susan,

[BSc, MEDICAL RADIATION SCIENCES](#)  
[Dean's Response | Temerty Faculty of Medicine](#)

On behalf of the Temerty Faculty of Medicine at the University of Toronto, I would first like to thank the reviewers, Prof. Susan Fawcett and Prof. Karen Knapp, for their very comprehensive review of the BSc in Medical Radiation Sciences (MRS) program housed in the Department of Radiation Oncology (DRO) on October 14, 2021. I would also like to thank Dr. Fei-Fei Liu, then Chair of DRO, our partners at the Michener Institute, Prof. Cate Palmer, the MRS Director, faculty, and administrative staff, as well as all those who contributed to the preparation of the outstanding self-study report. I also wish to thank the many staff, trainees, faculty, and alumni who met with the external reviewers and provided thoughtful input. The reviewers noted *"The provision [of the program] is of a high standard and the students and alumni appear to be very enthusiastic about their education...[the recommendations] are designed to help develop and take an already excellent provision to the next level."*

The thorough report provided by the reviewers is an invaluable guide for program enhancements and future strategic directions of MRS. The reviewers identified a number of areas for enhancement including curricular offerings, student recruitment, engagement, and support, enrichment of opportunities for student research, and a focus on developing a financial plan for the long-term sustainability of MRS. Of particular note are recommendations to enhance the incorporation of equity, diversity, and inclusion initiatives throughout MRS, as well as a focus on Indigenous Health within the curriculum. Each of the recommendations has been addressed in the Program Response column in the accompanying table, and in Dr. Liu's Response of the Chair. I am in full agreement with the responses of Dr. Liu and the Program, which have been prepared in consultation with the Michener Institute, and have provided additional comments addressing each of the recommendations in the Dean's Response column.

Overall, MRS made excellent progress under the leadership of Prof. Liu, Prof. Palmer, and the MRS Strategic Executive Committee. As noted by the reviewers, *"The MRS program is a well-run, well organized program with a high functioning leadership team. The DRO academic chair, MRS program director, MRS associate program director, and MI academic chairs are passionate, committed leaders."* I congratulate the entire team on their outstanding leadership and look forward to continuing to work them—welcoming the new DRO Chair, Dr. Laura Dawson—to ensure the financial sustainability, success, and growth of MRS to attain its strategic and operational aspirations.

The next review of MRS is scheduled in 2028-29. In 2025 we will follow up with Dr. Dawson on the implementation of the external reviewers' recommendations and, later that year, provide you with an interim monitoring report on the status of the implementation plan.

Sincerely,

Trevor Young, MD, PhD, FRCPC  
Dean, Temerty Faculty of Medicine  
Vice Provost, Relations with Health Care Institutions

## 2021-22 UTQAP Review of MED BSc Medical Radiation Sciences program - Review Recommendations

Please do the following for each recommendation in the table:

- If you **intend** to act on a recommendation, please provide an **Implementation Plan** identifying actions to be taken, the time frame (short, medium, long term) for each, and who will take the lead in each area. If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.
- If you **do not** intend to act on a recommendation, please briefly explain why the actions recommended have not been prioritized.
- In accordance with the UTQAP and Ontario's Quality Assurance Framework, "it is important to note that, while the external reviewers' report may include **commentary** on issues such as faculty complement and/or space requirements when related to the quality of the program under review, **recommendations** on these or any other elements that are within the purview of the university's internal budgetary decision-making processes must be tied directly to issues of program quality or sustainability" (emphasis added)
- You may wish to refer to the [sample table](#) provided by the Office of the Vice-Provost, Academic Programs

<b>Request Prompt</b> <i>verbatim from the request</i>	<b>Rec. #</b>	<b>Recommendations from Review Report</b> <i>verbatim from the review report</i>	<b>Program Response</b>	<b>Dean's Response</b>
The reviewers recommend that the program undertake a comprehensive evaluation of the MRS 2.0 Curriculum Renewal and the Nuclear Medicine Curriculum Renewal projects over the next few years, including feedback from all stakeholders.	1	"Undertake a comprehensive evaluation of the MRS 2.0 Curriculum Renewal and the Nuclear Medicine Curriculum Renewal projects over the next few years including feedback from all stakeholders."	The changes made to the curriculum due to the MRS 2.0 Curriculum Renewal project were completed by Summer 2020. In addition, further changes were made to the delivery format due to the pandemic, a new national competency profile has come into effect and new courses have been added to the radiation therapy and nuclear medicine streams.  The MRS Program plans to evaluate all the above in a <b>MEDIUM TERM (1-2 years)</b>  The Nuclear Medicine Curriculum Renewal project evaluation was completed in 2018.	Changes to both the MRS 2.0 Curriculum Renewal and the Nuclear Medicine Curriculum Renewal projects have already been implemented, with evaluation of the Nuclear Medicine Curriculum Renewal project completed in 2018, and evaluation of the MRS 2.0 Curriculum Renewal project to take place in the next 1-2 years. Feedback from all stakeholders will be integral to the upcoming evaluation.
	2	"Continue to renew curriculum to keep pace with clinical practice evolution for all streams."	See #1 above  <b>LONG TERM (3-5 years)</b>	Curriculum renewal will continue as noted in #1 above.
	3	"Ensure that there is public and patient involvement in the curriculum setting and review processes along with wider stakeholder engagement to ensure the curricula are up to date and reflect state of the art practice."	Engaging public/patients and various stakeholders in curriculum review is now an accreditation standard, articulated by Equal – Accreditation Canada.  <b>ONGOING</b>	A new accreditation standard requires regular engagement of public/patient and other stakeholder involvement in curriculum review and will be undertaken accordingly.

<p>The reviewers observed that EDI components in the program are highly valued by students and recommended continuing to work towards an EDI strategy that also includes Indigenous health concepts; they also commented that innovative and successful EDI initiatives implemented in the MD program should be extended to the MRS program.</p>	4	<p>“Continue to work towards an EDI strategy that also includes Indigenous health concepts.”</p>	<p>The MRS Program has a longitudinal Interprofessional Professional Education course in Year 2, which is linked to the Centre for Collaborative Healthcare and Education (CACHE). CACHE is developing three new modular topics: EDI, Indigenous Health and Resilience/Wellness, which will be built into the EMRS (IPE) course for all MRS students including Nuclear Medicine.</p> <p>Additionally, the MRS Program currently has embedded within the Clinical Behavioural Sciences course the requirement to complete a minimum of two modules (Indigenous Knowledge &amp; Traditional Health, and Health Literacy – Indigenous Perspectives on Health and Well-being) from the Indigenous Relationships &amp; Cultural Awareness Course offered through Cancer Care Ontario.</p> <p><b>MEDIUM TERM (1-2 years)</b></p>	<p>The “Program Response” has highlighted important additions to the MRS Program curriculum that centre concepts of EDI and Indigenous Health. In addition to the development of 3 new modular topics (including EDI and Indigenous Health), a minimum of two separate Indigenous Health modules offered by Cancer Care Ontario are required for completion of the Clinical Behavioural Sciences course. Further to these program specific initiatives, Temerty Medicine has recently expanded the MD Program’s Office of Indigenous Medical Education to create the new Office of Indigenous Health, which provides advisory support, resources, and student support for all departments and programs within Temerty Medicine, in partnership with the Centre for Wise Practices at Women’s College Hospital.</p>
	5	<p>“Explore expanding equity, diversity and inclusivity in the education for Nuclear Medicine students.”</p>	<p>See #4 above.</p> <p><b>MEDIUM TERM (1-2 years)</b></p>	<p>A modular topic on EDI is being developed by the Centre for Collaborative Healthcare and Education for Year 2 of the MRS Program. Further to this, the Temerty Medicine Office of Inclusion &amp; Diversity, as well as the Associate Dean, Inclusion &amp; Diversity, provide consultation, resources, and support for all programs and departments looking to expand EDI in curriculum.</p>
	6	<p>“It is recommended that the innovative initiatives that are being implemented in areas such as the undergraduate medical education (UME) program are extended to the MRS program, which may also assist with developing closer ties with the university.”</p>	<p>MRS will investigate appropriate offerings through UME.</p> <p><b>IMMEDIATE (6 months)</b></p>	<p>MRS will take immediate action (in the next 6 months) to investigate which UME initiatives may be appropriate to extend to the MRS Program.</p>
<p>The reviewers noted the widely acknowledged value of having University appointed radiation therapists, medical physicists, and radiation oncologists provide lectures and share their expertise with Radiation Therapy students and recommended implementing a</p>	7	<p>“Stakeholders from the Medical Imaging streams indicated that leveraging this same model for their streams would improve various components in the curriculum. For example, it was mentioned that by having Medical Imaging Physicists and Radiologists provide lectures for the Radiological</p>	<p>Working with our diagnostic medical imaging clinical partners the MRS Program will investigate the opportunities to have radiological technologists/nuclear medicine technologists, radiologists, etc. teach in the program.</p> <p><b>MEDIUM TERM (1-2 years)</b></p>	<p>There is an opportunity to explore possibilities for radiological and/or nuclear medicine technologists, radiologists, and others to teach in the program in order to help students potentially improve their practice in the longer term.</p>



similar model for Radiological Technology and Nuclear Medicine students involving medical imaging physicists and radiologists.		Technology and Nuclear Medicine students would improve students' understanding of image interpretation and diagnostic quality, thus potentially improving their practice in the longer term."		
	8	"Engage Medical Imaging Physicists and Radiologists to share expertise."	See #7 above. <b>MEDIUM TERM (1-2 years)</b>	See #7 above
Recognizing that the program's unique structure may require creative approaches, the reviewers recommended the development of medium- and long-term plans to increase opportunities for student academic experience in the program to be enriched by research, particularly in the Radiological Technology and Nuclear Medicine streams.	9	"Develop a medium-term plan over the next 5 years and a long-term plan over 10 years with key deliverables to bring the engagement of Radiological Technology and Nuclear Medicine proportionally in line with Radiation Therapy for research engagement. This may include: considering the use of facilities within Michener to develop research opportunities and the consideration of experimental work, which could be done using these; engagement with industry to trial new equipment / software; etc."	The MRS Program notes that this will require a significant cultural shift in faculty's engagement with research.  While we recognize the importance of Michener faculty conducting research it will be an extremely low priority for the program as we focus on delivery of curriculum post-pandemic.  <b>LONG TERM (3-5 years)</b>  As per #7 above, working with our diagnostic medical imaging clinical partners the MRS Program will investigate opportunities to have clinicians provide research enriched teaching sessions in the radiological technology and nuclear medicine streams.  <b>MEDIUM TERM (1-2 years)</b>	Due to the large cultural shift required to facilitate substantial research engagement, this will be prioritized over the longer term of 3-5 years. Opportunities to incorporate research enriched teaching sessions in the radiological technology and nuclear medicine streams will be prioritized in the medium term of 1-2 years.
	10	"Upskilling the Faculty as necessary so they can both support research on campus, but also be a secondary supervisor for research in clinical settings and supporting faculty to develop through PhDs studies for those with an appetite to do so."	See #9 above  Michener faculty are encouraged, through their organization, to pursue higher academic credentials. Professional development (PD) funds are allocated for advanced academic credentials. These funds are in addition to annual Michener PD funds. Research participation could be apportioned to the 12 PD days allocated annually, for those faculty who are interested.	Opportunities for Michener faculty members to pursue higher academic credentials and professional development are encouraged by the Program.
	11	"Consider honorary contracts with placement providers for members of the Faculty so they can access clinical areas to support student research."	See #9 above  Michener faculty do not have cross-appointments with clinical institutions, nor do they have dedicated	Due to Michener faculty members not having cross-appointments with clinical institutions, they are not in a position to access clinical areas to support student research. In addition, these faculty members do not have

			time/resources/grant funding opportunities to conduct educational research.	dedicated time/resources/funding to lead educational research. Opportunities for research collaborations may allow Michener faculty to leverage their expertise and experience to support student research.
12	“Engage with radiologists / physicists and other complimentary professions at the UofT to kickstart research programs.”	See #9 above		See #9 above
13	“The MRS program should investigate having the teaching faculty engage in clinical and educational research activities that may utilize the well-equipped simulation laboratory facilities and the clinical environments.”	See #11 above		See #11 above
14	“Engage TFoM Medical Imaging Department faculty and wider disciplines to facilitate interdisciplinary research.”	See #9 above		See #9 above  In addition, Temerty Medicine’s current Academic Strategic Plan (2018-2023) highlights “Ecosystem of Collaboration” as one of the 3 core pillars of the Plan. This includes the goal of enabling integration and collaboration opportunities across Temerty’s sectors and educational portfolios. Core objectives include: a) creating tools, resources and venues to enable easy sharing of existing research, innovation and scholarship across the Faculty and among our academic partners, and 2) investigating, designing and implementing incentives for meaningful collaboration across the entire academic health sciences network.
15	“Explore developing a full research strategy for the MRS faculty to build their research and scholarship. This may include clinical research, educational research or both. Research funding applications and publications should be integral to their academic roles for all streams within MRS.”	See #9 above		See #9 above

<p>The reviewers observed that program registrations are currently falling below the total number of students that can be accommodated in the program, and recommended exploring ways to increase enrolments in the Radiological Technology and Radiation Therapy streams as well as leveraging external partnerships to raise the overall profile of the Medical Radiation Science professions.</p>	16	<p>“Explore methods to increase the number of applicants to the MRS program, particularly on the Radiological Technology and Radiation Therapy pathways.”</p>	<p>As little-known professions, recruitment is an ongoing challenge for the MRS Program.</p> <p>The MRS Program is continually reviewing and modifying its approach to both in-person and online recruitment events.</p> <p><b>ONGOING</b></p>	<p>The program is engaging in ongoing attempts to review and modify the program’s approach to recruitment for both in person and online events.</p> <p>Through the Office of Access and Outreach new opportunities exist to enhance awareness of the MRS program and associated career opportunities, particularly among students from underserved communities.</p>
	17	<p>“Explore employer led open days or virtual open days online for students to access to raise awareness of the MRS professions.”</p>	<p>As Health Human Resource (HHR) needs at our clinical partner sites continue to increase, employer led/involved sessions are increasing. Online sessions, “Ask a Medical Radiation Technologist” has proven popular.</p> <p><b>ONGOING</b></p>	<p>On an ongoing basis, the Program identifies opportunities for students to become aware of the MRS professions. Please also see #16.</p>
	18	<p>“Work with the professional body and health organizations in Canada to raise the profile of MRS professions.”</p>	<p>The National Association (Canadian Association of Medical Radiation Technologists) Strategic Plan 2022-2026, includes more advocacy of the profession, including increasing the profile of the profession through targeted awareness. The MRS Program will work with the CAMRT and build on existing strategies to increase and maintain enrolment.</p> <p><b>LONG TERM (3-5 years)</b></p>	<p>The MRS Program has a long-term strategy to collaborate with the Canadian Association of Medical Radiation Technologists to help raise the profile of MRS professions.</p>
	19	<p>“Explore using models developed by Medicine to increase the diversity of applicants to support the MRS program.”</p>	<p>The MRS Program will connect with the MD Enrollment Services, to determine if the models used by MD to increase diversity are appropriate.</p> <p><b>MEDIUM TERM (1-2 years)</b></p>	<p>The MRS Program will explore opportunities with MD Enrollment Services to learn about models to increase diversity of applicants in the MRS Program. In addition to this, Temerty Medicine has created a newly established Office of Access &amp; Outreach whose mandate it is to work with all programs and departments across the Faculty to create targeted programs to increase the representation of historically underserved and underrepresented groups in health professions education.</p>
	20	<p>“Consider strategies of recruitment at the UofT and invite the wider recruitment team to visit the program team to ensure strong messaging about the program is provided.”</p>	<p>U of T recruitment teams’ priority is recruitment to the UG first-entry programs and professional second-entry programs, generally are responsible for their own recruitment efforts.</p>	<p>The MRS program has a strategy to connect with the U of T recruitment team, which also includes a group of individuals focused on increasing and supporting diversity within the student body.</p>

			The MRS Program will connect with the wider U of T recruitment team, to explore messaging strategies for the MRS Program. <b>MEDIUM TERM (1-2 years)</b>	
	21	“Explore new approaches to student recruitment to ensure a high-quality pool of applicants.”	See #16 above. <b>ONGOING</b>	See #16, 17, 19, and 20 above.
	22	“Consider how local and national outreach could also engage potential future students for the MRS program.”	The MRS Program will continue with recruitment efforts both provincially and nationally. Northern Ontario will be a focus provincially. <b>MEDIUM TERM (1-2 years)</b>	Focusing on Northern Ontario for outreach is a priority in the medium term. Through Community of Support, a Temerty Medicine mentorship program for students from underserved communities, new opportunities exist to engage potential future students locally, provincially, and nationally. The Community of Support program currently mentors 3800 students across Canada.
The reviewers observed that MRS students felt more aligned with the Michener Institute, using facilities and supports there more widely; they recommended more targeted communications to increase awareness of University-provided student supports such as peer tutoring and mentorship programs.	23	“More targeted communications from UofT. Students outlined that communications from UofT were much fewer than from Michener and were often without a wider context. Careful consideration regarding the inclusivity of these communications would improve them.”	The MRS Program will be deliberate with communications to the students, highlighting the context for the communication. <b>ONGOING</b>	In addition to the program’s efforts to enhance communications to the students, Temerty Medicine is consistently monitoring and evaluating how to best reach student groups through Faculty and University communications channels.
	24	“Highlighting the facilities which students have access to at UofT because they feel they have a lack of awareness regarding what resources and supports are available to them.”	UofT services vs. Michener services are extensively highlighted through Orientation activities. Communication to upper year students about the services will continue to be emphasized. <b>ONGOING</b>	In addition to the program’s efforts to emphasize communications about resources and supports for the students, Temerty Medicine works regularly to update the website and other communications channels in order to ensure that information about resources and supports for students is clear and accessible.
	25	“Ensure the mentorship and peer assisted learning schemes are widely advertised to students and that students are aware of the benefits of delivering as well as receiving peer assisted learning and mentoring.”	During the pandemic with support from leadership the MRS Student Society (MRSS) established a mentoring program for the incoming cohort of students. It has been well received by both mentors/mentees (upper year students) and the program will ensure that this initiative is supported, encouraged, and well communicated. <b>ONGOING</b>	The MRS program’s successful mentorship program will continue to be offered to students on an ongoing basis.

<p>The reviewers commented that Nuclear Medicine students felt that they were under-represented on program committees, and that they lacked a formal avenue for their voices to be heard outside of the program team.</p>	26	<p>“While some groups of students felt adequately represented on committees, the Nuclear Medicine students felt that they were under-represented and that they lacked a formal avenue for their voices to be heard outside of the program team.”</p>	<p>The Nuclear Medicine students are the smallest cohort stream in the MRS Program. That said the last two Presidents of the MRS Student Society (MRSS) have been from Nuclear Medicine. The MRS Program will work with MRSS to continue to encourage Nuclear Medicine students’ engagement.</p> <p><b>IMMEDIATE TERM (6 months)</b></p>	<p>The MRS is liaising with the MRSS in order to foster the active engagement of Nuclear Medicine students.</p>
<p>Noting the absence of metrics regarding employability and career trajectory of program alumni, the reviewers recommended the creation of an alumni group, using social media platforms, to collect this information and to help connect students with potential employers.</p>	27	<p>“Recommendation: To trial methods using social media platforms to collate data on the destinations of graduates in their first roles and to support collation of data in the future.”</p>	<p>Development of an alumni group is not a priority currently as the MRS Program (UTDRO office) does not have the staffing or financial resources to support this initiative. However, recognizing that many of the applicants indicate they know of or have personal contact with someone in the program, the MRS Program will strive to address this recommendation, as part of the ongoing recruitment strategy.</p> <p><b>LONG TERM (3-5 years)</b></p>	<p>Due to limited staffing and financial resources in the MRS Program UTDRO office, it is not currently a priority to collect and/or collate data on the destinations of graduates in their first roles post graduation. The MRS Program does, however, have a plan to address this recommendation in the long term as part of the ongoing recruitment strategy.</p>
<p>The reviewers raised concerns regarding the long-term sustainability of the program, noting that the five-year plan includes future deficits, and that essential in-kind contributions from the Department of Radiation Oncology have been based on informal agreements; they made recommendations including the development of a financial plan to ensure program sustainability without compromising staffing levels and staff wellbeing.</p>	28	<p>“The reviewers are concerned that without formalized agreements in place, the vital in-kind support provided by UofT appointed faculty members is at risk. The MRS program progression and possibly its very existence is at risk given the current financial situation. The reviewers would encourage the MRS program to engage with the MRS Strategic Executive Committee and other relevant provincial stakeholders to ensure financial stability.”</p>	<p>A new Chair was appointed effective January 1, 2023.</p> <p>The recommendations from the departmental review, indicated that UTDRO should conduct a comprehensive analysis to build a model for long-term financial sustainability in addition to the financial/resources implications for the MRS Program. This will be the responsibility of the new Chair in collaboration with the Dean and the central University.</p> <p><b>LONG TERM (3-5 years)</b></p>	<p>Temerty Medicine’s Dean is committed to working collaboratively with the new Chair of the Department of Radiation Oncology and the central University to address long-term financial stability and sustainability of the MRS Program.</p>
	29	<p>“Implement formalized agreements with UofT TFoM DRO for in-kind support.”</p>	<p>See #28 above</p>	<p>See #28 above</p>
	30	<p>“Implement formalized agreements with clinical sites for the clinical coordinator role.”</p>	<p>As Clinical Coordinators are employees of the clinical sites, this may be a challenge to implement broadly.</p> <p>This will be investigated in collaboration with the Michener.</p> <p><b>IMMEDIATE TERM (6 months)</b></p>	<p>The MRS Program will be exploring with the Michener opportunities to implement formalized agreements with clinical sites for the clinical coordinator role.</p>

	31	“Ensure ongoing resources for curriculum and facility renewal to mimic clinical practice evolution.”	See #28 above	See #28 above. Curricular renewal to keep pace with clinical advancements is an ongoing feature of program enhancement.
	32	“We recommend the MRS program works with Michener, UofT and other stakeholders to develop a financial plan moving forward which is sustainable and does not compromise staffing levels and staff wellbeing. This may mean recruiting to the planned target numbers of students to maximize income. Consideration of optimizing facilities in light of new technology such as virtual reality x-ray rooms, simulators etc. may provide opportunities to streamline investment without negatively impacting learning.”	See #28 above	The Dean is committed to working in collaboration with the MRS Program, Michener and other stakeholders to create a financial plan for stability and sustainability for the MRS Program.
Other recommendations not prioritized in the Request for Administrative Response	33	“Expand the PET/CT curriculum to include other radiotracers and non-oncology imaging, with particular consideration of dementia/ Parkinson’s imaging, PSMA prostate imaging and Choline imaging for parathyroid adenomas... Extend PET/CT curriculum beyond FDG to consider include neuroimaging, PSMA prostate imaging and Choline imaging to name a few.”	A new PET/Theranostics course has been developed, approved through the appropriate governance at Michener and will be presented for approval at the Education Committee of Faculty Council this Fall.  The first offering of the course will be Summer 2023.  <b>IMMEDIATE (6 months)</b>	The Education Committee of the Faculty Council has approved the introduction of a new PET/Theranostics course in the PET/CT curriculum.
	34	“Extend the PET/CT curriculum to touch on new dynamic / parametric imaging capabilities of equipment and the potential use and impact of this new technology.”	See #33 above  <b>IMMEDIATE (6 months)</b>	See #33 above
	35	“Facilitate some additional PET hot lab practice. This is safely achieved using cold sources or saline for handling with the heavier syringe shields and using the	This will be investigated in collaboration with the Michener.  Michener faculty have specific workload hours as per their Collective Agreement and supervision for additional	The MRS Program is collaborating with the Michener to investigate the facilitation of additional PET hot lab practice, keeping in mind the workload hours for Michener faculty as per their Collective Agreement.

	PET pot. This could be mocked up in a lab setting at the Michener for cold use.”	labs can be suggested as per Continuous Quality Improvement (CQI) <b>IMMEDIATE (6 months)</b>	
36	“Explore including patient pathways where Nuclear Medicine is included in their diagnosis / treatment (in the case of Theranostics) in IPE sessions.”	This will be investigated in collaboration with faculty and the Centre for Collaborative Healthcare and Education (CACHE). <b>MEDIUM TERM (1-2 years)</b>	The MRS Program will work with the Centre for Collaborative Healthcare and Education and faculty members to explore the inclusion of patient pathways in IPE sessions. CACHE has also worked on creating the appropriate guidelines and principles for the inclusion of patient engagement in health professions education.
37	“Implement peer review activities across the teaching and learning continuum.”	Continuous Quality Improvement (CQI) is valued in the MRS Program. CQI sessions are held 3x year, where faculty provide input into course changes based on student evaluations.  Further peer review activities will be investigated further in collaboration with faculty, Centre for Teaching Support & Innovation (UofT) and Centre for Learning & Innovation (Michener). <b>LONG TERM (3-5 years)</b>	In addition to the Centre for Teaching Support & Innovation (U of T) and Centre for Learning & Innovation (Michener), the Centre for Faculty Development co-funded by Temerty Medicine and Unity Health provides workshops, sessions, and consultation on the inclusion of peer review activities in health professions education.
38	“Perform a review of continuous quality improvement processes.”	Continuous Quality Improvement (CQI) is valued in the MRS Program. Student feedback/response to evaluations has steadily declined over the last number of years. The MRS Program will review CQI processes to generate the quantity/quality of feedback needed to improve the curriculum. <b>LONG TERM (3-5 years)</b>	The MRS Program has acknowledged the steady decline of student feedback/response to evaluations over the past several years and will take steps to review CQI processes to address this.
39	“Explore broadening the membership of the MRS Strategic Executive Committee to include representation from the UofT TFoM Medical Imaging Department.”	In agreement with the Department of Medical Imaging at the Temerty Faculty of Medicine, medical imaging representatives from the Joint Department of Medical Imaging (JDMI) at UHN are active members on the MRS Strategic Executive Committee. They include Deputy Head, JDMI Education and the Clinical Director, JDMI. <b>ONGOING</b>	While the Strategic Executive Committee presently includes JDMI leaders at UHN, the Program will investigate expanding the membership to Medical Imaging faculty at other fully-affiliated hospitals.

### **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 program as well-run, with high-functioning and committed leadership, and a team that is well-coordinated and versatile despite locations in different areas. They highlighted the strong application and registration numbers in the Nuclear Medicine stream, and noted that students are well-prepared for professional certification exams and enjoy success rates comparable to national averages. They commended recent major curriculum renewal projects, both completed and ongoing, in response to the rapid evolution of professional practice in all streams. Finally, they praised the outstanding laboratory, imaging, and simulation facilities, strong morale amongst faculty and students, and overall sense that the program is responsive to feedback.

The reviewers recommended that the following issues be addressed: undertaking a comprehensive evaluation of recent curriculum renewal projects, including feedback from all stakeholders; continuing to work towards an EDI strategy that also includes Indigenous health concepts and extending innovative and successful EDI initiatives from the MD program to the MRS program; inviting medical imaging physicists and radiologists to provide lectures and share their expertise with Radiological Technology and Nuclear Medicine students; developing medium- and long-term plans to increase research engagement, particularly in the Radiological Technology and Nuclear Medicine streams; exploring ways to increase enrolments in the Radiological Technology and Radiation Therapy streams and leveraging external partnerships to raise the overall profile of the Medical Radiation Science professions; developing targeted communications to increase awareness of University-provided student supports such as peer tutoring and mentorship programs; ensuring that Nuclear Medicine students are represented on program committees and providing a formal avenue for their voices to be heard outside of the program team; creating an alumni group using social media platforms to collect information on the employability and career trajectory of graduates, and to help connect students with potential employers; developing a financial plan to ensure program sustainability without compromising staffing levels and staff wellbeing. The Dean's Administrative Response describes the Faculty and program responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

### **5. Monitoring and Date of Next Review**

In 2025 the Dean will follow up with the Chair of the Dept. of Radiation Oncology on the implementation of the external reviewers' recommendations and will provide an interim report to the Vice-Provost, Academic Programs no later than December 2025 on the status of the implementation plans.

The next UTQAP review of the BScMRS will be commissioned in 2028-29.



## **6. Distribution**

On June 30, 2023, 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 Temerty Faculty of Medicine, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to unit/program leadership.

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

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## 1. Review Summary

<b>Programs Reviewed:</b>	Economics, BCom: Specialist Economics, HBA: Specialist, Major, Minor Economics & Political Science, HBA: Specialist Financial Economics, HBA: Specialist International Affairs, HBA: Specialist Certificate in Advanced Economics
<b>Unit Reviewed:</b>	Department of Economics, UTM
<b>Commissioning Officer:</b>	Vice-Principal Academic & Dean University of Toronto Mississauga
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"><li>• Prof. Brian Copeland, Vancouver School of Economics, University of British Columbia</li><li>• Prof. Kevin Lang, Department of Economics, Boston University</li></ul>
<b>Date of Review Visit:</b>	October 25, 28 and 29, 2021 (conducted remotely)
<b>Date Reported to AP&amp;P:</b>	February 16, 2023

## **Previous UTQAP Review**

**Date:** March 24 & 25, 2014

### **Summary of Findings and Recommendations**

#### **Significant Program Strengths**

- High quality of educational experiences offered through the programs
- Breadth of field and specialized courses available to students
- Innovative teaching techniques and program design developed by dedicated faculty
- Faculty research and initiatives linking research to student learning

#### **Opportunities for Program Enhancement**

- Continuing to monitor applicants' performance in first-year, quantitative courses
- Strengthening the student experience across all program streams
- Obtaining increased data to facilitate tracking of student performance, time-to-completion, and post-graduation pathways
- Examining the role of mid-career faculty within the Departmental complement
- Increasing faculty cohesion and identity with the UTM undergraduate program and building the Department's reputation

## **Current Review: Documentation and Consultation**

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### **Documentation Provided to Reviewers**

Terms of Reference; Department of Economics Self-Study, 2021; Previous Reviewer's Report and Administrative Responses; UTM Degree Level Expectations 2016; UofT Facts & Figures, 2020; UTM Divisional Academic Plan, 2017; UTM Vision Statement, 2017; UTM Academic Calendar, 2021-22; UTM Viewbook, 2021-22; Tri Campus Framework (Framework for a New Structure of Academic Administration for the Three Campuses); Access to all course descriptions; Access to the curricula vitae of faculty.

### **Consultation Process**

As determined by the commissioning officer, the reviewers met with the Vice-Principal, Academic and Dean and Vice-Dean Teaching & Learning; Chair of the Department of Economics UTM; Associate Chair of the Department of Economics, UTM; Chair of the Department of Economics, St. George; Undergraduate students; Graduate students; Junior and Senior Tenure Stream faculty members; Contractually limited term appointment faculty; Teaching Stream faculty members; Chair of the Department of Management, UTM; Chair of the Department of Political Science, UTM; and Administrative Staff in the Department of Economics, UTM.

# Current Review: Findings and Recommendations

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## 1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Department has maintained excellent set of undergraduate programs despite research focus
  - ▶ High-quality programs that develop analytical and critical thinking, and foster an understanding of how humans interact
- Objectives
  - ▶ Programs align with UTM's mission to "to develop thoughtful and empathetic global citizens capable of reflecting critically on the world and committed to the values of integrity, democracy, equity and diversity."
  - ▶ Degree Level Expectations emphasize breadth and depth of knowledge, methodologies, communication skills, awareness of limits of knowledge, and development of autonomy and professional capacity
- Admissions requirements
  - ▶ Program admission requirements, including a minimum grade in first-year economics and first-year math, seem reasonable
  - ▶ Past issues with coordination across different sections of first-year economics courses have been addressed
  - ▶ Minimum GPA requirement for Major has been eliminated, removing incentives for students to opt for "easy" courses
  - ▶ Economics Specialist and Financial Economics Specialist programs are highly selective and provide good preparation for graduate school
- Curriculum and program delivery
  - ▶ UTM has done a commendable job of offering a wide variety of undergraduate courses
  - ▶ Material covered appears to reflect current state of the discipline, as well as the outstanding quality of research faculty
  - ▶ Economics programs notably successful at ensuring that students develop writing skills
  - ▶ Unit's approach of keeping upper-level class sizes relatively small helps students develop writing, presentation, and research skills
  - ▶ Financial Economics Specialist program is well designed and of high quality, providing excellent preparation for employment in relevant fields
  - ▶ Specialist in International Affairs, and Economics and Political Science Specialist both have interdisciplinary focus balanced with an appropriate level of Economics

- Innovation
  - ▶ Department's Certificate in Advanced Economics program noted as a good initiative that helps clarify for students the courses necessary for pursuing graduate studies, and presents no significant resource cost
  - ▶ Reviewers impressed by innovative teaching (particularly among teaching stream faculty), such as use of flipped classroom approach
  - ▶ Impressive active teaching workshops organized over the summer, where faculty share teaching experiences and learn about innovative approaches to pedagogy
- Accessibility and diversity
  - ▶ Department offers course on Economics of Poverty, something found in relatively few similar programs
- Assessment of learning
  - ▶ Assessment methods are consistent with norms in the discipline
- Student engagement, experience and program support services
  - ▶ Successful use of undergraduate TAs, and graduate student help desk provides mentoring for undergraduates
  - ▶ Popular internship course provides opportunities for students to gain work experience
  - ▶ Successful and engaging new experiential learning course with focus on macroeconomic policy
  - ▶ Research opportunity courses available, where undergraduate students work under faculty supervision on original research

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

- Admissions requirements
  - ▶ Stringent admission requirements for Economics Specialist program result in relatively low enrolment
  - ▶ BCom Economics Specialist program is very small and demanding, with only one student completing the program between 2012-19
- Curriculum and program delivery
  - ▶ Students are unable to take many appealing electives (particularly field courses) until third year of program due to prerequisites; reviewers note this may negatively impact the mix of students who enrol in economics, and also discourage some enrolled students from continuing with the program
  - ▶ Economics Program structure creates high barriers for students outside economics who may wish to take field/applications courses but lack necessary prerequisites
  - ▶ Reviewers flag concerns that the Economics Specialist program may appear too rigorous to students who are unsure if they wish to pursue graduate studies, while the Major does not adequately prepare students for graduate school unless they receive guidance in selecting courses
  - ▶ Students report a lack of cohesion in the joint Specialist program in Political Science and Economics Innovation

- Student engagement, experience and program support services
  - ▶ On the National Student Satisfaction Survey (NSSE) responses to General Questions, “UTM Economics students reported lower levels of satisfaction compared to the U15 average for economics and for the rest of U of T”, though reviewers note a discrepancy between these responses and other NSSE responses and a lack of clarity on potential contributing factors

The reviewers made the following **recommendations**:

- Overall quality
  - ▶ Department should consider strategies for strengthening undergraduate offerings
- Curriculum and program delivery
  - ▶ Review electives to determine which could be taught with fewer prerequisites, to make Economics courses more accessible to students within and outside of the department
  - ▶ Examine theory requirements with an eye to enhancing flexibility for students
  - ▶ Explore options for programming that could position more students for graduate education
  - ▶ Reviewers note current high demand for workers trained in data analysis and economics, and note possible opportunities to offer students options to specialize in an empirical data-oriented track
  - ▶ A capstone course in the joint Specialist program in Political Science and Economics could be of benefit
  - ▶ Reviewers note need for increased offerings in environmental economics and international trade
  - ▶ Reviewers recommend modernizing name of ECO364H5 to “International Trade”
- Student engagement, experience and program support services
  - ▶ Students indicate that they would like to see more elective courses that do not require intermediate theory and/or quantitative methods courses
  - ▶ Students note strong interest in additional research and experiential learning opportunities; department is supportive, however reviewers acknowledge that these activities tend to be resource-intensive
  - ▶ Students express desire for access to previous student evaluations when choosing courses
- Quality indicators – alumni
  - ▶ Reviewers note that tracking student trajectories after graduation could prove useful for ongoing quality assessment purposes

## 2. Graduate Program(s) n/a

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ “There is no question that the faculty research activities' scope, quality, and relevance are all extremely high”
  - ▶ Impressive quality of UTM junior faculty
  - ▶ Faculty cover a wide range of fields, especially given modest number of tenure-track members
  - ▶ There is an active teaching and learning group at UTM, and the teaching stream faculty interact with teaching faculty in other units
- Research
  - ▶ Reviewers note very strong integration of research activities for UTM and UTSG faculty
  - ▶ Faculty regularly publish in the leading journals
  - ▶ Almost all UTM faculty incorporate elements of their research into their teaching
  - ▶ A number of faculty are actively engaged in policy research on fundamental areas for addressing the needs of diverse populations

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

- Faculty
  - ▶ Wide variation in mentorship for junior faculty
  - ▶ Reviewers struck by the apparent absence of a formal annual performance review for faculty
  - ▶ Reviewers observed the tenure-track faculty numbers to be low in comparison to other leading economics departments

The reviewers made the following **recommendations**:

- Faculty
  - ▶ Junior faculty would benefit from a more formalized mentorship program, including regular meetings with the Department Chair
  - ▶ New assistant professors would benefit from more formal orientation

### 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
  - ▶ Level of cooperation between the economics faculty at UTSG and UTM is “genuinely remarkable”
  - ▶ Evident that UTM can maintain such a high caliber research department because of its integration with the UTSG dept in almost all respects except undergraduate teaching
  - ▶ UTM faculty have offices at UTSG and are full participants in the doctoral program
  - ▶ Students seem very engaged in their programs and generally express very positive views about the availability of faculty
  - ▶ Staff appear to be very well-regarded and enjoy high morale
  - ▶ Faculty and staff appear happy with current departmental leadership
  - ▶ Generally cordial and productive relationships with cognate units; strong research ties with Management
  - ▶ Considerable evidence of significant ties between individual faculty members and external organizations
- Organizational and financial structure
  - ▶ Tri-campus graduate structure contributes significantly to a very positive view of both the present and the future among UTM economics faculty
  - ▶ Some devolution of authority from the Faculty to departments has occurred since previous review
  - ▶ Department appears to function smoothly; staff seem to be well-organized
  - ▶ Reviewers did not note any complaints about departmental space and infer that concerns raised in previous review have been addressed by new space allocation
- Long-range planning and overall assessment
  - ▶ Department has a strong teaching program that benefits from highly regarded research faculty and dedicated members of the teaching stream
  - ▶ Quality of undergraduate experience in economics and related programs is high; students appear to be happy with the program and well prepared for the labor market or post-graduate education
- International comparators
  - ▶ “[T]he combined St. George/UTM economics department is highly regarded, not only in Canada but throughout the world. UTM economists are active participants in the international economics community. Many have strong international reputations.”
  - ▶ “The University of Toronto [tri-campus graduate] Department of Economics clearly ranks in the top thirty in North America and may well rank in the top twenty”

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

- Relationships
  - ▶ Some concerns noted that the Management program is expanding into areas historically addressed by Economics, and vice versa



- ▶ Reviewers struck by the absence of cross-listed courses between Management and Economics, and Political Science and Economics, despite the existence of programs that cut across these fields
- Organizational and financial structure
  - ▶ Reviewers note some difficulties with achieving staffing levels commensurate with the size of the undergraduate programs
  - ▶ Reviewers note concerns around whether UTSG can continue to provide individual offices to UTM faculty and flag serious potential recruitment issues
- Long-range planning and overall assessment
  - ▶ Reviewers highlight very active academic labour market in economics, and the potential for loss of faculty
  - ▶ Reviewers note concerns around retaining young tenured faculty in the face of competition from peer US Economics departments that typically offer higher salaries
  - ▶ Reviewers note that with roughly 20% non-tenure stream faculty, the balance appears “at the upper end of what is consistent with quality undergraduate education in which students have sufficient interaction with research-active faculty”
  - ▶ Concerns raised around lack of obvious candidates for next department chair

The reviewers made the following **recommendations**:

- Long-range planning and overall assessment
  - ▶ Reviewers “strongly recommend that the administration consider allowing some senior offers to offset the loss of tenured faculty”
  - ▶ Reviewers “strongly recommend against moving to a model with more nontenure stream faculty”
  - ▶ Prioritize potential disciplinary coverage in international trade and environmental economics in faculty complement planning
  - ▶ “It is essential that the UTM administration work with the Economics Department Chair to plan how to deal with outside offers and hire at the young tenured level”

## 2. Administrative Response & Implementation Plan



UNIVERSITY OF  
**TORONTO**  
MISSISSAUGA

OFFICE OF THE DEAN

January 16, 2023

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

Dear Professor McCahan:

We are writing to provide an administrative response to the External Review of UTM's Department of Economics and its programs, which was held in October 2021. This Department includes programs in Economics, BCom: Specialist; Economics, HBA: Specialist, Major, Minor; Economics & Political Science, HBA: Specialist; Financial Economics, HBA: Specialist; International Affairs, HBA: Specialist; Certificate in Advanced Economics. Overall, the reviewers found that the programs benefit from highly regarded research faculty and dedicated teaching stream faculty who provide students with an excellent undergraduate experience, as reflected by the high satisfaction reported by students. The reviewers specifically highlighted the Certificate in Advanced Economics, the new experiential learning course, and the popular internship course as strong initiatives. With respect to faculty, the reviewers commended the "genuinely remarkable" relationship between Economics faculty at UTM and St. George; the impressive junior faculty; and the innovative and engaging teaching across the Department. Staff are highly regarded and morale was observed to be high. These features set a strong foundation for the Department to build on as they plan for the next five years and beyond.

Enclosed you will find a brief discussion on specific recommendations made by the external reviewers in a table that outlines the Department's response, the Decanal response, and an Implementation Plan identifying action items and timelines (short, medium, and long term). This response was developed in consultation with the Department, through a Town Hall held on September 21, 2022, as well as from a Chair's Administrative Response submitted by Prof. Margarida Duarte, Chair of the Department of Economics. Progress checks and monitoring of the implementation plan will occur through the Chair's Annual Report to the Dean. The next external review of the Department of Economics is scheduled to occur in the 2027-2028 academic year, with a midway report submitted to your Office in 2024-2025.

Please let us know if you have any questions about this response.

Sincerely,



Amrita Danieri  
Interim Vice-Principal, Academic & Dean



Tracey Bowen  
Vice-Dean, Teaching & Learning

Encl: 2021-22 UTQAP Review of the Department of Economics, University of Toronto  
Mississauga - Review Recommendations (table)  
Department of Economics, Chair's Administrative Response

CC: Margarida Duarte, Chair, Department of Economics, University of Toronto Mississauga  
Yen Du, Manager, Academic Programs, Reviews & Quality Assurance, University of  
Toronto Mississauga  
Amanda Pullan, Research Analyst, Academic Programs and Curriculum, University of  
Toronto Mississauga

## 2021-22 UTQAP Review of the Department of Economics, University of Toronto Mississauga - Review Recommendations

Please do the following for each recommendation in the table:

- If you **intend** to act on a recommendation, please provide an **Implementation Plan** identifying actions to be taken, the time frame (short, medium, long term) for each, and who will take the lead in each area. If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.
- If you **do not** intend to act on a recommendation, please briefly explain why the actions recommended have not been prioritized.
- In accordance with the UTQAP and Ontario's Quality Assurance Framework, "it is important to note that, while the external reviewers' report may include **commentary** on issues such as faculty complement and/or space requirements when related to the quality of the program under review, **recommendations** on these or any other elements that are within the purview of the university's internal budgetary decision-making processes must be tied directly to issues of program quality or sustainability" (emphasis added)
- You may wish to refer to the [sample table](#) provided by the Office of the Vice-Provost, Academic Programs

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Department Response	Dean's Response	Implementation Plan
<p>The reviewers encouraged the department to consider strategies for strengthening its undergraduate offerings, and made some suggestions for possible approaches:</p> <ul style="list-style-type: none"> <li>• Review the program structure and course prerequisites with an eye to increasing flexibility and making Economics courses more broadly accessible to students within and outside of the department.</li> <li>• Enhancing opportunities for students to build skills in data analysis and economics.</li> <li>• The reviewers noted strong student interest in additional research and experiential learning opportunities, while acknowledging that these activities tend to be resource-intensive.</li> </ul>	1	<p>"[T]he department should consider certain strategies for strengthening its undergraduate offerings. First, it should review the undergraduate electives to determine which could be taught effectively with fewer prerequisites. This strategy would make elective courses accessible to undergraduates earlier in their studies. It would also open up some of the electives to students who are not majoring in economics. Some students may discover an affinity for economics; others may realize that they want to pursue economics in greater depth and adjust their course of study to prepare themselves for graduate studies."</p>	<p>The reviewers suggested increasing curricular flexibility in our programs by reviewing/reducing pre-requisites for 300+ courses and/or splitting the three foundational 200-level courses (in microeconomics, macroeconomics, and quantitative methods) into two semester courses each. The department agrees with many of the benefits of increased curricular flexibility raised by the referees but does not share the view that with the current program structure "many students do not get early exposure to much of what makes economics an exciting field". In all our foundational courses, tools are taught together with applications and there is a concerted effort to highlight a broad range of questions and applications that economic tools allow us to address. The faculty also points out that there are trade-offs to increasing curricular flexibility to be</p>	<p>See Department Response (beside) and Dean's Response (for Recommendation #4, below). For the Department, this recommendation and recommendation #4 are closely linked. As discussed below, the curriculum is designed with scaffolded learning objectives and assessments and the pre-requisites for senior level courses reflect this to ensure students have the necessary background knowledge to be successful in the course. There is some overall concern from the Department around maintaining quality in the programming. This will need to be reviewed carefully by the Economics Curriculum Committee. The Program &amp; Curriculum Unit (PCU) in the Dean's Office can assist and support this review and any curriculum change proposals, as appropriate.</p>	<p>Short Term:</p> <ul style="list-style-type: none"> <li>- (ECO) The Economics Curriculum Committee reviews overall programming within the department, with specific attention to the following: (1) development of a 'data-oriented track' and/or courses; (2) expansion of experiential learning opportunities; (3) possible advantages to splitting 200-level foundation courses into half-credit courses; and (4) opportunities to increase curricular flexibility.</li> <li>- (ECO, with support from the Office of the Dean) Begin conversations with the Experiential Education Unit (EEU) within the Dean's Office to explore opportunities for (1) additional support that can assist with the expansion</li> </ul>

			<p>taken into consideration to maintain the quality of the programs. Notwithstanding these points, the department sees merit in the recommendations and the department's Curriculum Committee will discuss and review options for increasing curricular flexibility in the short term.</p>		<p>of experiential learning opportunities; and (2) increasing ROP awareness among newer faculty.</p> <p>Medium Term:</p> <ul style="list-style-type: none"> <li>- (ECO) Develop a holistic, long-term plan to prioritize academic programming initiatives. These may include the items listed above, additional items that result from forthcoming discussions, as well as existing plans to grow existing programming (such as the Certificate in Advanced Economics).</li> <li>- (ECO, with support from the Office of the Dean) Submit proposals for program and/or course changes through governance. The PCU in the Dean's Office will provide support and assistance.</li> </ul>
2	<p>"There may be other opportunities to offer students the option to specialize in an empirical data-oriented track. There is currently considerable demand for workers trained in data analysis and economics. A strong track providing students with these skills would make them highly employable in exciting and well-paid jobs in industry and government."</p>	<p>We agree with the reviewers on the growing importance of strong empirical skills. The department had planned to start developing a data-analytics track, but these plans were delayed by the pandemic. The Curriculum Committee will address this issue in the short term.</p>	<p>See Department Response (beside). The Office of the Dean agrees with this recommendation and the Department's plan to develop a 'data-oriented track' in Economics. Support within the Dean's Office from the Program &amp; Curriculum Unit (PCU) can assist with proposal develop, approval, and implementation. Cognate units should be consulted to gauge interest in offering similar data-analytics courses for resource sharing opportunities.</p>		
3	<p>"The student survey reported in the self-study, and our discussions with students, indicate that there is strong student interest in research and experiential learning opportunities. The department is supportive, but such activities tend to be resource-intensive."</p>	<p>The department has been promoting practical experiences in our curriculum that provide opportunities for experiential learning, presentations, research, writing, and group work. We aim to continue to improve the opportunities for student engagement with research, which develops a broad range of skills (in particular, economic analysis, communication, presentation, and group work), in appropriate, smaller size, 300/400-level courses. With many faculty members carrying out research in a host of fields in economics, there are opportunities for undergraduates to gain valuable</p>	<p>See Department Response (beside). The Economics Department has very successfully integrated research and experiential activities within their curriculum. As seen by the significant uptake in the internship course, student interest is strong. However, these opportunities are resource-intensive and, therefore, expansion of these opportunities is limited. The Office of the Dean encourages the Department to continue to grow these opportunities. The Experiential Education Unit (EEU) within the Office of the Dean is able to offer administrative support and funding opportunities. Student bursaries are</p>		<p>Long Term:</p> <ul style="list-style-type: none"> <li>- (ECO, with support from the Office of the Dean) Implement approved changes.</li> <li>- (ECO) Monitor impact of recently implemented changes with respect to student feedback, completion rates, class averages, enrolment numbers, etc. Propose changes if and as needed.</li> </ul>

			<p>research experience, especially for upper-level students who have taken appropriate courses. In terms of our internship course, the department more than doubled its capacity in the past couple of years and our capacity to further expand this course with the current resources is now more limited.</p>	<p>also available to assist students where costs may be a barrier to accessing experiential learning opportunities. The Department has yet to fully take advantage of ROP funding available to incentivize opportunities for undergraduate students to undertake research under the guidance of Economics faculty.</p>	
	4	<p>“We recommend breaking the current one-year microeconomics and macroeconomics courses into two-semester courses. This change would allow students to spread their core theory courses over two years and make additional room for interesting electives. For some programs, the department should consider requiring only one semester of each theory sequence.”</p>	<p>See Department Response for Recommendation #1 (above) and Dean’s Response (beside).</p>	<p>The 100-level Economics course has since been split into two half-credit courses (one focusing on microeconomics and the other on macroeconomics). This was done to allow for increased curricular flexibility within the Department as well as in programs that Economics supports (in Management and IMI). However, the faculty have expressed concern and are hesitant to split the 200-level courses in the same way at this time. As noted by the Department, purposeful and concerted effort has been made to marry theory and application in 200-level foundational courses and currently senior level courses are scaffolded with specific learning outcomes and assessments based on students having completed the full-credit courses. To ensure quality is maintained throughout programs and courses, significant changes to the structure and format and the resulting impact need to be considered fully.</p> <p>The Office of the Dean encourages the Department to continue these curriculum conversations and to</p>	

				consider their programming on a holistic level. We believe that the spirit of this recommendation may be organically achieved as their curriculum is updated and renewed in response to this review, student demand, and faculty interest. The PCU within the Office of the Dean can support these discussions and curriculum changes, as appropriate.	
The reviewers observed that the Economics Specialist program has had low enrolment in recent years and might appear too rigorous to students not yet committed to pursuing graduate studies in Economics, while the Major may not adequately prepare students for graduate school. They suggested exploring options for programming that could position more students for graduate education.	5	“The Economics Specialist program has had quite low enrollment in recent years. It is intended to prepare students for graduate school. Given the low enrollment, one potential concern is whether it successfully fulfills that need. As the department noted in its self-study, students are often not aware of the requirements for preparation for graduate school. The Economics Specialist program may appear to be too rigorous when they are unsure if they want to go to graduate school. And the Major program does not adequately prepare students for graduate school unless students have some guidance in selecting courses. A program somewhere between the Economics Specialist program and the Major in rigour might prepare more students for graduate school.”	<p>Enrolment in the Economics Specialist program declined considerably between 2012-13 and 2017-18 (reflecting in part the imposition of tighter entry requirements) and this program has had low and stable enrolment since then. We note, however, that enrolment in the 200- and 300-level “specialist courses” (typically required for admission into graduate programs in Economics and related fields) has been rising gradually, indicating that more students from our other programs are following a curricular path that positions them for graduate education.</p> <p>In recent years, the department has made a considerable effort to provide better information to students in their 1st and 2nd years and to better help them plan their course of study. The department also introduced a Certificate in Advance Economics which provides a signal of completion of requirements for graduate-level study in the student’s transcript. The department continues to see course selection as a critical challenge and</p>	<p>See Department Response (beside). The Office of the Dean recognizes the substantial and positive efforts made by the Department in recent years to promote their courses and advise students on appropriate academic pathways. As the Department has noted, they have seen encouraging enrolment numbers and is developing a more comprehensive plan to continue this trend.</p> <p>The reviewer’s suggestion to create programming “somewhere between the Economics Specialist program and the Major in rigour” to help prepare more students for graduate school is the focus of the Certificate in Advanced Economics (launched September 2019). The Certificate program is designed to give Economics Major students the opportunity to complete a suite of courses required for graduate level studies and be recognized on their transcript through a special notation. This allows students in the major that have developed an interest in economic-oriented graduate studies later in their undergraduate career to</p>	<p>Short Term:</p> <ul style="list-style-type: none"> <li>- (ECO) Continue to implement the Department’s comprehensive plan to communicate to and engage with students placing special attention on advising on course selection at appropriate times; targeted recruitment and advising of high performing students that are well suited for specific courses/ programs; and counselling on academic and career pathway options.</li> <li>- (ECO) Continue to promote and monitor (enrolment numbers, completion numbers, student satisfaction) in the Certificate in Advanced Economics Program.</li> <li>- (ECO) Economics Curriculum Committee to review the Economics Specialist Program to consider opportunities for program innovation.</li> </ul> <p>Medium Term:</p>

			<p>will continue to devote considerable effort to make this selection more effective for students. The department is developing a comprehensive plan to continue improving communication and engagement with students. The department will also explore curricular options that can position more students for graduate education.</p>	<p>still do so without delaying their graduation by requiring a change in program (subject post) to the specialist. Interest and enrolment in the Certificate in Advanced Economics is strong.</p> <p>These recent changes do present an opportunity for the Department to review the program objectives of the Economics Specialist and experiment with innovative directions that previously could not be accommodated.</p>	<ul style="list-style-type: none"> <li>- (ECO) Continue efforts to advise and engage with students with respect to course and program selection.</li> <li>- (ECO, with support from the Office of the Dean) Develop and submit proposals for program and/ or course changes related to the Economics Specialist for governance approval.</li> </ul> <p>Long Term:</p> <ul style="list-style-type: none"> <li>- (ECO, with support from the Office of the Dean) Implement approved changes.</li> <li>- (ECO) Monitor impact of recently implemented changes with respect to student feedback, completion rates, class averages, enrolment numbers, etc. Propose changes if and as needed.</li> </ul>
<p>The reviewers observed that the BCom Economics Specialist program is very small and demanding, with only one student completing the program between 2012-19.</p>	6	<p>“Finally, the BCom Economics Specialist program is very small, and the self study notes that only one student has completed it between 2012-2019. The program is quite demanding as students have a heavy load of both management and advanced economics courses.”</p>	<p>Students in the BCom Economics Specialist program develop advanced core Economics skills in theory and econometrics while pursuing a Commerce Specialist program. Completion of the requirements for this program typically require students to take an additional term of study but it provides a useful avenue for students in Commerce to expand their exposure to economics. There are no resource implications from offering this program, but we agree that student enrollment and</p>	<p>See Department Response (beside). While the BCom Economics Specialist has an ambitious objective to expand economics exposure to commerce students; there is, unfortunately, not a strong interest in this program and its future should be considered in the immediate future by both the Economics and Management Departments. Given the stated interest and priorities of the Economics Department to develop and grow in other areas, closure of this program could allow for the</p>	<p>Short Term:</p> <ul style="list-style-type: none"> <li>- (ECO) Economics Curriculum Committee, in consultation with the Department of Management, to review the BCom Economics Specialist to determine sustainability and relevance at this time. Alternative options to provide commerce students with exposure to economics may be more synergistic with the Department of Economics overall academic mission and</li> </ul>



			<p>completion numbers over the last several years raise the question of whether this program is fulfilling its goals. The Curriculum Committee will review this program, in consultation with the Department of Management.</p>	<p>intellectual room to focus on some of these other initiatives with little impact to the unit and its students. The PCU in the Office of the Dean can assist with strategic planning in this area and the development of academic change proposals that may result.</p>	<p>goals should be explored. One possible outcome may be the closure of this program.</p> <p>Medium Term:</p> <ul style="list-style-type: none"> <li>(ECO, with support from the Office of the Dean) With the support of the Department of Management, develop and propose program and/ or course changes for the BCom Economics Specialist through governance, as recommended by the Economics Curriculum Committee.</li> </ul> <p>Long Term:</p> <ul style="list-style-type: none"> <li>(ECO) Monitor impact of recently implemented changes with respect to student feedback, completion rates, class averages, enrolment numbers, etc. Propose changes if and as needed.</li> </ul>
<p>Students report a lack of cohesion in the joint Specialist program in Political Science and Economics; a capstone course might be of benefit.</p>	7	<p>“When talking with students, one issue that came up was that the joint Specialist program in Political Science and Economics did not have a course that brought everything together - it was just a set of required courses from both departments. There was a sense that it lacked unity. In many cases, such as combined math and economics, or combined economics and statistics programs, such a structure works fairly well. But in</p>	<p>We agree with students and the reviewers that the Economics and Political Science Specialist program would benefit from further cohesion between the two disciplines. The department has long been interested in introducing a course in political economy, but this goal has been hindered by lack of faculty. We will continue to actively pursue opportunities to introduce this course. In addition, I will consult with the Department of Political Science to</p>	<p>See Department Response (beside). The Office supports the internal review of this program and efforts to create a more defined cohort along with cohesive program objectives. It may well be that a request to the Office of the Dean for an LTA or a part-time faculty member to teach a capstone course meets with a favourable response. Additional opportunities may include joint Research Opportunity Program (ROP) projects between faculty in the two</p>	<p>Short Term:</p> <ul style="list-style-type: none"> <li>(ECO) Begin discussions with the Department of Political Science to examine opportunities to strengthen the joint Specialist in Political Science &amp; Economics by emphasizing the connections between the two disciplines. Specific points of discussion should include: (1) creation of a capstone course; (2) creation of a modern political</li> </ul>

		<p>other cases, a cross-disciplinary program can be more effective with something in the program's structure that emphasizes the connections (or contrasts) between the disciplines. One option is a capstone course for students in a combined program. We note that the department has considered capstone courses and has concerns about the resource costs. However, in the case of Economics and Political Science, we think there is a good opportunity to create a modern political economy course.”</p>	<p>discuss joint efforts to bring cohesion to this program in the more immediate future.</p>	<p>departments, special topics courses, as well as jointly sponsored co-curricular activities.</p>	<p>economy course; (3) joint ROP opportunities; (4) special topics courses; and (5) jointly sponsored co-curricular events.</p> <p>Medium Term:</p> <ul style="list-style-type: none"> <li>- (ECO, in partnership with the Department of Political Science and with support from the Office of the Dean) Develop and propose program and/ or course changes for the joint Specialist in Political Science &amp; Economics through governance.</li> </ul> <p>Long Term:</p> <ul style="list-style-type: none"> <li>- (ECO, in partnership with the Department of Political Science) Monitor impact of recently implemented changes with respect to student feedback, completion rates, class averages, enrolment numbers, etc. Propose changes if and as needed.</li> </ul>
<p>The reviewers noted that department has made some headway on considering EDI issues in its curriculum, and suggested considering ways to continue to leverage faculty expertise in this area.</p>	<p>8</p>	<p>“UTM offers a course on the Economics of Poverty, something found in relatively few economics programs. While more common, providing a course on economic development helps students understand the challenges and potential strategies for alleviating poverty in low-income countries. Given the threat from climate change, it is important that Public</p>	<p>Several faculty members are engaged in research topics that relate to EDI issues as well as topics of growing societal importance such as environmental economics, climate change, and income inequality. The department’s coverage of these topics has increased steadily over the past few years. The department will continue to leverage faculty expertise</p>	<p>See Department Response (beside). The Office of the Dean is delighted to see the growth of interest in these areas by Economics faculty and encourages them to continue to offer programming and instruction in these areas, as appropriate. The PCU within the Office of the Dean can support these changes through the regular undergraduate curriculum review</p>	<p>Short Term:</p> <ul style="list-style-type: none"> <li>- (ECO) Continue to encourage and support faculty to develop offerings in areas of EDI, international affairs, and sustainability, which is reflective of the natural research interests of faculty. These offerings may be in the form of new courses and/ or</li> </ul>

		<p>Economics I focuses on global warming and biodiversity loss. Nevertheless, elsewhere we note the need for more courses in environmental economics and, given its importance for Canada, international trade. A number of faculty are actively engaged in applicable policy research. This includes education policy, social programs such as unemployment insurance, environmental issues, structural change, a variety of aspects of development economics, residential segregation, inequality, mechanism design, immigration, and public finance.”</p>	<p>to cover these topics in our curriculum.</p>	<p>process and corresponding resource implications review.</p>	<p>new content in existing courses.</p> <ul style="list-style-type: none"> <li>- (ECO, with support from the Office of the Dean) Submit course change proposals for governance approval, as appropriate.</li> </ul> <p>Medium Term:</p> <ul style="list-style-type: none"> <li>- (ECO, with support from the Office of the Dean) Implement approved changes.</li> </ul>
<p>The reviewers proposed that tracking student trajectories after graduation could prove useful for ongoing quality assessment purposes.</p>	<p>9</p>	<p>“It would be very useful to know what happens to students after they graduate - the types of employment and further study undertaken. There does not seem to be good data available on this, and we encourage efforts to develop surveys to acquire such information.”</p>	<p>We agree with the reviewers that it would be very valuable to have more information about our students after they graduate. The department implemented a “exit survey” after the last external review which has provided valuable insights into students’ curricular trajectories while at UTM and how they relate to their career plans at time of graduation. These insights have resulted in important curriculum developments, such as the Certificate in Advanced Economics. We also agree on the value of tracking student trajectories after graduation for ongoing quality assessment purposes and, in addition, on the value of strengthening links with alumni. The department recognizes the complexity of the infrastructure required to track students’ trajectories after graduation and will partner with the</p>	<p>See Department Response (beside). Alumni tracking and networking is a common desire across all units at UTM. As noted by the Department, alumni tracking is difficult and complex. It is a long-term goal for the division as a whole. Building strong connections and networks while students are at UTM will help in maintaining these relationships post graduation. The Department is encouraged to work with the Alumni Relations team within our Office of Advancement to determine strategies for developing and maintaining this network.</p>	<p>Short Term:</p> <ul style="list-style-type: none"> <li>- (ECO) Begin conversations with Alumni Relations (within the Office of Advancement) to determine what data on graduates is available and strategies to improve alumni tracking.</li> <li>- (ECO) Continue to support and maintain strong relationships with student societies and groups to leverage their current alumni connections and encourage future networking.</li> <li>- (ECO and the Office of the Dean) Consider hosting regular alumni events. Funding is available from the Office of the Dean priority funds to help support these kinds of initiatives.</li> </ul>

			appropriate offices at UTM to access available data and explore ways to leverage it.		<p>Medium Term:</p> <ul style="list-style-type: none"> <li>- (ECO) implement recommendations from Alumni Relations, as appropriate.</li> <li>- (ECO) Continue to maintain the relationship with current student societies and groups.</li> <li>- (ECO) Continue to host regular alumni events.</li> </ul> <p>Long Term:</p> <ul style="list-style-type: none"> <li>- (ECO) Continue to maintain relationships with student societies and host alumni events regularly and consistently.</li> </ul>
The reviewers suggested that junior faculty might benefit from enhanced mentorship opportunities related to both teaching and research, in addition to the annual PTR process.	10	“[W]e believe that junior faculty would benefit from a formal mentoring program for both research and teaching. Currently, there is wide variation in how frequently junior faculty meet with a mentor. We recommend that each be assigned two mentors, who would each meet with the assistant professor at least once per semester. A senior faculty member should visit the assistant professor’s class at least once per year and provide formative feedback. The chair should meet annually with each assistant professor with either a mentor or the associate chair present.”	The department agrees with the reviewers that junior faculty would benefit from a more formal mentoring program that generates valuable feedback on research and teaching throughout the mentees’ junior careers, and clearer expectations and increased accountability to mentors. I will strike a committee, with representation from all ranks and streams, to address this issue and improve our mentoring program.	See Department Response (beside). The Office of the Dean agrees with the comments of the reviewers and the Department. The Chair’s plans to strike a committee to improve mentoring in the Department is strongly supported, with encouragement to also reach out the Vice-Dean, Faculty’s team in the Office of the Dean for additional resources and support.	<p>Short Term:</p> <ul style="list-style-type: none"> <li>- (ECO) Establish a committee to improve the faculty mentoring program in the Department. This committee will have representation from all ranks and streams. Considerations for improvement include assigning two mentors for each junior faculty; requiring at minimum one meeting with each mentor per academic term; an in-class visit by a senior faculty member per academic year; and an annual meeting with the Chair and the Associate Chair or one mentor.</li> </ul> <p>Medium Term:</p>

					<ul style="list-style-type: none"> <li>- (ECO) Implement recommendations of the committee, as appropriate.</li> </ul> <p>Long Term:</p> <ul style="list-style-type: none"> <li>- (ECO) Monitor the impact of changes.</li> </ul>
<p>The reviewers recommended continuing to monitor the optimal balance of junior and senior, and tenure- and teaching-stream faculty in complement planning, while also exploring recruitment in areas of limited coverage.</p>	11	<p>“There are few, if any, leading economics departments that have as few tenure-track faculty as the UTM department has.”</p>	<p>The department agrees with the reviewers on the need to hire high-quality mid-career faculty and we have been actively searching at this rank in the recent past. As the reviewers note, the market for economists is very competitive and we face increasingly stiff competition in faculty recruitment and retention from U.S. institutions and business schools which can pay much higher salaries. We agree with the reviewers that it is essential that the UTM administration work with the department to successfully make new hires and retain existing faculty.</p>	<p>See Department Response (beside). The Office of the Dean acknowledges the observations of the reviewers in this area, as well as the efforts made by the Department of Economics. We agree that recruitment, retention, and mentoring of faculty is critical and look forward to working with the Department. The Vice-Dean, Faculty within the Dean’s Office will support these efforts, as appropriate.</p>	<p>Short Term:</p> <ul style="list-style-type: none"> <li>- (ECO, Office of the Dean) Continue conversations with the Vice-Dean, Faculty around major issues of concern noted by the reviewers.</li> <li>- (ECO) Submit annual complement plan to the Office of the Dean for review. As noted by the reviewers, the need for senior-level and tenure-stream faculty should be emphasized as well as the desire to bring in expertise to UTM in the areas of international trade and environmental economics. The Office of the Dean will review departmental complement plans as part of the annual faculty complement planning process. In addition, the Office of the Dean will support efforts by the Economics Graduate Department to better manage and coordinate hiring practices for the Departments at both UTM and FAS.</li> </ul> <p>Medium Term:</p>
	12	<p>“We strongly recommend that the administration consider allowing some senior offers to offset the loss of tenured faculty. We strongly recommend against moving to a model with more nontenure stream faculty. With roughly 20% non-tenure stream faculty, the balance seems to be at the upper end of what is consistent with quality undergraduate education in which students have sufficient interaction with research-active faculty.”</p>			
	13	<p>“The UTM faculty cover a wide range of fields, especially given the modest number of tenure-track faculty. We did note a lack of coverage in international trade, and it would be desirable to have another faculty member in environmental economics. Our understanding is that the department is actively seeking faculty specialized in both areas.”</p>			

					<ul style="list-style-type: none"> <li>- (ECO, Office of the Dean) Continue conversations and efforts to maintain an optimal balance in the Department's faculty complement and support improvements to recruitment practices at the level of the Graduate Department.</li> <li>- (ECO, with support from the Office of the Dean) Recruit new faculty, as appropriate.</li> </ul> <p>Long Term:</p> <ul style="list-style-type: none"> <li>- (ECO) Continue to monitor the composition of the faculty and the needs of the Department. These observations should be reflected in the annual faculty complement plan submitted to the Office of the Dean.</li> </ul>
<p>The reviewers were struck by the absence of cross-listed courses between Management and Economics. In addressing this finding you may wish to speak to opportunities for strategic collaboration at the intersection of Management, IMI and Economics, that would benefit the UTM community as a whole.</p>	14	<p>"We heard some concern that the Management program is expanding into areas that are historically addressed by the economics department and some recognition that economics is covering some areas of finance traditionally reserved for the Management program. It is also clear that Management is considering reducing the economics requirements in its program, which would significantly impact the economics department. We were also struck by the absence of cross-listed courses between management and economics and between political science and economics</p>	<p>The Department collaborates with the Department of Management in their BCom and BBA programs and IMI in their Business Minor. These three units have also collaborated in research events. We agree that there is room for further collaboration between Economics, Management, and IMI given both the range of faculty research expertise and interests in these three units and the range of programs offered, strengthening the research output and educational experience at UTM. The department will meet with the Department of Management and IMI to explore effective pathways for collaboration.</p>	<p>See Department Response (beside, as well as for Recommendation #7) and Dean's Response (above, for Recommendation #7). The Office of the Dean strongly supports interdisciplinary and cross-departmental collaborations. Indeed, the Institute for Management &amp; Innovation (IMI) is an academic unit that is grounded in interdisciplinary pursuits and would be a natural collaborator here.</p>	<p>Short Term:</p> <ul style="list-style-type: none"> <li>- (ECO) Strike a working group between Economics, Management, and IMI to explore effective pathways for collaboration in existing and potential programming.</li> </ul> <p>Medium Term:</p> <ul style="list-style-type: none"> <li>- (ECO, with support from the Office of the Dean) In collaboration with Management and IMI, propose program and/ or course changes, as appropriate based on recommendations of the working group.</li> </ul>

		despite the existence of programs cutting across fields.”			<p>Long Term:</p> <ul style="list-style-type: none"> <li>- (ECO, with support from the Office of the Dean) In collaboration with Management and IMI, implement changes and monitor student progress and satisfaction.</li> </ul>
The reviewers observed the benefits of bi-campus collaboration, and highlighted the significant appeal for UTM faculty of access to office space on the St. George campus.	15	<p>“[W]e did not receive complaints about the physical space and infer that the concerns raised in the prior review have been addressed by the new space allocated to the department. The main concern was whether the St. George campus can continue to provide individual offices to UTM faculty. If there truly is a risk of space issues at St. George, this is a serious concern that should be addressed. It will be dramatically more difficult to attract faculty to UTM if good St. George space is unavailable.”</p>	<p>The department agrees that the high level of collaboration between the UTM and St. George departments plays a vital role in the level of undergraduate programs offered at UTM, the level of research of both departments, and the level of the graduate programs offered by the graduate unit. Faculty members of both departments also agree that appropriate office space for UTM faculty at the Department of Economics at the St. George campus (Max Gluskin House) is essential for making the close cooperation between the two departments work. Office availability in the Max Gluskin House has become scarcer in recent years and the future availability of sufficient office space remains a serious concern.</p>	<p>See Department Response (beside). The Office of the Dean is supportive of the faculty’s desire for continued allocation of St. George office space for UTM faculty. We also appreciate the space constraints for all divisions and academic units and that, currently, UTM is required to provide private office space for every full-time faculty member on the UTM campus, whether or not the office space is used regularly or even occasionally. Continued conversations with the Department of Economics at St. George to maintain a strong but fiscally responsible relationship is a key objective in the future.</p>	<p>Short, Medium, and Long Term:</p> <ul style="list-style-type: none"> <li>- (ECO) Continue to maintain the strong relationship with the St. George Department of Economics to find mutually beneficial solutions for space use.</li> </ul>
Other recommendations not included in the Request for Administrative Response	16	<p>“The title of ECO364H5 is International Trade Theory. This sounds a bit outdated as presumably the course covers both trade policy and empirical evidence on various aspects of the economics of international trade. We suggest dropping the word ‘Theory’.”</p>	<p>See Dean’s Response (beside).</p>	<p>The Office of the Dean encourages the Department to consider this recommendation. A course name change can be proposed in the next round of undergraduate curriculum review and be effective for the 2024-2025 academic year. The PCU in the Dean’s Office can support, as needed.</p>	<p>Short Term:</p> <ul style="list-style-type: none"> <li>- (ECO) Proposed course name change to be reviewed by the Economics Curriculum Committee in the next round of curriculum review.</li> <li>- (ECO, with support from the Office of the Dean) If deemed appropriate, the change can be proposed in the Spring</li> </ul>

					<p>2023 or Fall 2023 rounds of curriculum review and (if approved) be effective for the 2024-2025 Academic Year.</p> <p>Medium Term:</p> <ul style="list-style-type: none"> <li>- (ECO, with support from the Office of the Dean) Course name change is implemented, reflected in the 2024-2025 Academic Calendar, and promoted accordingly by the Department.</li> </ul>
17	<p>"In our discussions with students, we (not surprisingly) heard that they found variation across instructors in the quality of teaching. They also noted that some instructors were more experienced than others. And they said that they would like to have access to previous student evaluations when choosing their courses."</p>	<p>See Dean's Response (beside).</p>	<p>Past course evaluations are available to students through QUERCUS, as per the <i>Policy on the Student Evaluation of Teaching in Courses</i>. In line with this Policy, instructors may opt to not release data for their course.</p>	<p>No action on this item is required as access to course evaluations is already made available to students as per the <i>Policy on the Student Evaluation of Teaching in Courses</i>.</p>	



### **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 strong teaching program that benefits from highly regarded research faculty and dedicated members of the teaching stream, the “genuinely remarkable” level of integration and cooperation between Economics faculty at UTM and UTSG, and the high student satisfaction and excellent undergraduate experience. They noted that course material reflects the current state of the discipline, and that the program ensures that students develop writing skills. They commended the certificate program, the new experiential learning course and popular internship course as strong initiatives, as well as the use of undergraduate TAs and the grad student help desk in providing mentorship to students. They highlighted the impressive junior faculty and the innovative and engaging teaching, in particular among members of the teaching-stream, and the high regard for and morale of staff members. Finally they noted that the department is well-organized and functions smoothly, stakeholders are happy with departmental leadership, there are no concerns related to existent departmental space, and that relationships with cognate units are cordial and productive.

The reviewers recommended that the following issues be addressed: considering various strategies for strengthening undergraduate offerings; exploring options for programming that could position more students for graduate education; addressing issues in the BCom Economics Specialist program; exploring a capstone course in the joint Specialist program in Political Science and Economics; considering ways to continue to leverage faculty expertise in the area of EDI; tracking student trajectories after graduation; providing enhanced mentorship opportunities to junior faculty; continuing to monitor the optimal balance of junior and senior, and tenure- and teaching-stream faculty in complement planning, while exploring recruitment in areas of limited coverage; addressing the absence of cross-listed courses between Management and Economics and considering opportunities for strategic collaboration at the intersection of Management, IMI and Economics; and supporting bi-campus collaboration, while acknowledging the significant appeal for UTM faculty of access to office space on the St. George campus. The Dean’s Administrative Response describes the division and unit’s responses to the reviewers’ recommendations, including an implementation plan for any changes necessary as a result.

### **5. Monitoring and Date of Next Review**

Progress checks and monitoring of the implementation plan will occur through the Chair’s Annual Report to the Dean. The next external review of the Department of Economics is scheduled to occur in the 2027-2028 academic year, with a midway report submitted to the Office of the Vice-Provost, Academic Programs in 2024-2025.

## **6. Distribution**

On June 30<sup>th</sup>, 2023 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 UTM, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to unit/program leadership.

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

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## 1. Review Summary

<b>Program Reviewed:</b>	Master of Management & Professional Accounting, MMPA
<b>Unit Offering Program:</b>	Institute for Management & Innovation, UTM
<b>Commissioning Officer:</b>	Vice-Principal Academic & Dean University of Toronto Mississauga
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"><li>• Professor Steve Fortin, School of Accounting &amp; Finance, University of Waterloo</li><li>• Professor Alan Jagolinzer, Cambridge Judge Business School, University of Cambridge</li><li>• Professor Catherine Shakespeare, Stephen M. Ross School of Business, University of Michigan</li></ul>
<b>Date of Review Visit:</b>	December 8, 9 and 13, 2021 (conducted remotely)
<b>Date Reported to AP&amp;P:</b>	February 16, 2023

## **Previous UTQAP Review**

**Date:** December 3 – 4, 2012

### **Summary of Findings and Recommendations**

#### **Significant Program Strengths**

- The high quality of the programs' applicants
- The quality and extent of experiential learning and other innovative components
- The strong relationships with external professional organizations
- MMPA students' 83% pass rate on professional qualification examination
- The visionary efforts of the current Director

#### **Opportunities for Program Enhancement**

- Examining the mix of students in the MMPA Program in order to support attainment of learning outcomes and program rigour
- Exploring ways to grow the domestic applicant pool in the MMPA Program
- Reassessing the decision to shorten the MMPA Program's co-op requirement
- Evaluating factors resulting in an apparent decrease in students' placement options
- Assessing the optimal tuition for the programs with an eye to its impact on student recruitment
- Addressing the sustainability of resources and administrative structure to support the programs

# Current Review: Documentation and Consultation

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## Documentation Provided to Reviewers

Terms of Reference; Master of Management and Professional Accounting Self-Study, 2021; Previous Report and Administrative Responses; Graduate Degree Level Expectations University of Toronto; UofT Facts & Figures 2020; UTM Divisional Academic Plan, 2017; UTM Vision Statement, 2017; School of Graduate Studies Academic Calendar, Excerpt from 2021-22; School of Graduate Studies Admissions Guide, 2021-22; Tri-Campus Framework; CPA Accreditation Letter, January 2021; Access to all course descriptions; Access to the curricula vitae of faculty.

## Consultation Process

The reviewers met with the Vice-Principal Academic & Dean, Vice-Dean Teaching & Learning, and Vice-Dean Graduate Studies & Postdoctoral Affairs; Director of the Institute for Management & Innovation (IMI); MMPA Program Director and Associate Program Director; senior and junior tenured faculty; MMPA student executives (class presidents) and current students (Class of 2022 cohort); teaching stream faculty; sessional lecturers; administrative staff and librarians; and alumni.

# Current Review: Findings and Recommendations

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## 1. Undergraduate Program(s) n/a

## 2. Graduate Program(s)

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

The reviewers observed the following **strengths**:

- Objectives
  - ▶ MMPA does excellent job of preparing students for professional exams and career launch to traditional accounting career paths
- Admissions requirements
  - ▶ Two year program is unique in Canadian market in allowing students to pursue an accounting master's degree without prior accounting degree experience
- Curriculum and program delivery
  - ▶ Alumni and recruiters note benefits of the considerably rigorous curriculum, which contributes to development of students' time-management skills
  - ▶ Curriculum recently re-accredited by the Canadian professional accounting body, demonstrating its rigor and appropriateness
- Innovation
  - ▶ Program appears to have innovatively leveraged a market opportunity to admit quality students who hold undergraduate degrees from other institutions

- Accessibility and diversity
  - ▶ Student body has increasingly diverse backgrounds, prior experience, and career interests
- Assessment of learning
  - ▶ Most students complete an external professional exam following their degree, and the U of T level of success on such exams is typically better than other similar Canadian programs
- Student engagement, experience and program support services
  - ▶ Program's co-op requirements are an important and valuable aspect of the overall experience, allowing students to apply their learning in the field
  - ▶ Students and alumni seem pleased by quality of educational experience
- Quality indicators – graduate students
  - ▶ 24/27-month program attracts high caliber students from diverse backgrounds, who are strongly recruited by employers
  - ▶ No evidence of problems with completion rates or time to completion, which is commendable in light of the volume and difficulty of workload
- Quality indicators – alumni
  - ▶ Program shows evidence of consistently strong employment placement rates

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

- Overall quality
  - ▶ One year program may dilute or exploit the reputation of the two year program
- Objectives
  - ▶ Program may be too heavily anchored to professional accounting career exams and pathway preparation, and may not necessarily reflect the broader career interests of an increasingly diverse student body
  - ▶ Applicants are recruited with skills in science and other fields, yet program does not appear to leverage those skills for potential alternative career opportunities
- Admissions requirements
  - ▶ One year program cohort appears to include less pre-program experience breadth, and includes some students who did not perform well enough in undergraduate training to secure top career placements
  - ▶ One year program faces more direct competition from similar U of T offerings, which appears to dilute competitiveness of applicant pool
- Curriculum and program delivery
  - ▶ Students expressed concerns about repetition in the curriculum
  - ▶ Some ambiguity about the value of the 12-month program, relative to 24/27-month program, which is perceived as higher calibre; students are not well integrated across programs and the 12-month students are not as heavily recruited professionally
  - ▶ Unclear whether curriculum adjustments have been made to accommodate students who arrive with less business fluency
- Student engagement, experience and program support services
  - ▶ Students find workload overwhelming and, at times, potentially unhealthy

- ▶ Students expressed feeling implicitly compelled to pursue traditional accounting careers, and that they have limited exposure to other career paths or guidance on how to pursue such trajectories
- Quality indicators – alumni
  - ▶ Students in one-year program appear to lack same breadth of prior experience and seem to be less well regarded by recruiters than those in two-year program (although reviewers note placement rates of one year program are good)
- Student funding
  - ▶ Some concerns around increasing program costs, which makes it more difficult for students to engage
  - ▶ Some prominent alumni have expressed willingness to donate in support of student scholarships, however have not been approached to enable those contributions

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ Reviewers note potential for curriculum revision to provide broader range of courses outside of the traditional accounting path
  - ▶ Allow students with demonstrated competency to waive courses in order to open capacity for electives
  - ▶ Create program streams that might deviate from traditional exam certification path
  - ▶ Carefully examine the curriculum to identify and eliminate unnecessary redundancy
- Accessibility and diversity
  - ▶ Availability of more and higher-level scholarships would further increase the accessibility of the program
- Student engagement, experience and program support services
  - ▶ Explicitly examine the complexity and rigor of the program to ensure it does not degrade student health or place unnecessary burden on them
  - ▶ Enhance and clarify communications with students about the pedagogical value of the program’s rigor and pressure, and ensure availability of time management coaching and mental health resources

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Program has access to excellent Accounting faculty group from University of Toronto Mississauga campus and the Rotman School; “[t]here is no question that there is access to superior intellectual quality in accounting”
- Research
  - ▶ Research faculty, who assemble from the three campuses, are well-integrated into research community
  - ▶ “The scope, quality and relevance of the faculty research activities is more than appropriate to support the program”

## 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
  - ▶ Program administrators and instructors passionately committed to student mentoring and support; students and alumni are very appreciative
  - ▶ Staff are well-respected by school administrators
  - ▶ Reviewers note a collaborative and respectful environment between faculty, students, and staff
  - ▶ Campus affiliation does not appear to impact professional or research relationships among faculty supporting the MMPA; interactions seem fluid and collaborative
  - ▶ Program team is highly competent and motivated, and well-involved in the profession
  - ▶ Program appears to enjoy very close relationships with accounting professional organizations
- Organizational and financial structure
  - ▶ Staff and library resources for program appear to be very good
- International comparators
  - ▶ Two-year program is unique in Canada, giving it a competitive edge

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

- Relationships
  - ▶ There do not appear to be clear incentives for Rotman faculty to support the program, particularly since this may involve a long commute; this may represent an area of long-term risk, as might the recent introduction of a professional qualification at Rotman
  - ▶ Student camaraderie appears confined within-cohort; bonds do not seem to develop between the one- and two-year cohorts
- Organizational and financial structure
  - ▶ Reviewers note lack of clarity whether physical resources (classrooms, teaching equipment, and student spaces) used by the program are adequate
  - ▶ Reviewers note that while changes in IMI's structure bring some benefits to the program, there is a lack of clarity regarding where the academic ownership of the MMPA lies which could present significant future challenges related to issues such as budgetary assignments, academic ownership, and performance reviews
- Long-range planning and overall assessment
  - ▶ Program's title and branding appears to be confusing to a number of students (particularly international), who enter believing it to be a general business program



- ▶ Reviewers note apparent desire to recruit within IMI to staff the future needs of the program; while this appears possible for teaching-stream faculty, it is unlikely to be successful for members of the tenure-stream
- ▶ Appears that Rotman faculty and other faculty teach in MMPA as overload; if they chose to stop, it could put the staffing of the MMPA at risk
- International comparators
  - ▶ No appropriate international comparators due to highly specific nature of program within Canadian context

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Reviewers note possible opportunities for synergies with other degree programs at IMI
  - ▶ Program might consider leveraging close relationships with accounting professional organizations, to influence the demand for new skills within the accounting professional certification process
  - ▶ Opportunities for enhanced engagement with government or policy agencies, particularly if the program pursues alternative streams to pipeline students into policy or government roles that leverage accounting and finance skills
- Long-range planning and overall assessment
  - ▶ Decouple program from its current primary focus on professional accounting-based exam completion and reorient to professional impact-based learning
  - ▶ Pursue promising fundraising opportunities and work with alumni to secure much needed scholarship money

## 2. Administrative Response & Implementation Plan



UNIVERSITY OF  
**TORONTO**  
MISSISSAUGA

OFFICE OF THE DEAN

January 16, 2023

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

Dear Professor McCahan:

We are writing to provide an administrative response to the External Review of UTM's Master of Management & Professional Accounting (MMPA) Program, which was held in December 2021. This is a professional graduate program offered by UTM's Institute for Management & Innovation (IMI). Overall, the reviewers found that the Program "does an excellent job of preparing students for professional exams and launching graduates into traditional accounting career paths" and commended the 24-month and 27-month program options as "unique and competitive in Canada and attract high caliber students from diverse backgrounds who are strongly recruited by employers". The reviewers also spoke positively about the co-op/ work term requirements of the program, emphasizing that they are "an important aspect of the overall learning experience". They were similarly positive regarding the high level of student success on external exams and student satisfaction with their experience in the Program. Not surprisingly, the reviewers spoke highly of the program administrators and acknowledged the "cooperative and respectful environment among students, faculty and staff" as well as the "high-quality research productivity and strong collaborative relationships between faculty across campuses". This is a strong foundation for the Program to build on as they plan for the next five years and beyond.

Enclosed, you will find a brief discussion on specific recommendations made by the external reviewers in a table that outlines the Program's response, the Decanal response, and an Implementation Plan identifying action items and timelines (short, medium, and long term). This response was developed in consultation with the Department, through a Town Hall held on September 20, 2022, as well as the Program Administrative Response submitted by Prof. Irene Wiecek, MMPA Program Director and Prof. Yue Li, MMPA Associate Director. Progress checks and monitoring of the implementation plan will occur through Annual Activity Reports submitted to the Director of IMI, with the Director passing on progress in the Annual Activity Reports submitted to the Dean. The next external review of the MMPA Program is scheduled to occur as part of the next review of the Institute for Management & Innovation (IMI) in the 2028-2029 academic year, with a midway report submitted to your Office in 2024-2025.

Please let us know if you have any questions about this response.

Sincerely,



Amrita Danieri  
Interim Vice-Principal, Academic & Dean



Tracey Bowen  
Vice-Dean, Teaching & Learning

Encl: 2021-22 UTQAP Review of the Master of Management and Professional Accounting,  
University of Toronto Mississauga - Review Recommendations (table)  
MMPA Program Administrative Response

CC: Soo Min Toh, Interim Director, IMI, University of Toronto Mississauga  
Shashi Kant, Interim Associate Director, IMI, University of Toronto Mississauga  
Irene Wiecek, Program Director, MMPA, University of Toronto Mississauga  
Yue Li, Associate Program Director, MMPA, University of Toronto Mississauga  
Ajay Rao, Vice-Dean Graduate, University of Toronto Mississauga  
Yen Du, Manager, Academic Programs, Reviews & Quality Assurance, University of  
Toronto Mississauga  
Amanda Pullan, Research Analyst, Academic Programs and Curriculum, University of  
Toronto Mississauga

## 2021-22 UTQAP Review of the Master of Management and Professional Accounting, University of Toronto Mississauga - Review Recommendations

Please do the following for each recommendation in the table:

- If you **intend** to act on a recommendation, please provide an **Implementation Plan** identifying actions to be taken, the time frame (short, medium, long term) for each, and who will take the lead in each area. If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.
- If you **do not** intend to act on a recommendation, please briefly explain why the actions recommended have not been prioritized.
- In accordance with the UTQAP and Ontario's Quality Assurance Framework, "it is important to note that, while the external reviewers' report may include **commentary** on issues such as faculty complement and/or space requirements when related to the quality of the program under review, **recommendations** on these or any other elements that are within the purview of the university's internal budgetary decision-making processes must be tied directly to issues of program quality or sustainability" (emphasis added)
- You may wish to refer to the [sample table](#) provided by the Office of the Vice-Provost, Academic Programs

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Program Response	Dean's Response	Implementation Plan
The reviewers noted a lack of clarity around where academic ownership of the MMPA lies, particularly within the new Institute for Management and Innovation structure, and also observed that there is no clear incentive for Rotman faculty to provide continued support to the program. They flagged related potential for future concerns around program administration and delivery. (In responding, you may wish to speak to how the program is designed to sit within the broader management and accounting landscape at U of T.)	1	"While the change in the structure to IMI brings some benefits to the program, there are several potential challenges for the future. It is not clear, for example, where the academic ownership of the program lies, particularly with the new IMI structure. For example, there appears to be more Management and Accounting academic expertise outside of IMI (particularly in the Management Department) than within IMI. The program director belongs to IMI and the Associate Director belongs to the Management Department. So far, this seems to work as the program academic staff has been involved in the program for a significant amount of time. Longer run, there could be issues of budgetary assignment, academic ownership,	Academic ownership of the program rests with the Institute for Management & Innovation (IMI). As a fairly new inter-disciplinary unit, designed to build interdisciplinary connections between the various academic units and departments at UTM (and the University more broadly), IMI's inter-disciplinary research mandate is emerging and an investment needs to be made in hiring new faculty in order to support this emerging research mandate – especially in the area of accounting.  The accounting profession has recently broadened its focus to embrace areas such as sustainability, big data and artificial intelligence as reflected in the new Chartered Professional Accountants (CPA) Competency Map 2.0. IMI and the	See Program Response. 'Academic ownership' of the MMPA Program lies with the Institute for Management & Innovation (IMI) as the academic and budgetary unit administering the Program. The IMI Director provides overall strategic direction of all academic programming within the unit to ensure cohesive programming across the unit under a shared vision and mission. This is done in close collaboration with the MMPA Program Director, the IMI Associate Director, and under the advice of the IMI Curriculum Committee. The IMI Director is also responsible for ensuring appropriate and sufficient academic staff for the Program, with a view to achieving short and long-term goals and milestones. As a new EDU:A that only acquired the ability to hold primary faculty appointments	Short Term: <ul style="list-style-type: none"> <li>- (IMI) Complete a strategic and budgetary self-review to determine possible sources of funding for new faculty positions.</li> <li>- (IMI) Begin faculty complement discussions around new accounting faculty with expertise in sustainability, big data/ analytics, and emerging technologies. These new faculty hires would hold primary appointments in IMI.</li> <li>- (IMI, with support from Office of the Dean) Continue to foster existing relationships with cognate units who provide instructional resources and opportunities</li> </ul>

		<p>performance reviews and others that may arise.”</p>	<p>MMPA program are well-placed to implement changes in the new CPA Competency Map but we need to begin to create some critical mass in terms of our faculty (especially accounting research faculty). We wish to point out that a large percentage of the MMPA courses continue to be taught on overload (i.e., since the previous external review). This issue may re-surface in the next external review and may create difficulty, should the MMPA seek independent accounting graduate program accreditation.</p>	<p>in July 2020, there is an opportunity and the necessity to continue supporting a strong and healthy relationship for teaching resources among cognate units (including UTM Management and Rotman among others.) in the short term. As IMI develops and matures, so will its faculty complement and research profile. A natural reduction in non-IMI faculty teaching in the Program is expected. Since the review of the Program in December 2021, the Associate Program Director now holds a 100% primary appointment with IMI. Both Program Director and Associate Program Director are now IMI-appointed.</p> <p>As suggested in the Program Response (beside), the field of accounting has broadened significantly in recent years into areas such as sustainability accounting, big data, and artificial intelligence. IMI, as an interdisciplinary unit with existing faculty expertise and academic programming in sustainability and big data, is well placed to help MMPA grow and evolve to incorporate these areas. UTM’s computer science and robotics areas are seeing incredibly strong growth and advancement currently with much opportunity for collaboration with IMI and the MMPA Program.</p> <p>The UTM Office of the Dean will continue to support IMI and the MMPA Program in securing academic</p>	<p>for inter-disciplinary collaboration.</p> <p>Medium Term:</p> <ul style="list-style-type: none"> <li>- (IMI, Office of the Dean) Submit annual faculty complement plans, including LTA requests, that reflect a prioritization of faculty with interest and ability for interdisciplinary work, especially in the areas of sustainability accounting, big data/ analytics, and emerging technologies who can support the MMPA program as well as other IMI programs. Ideally, two new tenure-stream faculty members will be hired within the next three years.</li> <li>- (IMI, with support from the Office of the Dean) Continue to foster existing relationships with cognate units who provide instructional resources and opportunities for inter-disciplinary collaboration.</li> </ul> <p>Long Term:</p> <ul style="list-style-type: none"> <li>- (IMI, with support from Dean’s Office) Continue to foster existing relationships with cognate units who provide instructional resources and opportunities for inter-disciplinary collaboration.</li> </ul>
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				<p>staff by providing opportunities for faculty recognition and compensation, such as allowing some of the graduate teaching in the MMPA Program to be onload, exploring the use of LTA positions, and industry/ external experts as potential adjunct faculty to IMI's advantage. The Program has indicated faculty complement plans for new faculty in the areas of sustainability, big data/ analytics, and emerging technologies. These requests will be submitted by IMI as part their unit's annual faculty complement plan and be reviewed as per the normal faculty complement planning process by the UTM Office of the Dean.</p>	
	2	<p>"...there does not appear to be a clear incentive for Rotman faculty to support the program, particularly since it may involve a long commute. This does not appear to prevent them from supporting the program, however, it may represent an area of risk in the long run. This risk might be heightened with the recent introduction of a professional qualification at Rotman."</p>		<p>See Program Response (beside) and Dean's Response (above). Given increasing expertise at UofT in the design of effective hybrid courses, it may be that the issue of commuting between different campuses is less relevant. In any case, the issue of physical distance has not yet become an issue that hampers faculty based at Rotman from participating in the MMPA program.</p> <p>Further, as IMI grows, the need to draw on non-IMI faculty is expected to decline. However, it is important to note that IMI is an interdisciplinary unit by design and naturally operates at the intersection of multiple and varied disciplines. One of its strengths is its ability to bring together researchers and experts in various</p>	

				fields to explore new intellectual territory. With this in mind, we hope to continue to use this to our advantage and will seek opportunities to strategically place faculty and industry experts in key instructional roles.	
The reviewers observed that the program is very heavily anchored to professional accounting career exams and pathway preparation, and providing pathways related to a broader range of career options could benefit students from increasingly diverse backgrounds. They noted potential for curriculum revisions to offer a range of courses outside of the traditional accounting path, and possible opportunities for synergies with other degree programs at IMI.	3	“Decouple the program from its primary focus on professional accounting-based exam completion and reorient to professional impact-based learning. Discuss, for example, how this learning can support potential global impact on major business, societal, environmental, or policy initiatives.”	<p>We are in the midst of tremendous change with things such as increasing amounts of data, automation, artificial intelligence and changing societal values shaping the future. Sustainability is an area that is coming to the forefront – especially in the accounting discipline.</p> <p>As the accounting body of knowledge continues to change in response to these forces, the MMPA curriculum will also evolve. The MMPA’s goal is to produce leaders in these emerging accounting areas so we need to provide career pathways that meet the needs of our employer stakeholders and student who are seeking placement during co-op work terms and after graduation.</p> <p>We are increasingly focused on taking in students with science backgrounds and would like to ensure that they have opportunities to build on their undergraduate foundations. The MMPA Program will also support students who wish to pursue non-accounting/auditing career pathways, including Chartered Financial Analyst (CFA) and a research career.</p>	As the Program has noted, the landscape of the accounting profession is changing significantly, and this change will impact the MMPA Program. In addition to program changes related to the new CPA Competency Map 2.0, the Program is working to expand co-op partners to develop work term opportunities beyond the ‘big four accounting firms’ (i.e. non-accounting firms, mid- to smaller-tier accounting firms). This will expose MMPA students to career options other than the ‘traditional’ professional accounting pathway. Additionally, the MMPA Program has already started discussions with UTM’s Master of Science in Sustainability Management (MScSM) Program to develop a combined degree program. The MScSM Program also resides within IMI.	<p>Short Term:</p> <ul style="list-style-type: none"> <li>- (IMI) Establish an MMPA Alumni Advisory Board to help reimagine the MMPA Program (‘MMPA Redesign’) and advise on key issues and recommendations from this review.</li> <li>- (IMI) Host a two-day retreat in February/ March 2023 to launch the MMPA Redesign. This retreat will include thought-provoking presentations by experts and stakeholders, and provide opportunities for faculty, students, and staff to think more broadly about the Program’s value proposition.</li> <li>- (IMI, with support from the Office of the Dean) Begin discussions around the creation of a new field/ concentration within the Program and/ or a new combined degree program with MScSM. MMPA instructors have been canvassed to identify where sustainability topics are already present in their curriculum.</li> </ul>
	4	“Create streams in the program that might deviate from the traditional certification exam path; i.e., revisit the program’s MBA origins or consider public policy or related paths that can leverage deep expertise in accounting/finance.”		The MMPA Program is currently considering this recommendation, alongside recommendations #5, #6, and #7. Specifically, the Program is reviewing opportunities for new fields/ concentrations (streams) within the Program, a possible combined degree program with the MScSM Program, and expansion of placement opportunities. The recent	

			<p>formation of the MMPA Alumni Advisory Board will assist with this review and be able to offer timely feedback on Program direction, goals, and initiatives.</p> <p>Additionally, the Program’s strategic and purposeful recruitment shift to target students with a science background will help prepare students for careers beyond traditional professional accounting, including investment management and research. It will also help with a potential expansion into areas of sustainability, big data, and emerging technologies.</p>	<ul style="list-style-type: none"> <li>- (IMI) Host an MMPA Alumni Research Career event to support students interested in pursuing accounting research. The first of this event was held on August 27, 2022.</li> <li>- (IMI) Support and maintain established connections with the CFA profession. Currently, MMPA includes a finance faculty member who serves as a liaison with the CFA profession and three current students pursuing the CFA designation.</li> <li>- (IMI) Engage the MMPA Placement Team in discussions to identify new placement opportunities for students in more diverse areas.</li> <li>- (IMI, with support from the Office of the Dean) Continue to review the Program’s curriculum and structure to find opportunities to eliminate redundancies and provide elective options.</li> </ul> <p>Medium Term:</p> <ul style="list-style-type: none"> <li>- (IMI) Continue to engage industry partners, alumni, and research faculty to broaden experiential learning opportunities for MMPA students.</li> </ul>
5	“There is potential for curriculum revision to provide a broader range of courses outside of the traditional accounting path. There could be opportunities for synergies with other degree programs at IMI.”		See Dean’s Response (above). In addition to the new MMPA Alumni Advisory Board, IMI maintains their own Curriculum Committee comprised of the IMI Director, individual professional graduate program directors, representatives from cognate/ partner academic units, and key administrative staff within IMI. This Committee receives, reviews, and advises on all proposed curriculum changes within IMI and provides a mechanism for IMI to discuss ‘opportunities for synergies’ within the unit.	
6	“Leverage IMI more. Are there other programs in IMI where students in both programs could take elective courses together?”		See Dean’s Response (above, to Recommendation #4 and #5). As noted previously, discussions have already begun to explore a combined degree program between MMPA and MScSM (both professional graduate programs in IMI).	



	7	<p>“...one avenue we discussed to offer potential curriculum innovation was to influence the demand for new skills with the accounting professional certification process.</p> <p>We did not observe evidence of material engagement with government or policy agencies. This seems to offer an opportunity, as noted above, if the program considers alternative streams to pipeline students into policy or government roles that leverage accounting and finance skills.”</p>		<p>See Dean’s Response (above, to Recommendation #4). Additionally, there are a number of certificate and micro-credential opportunities that can be explored. UTM has had much success with certificate programs and we have a healthy offering of various certificate programs at the undergraduate and graduate level and include both for-credit and not-for-credit options. There is a wealth of experience and knowledge to draw from. This is especially true for IMI, in light of the growing suite of IMI Executive Programs, which currently offers eight (8) certificate programs specifically designed to advance the skills of professionals from various industries. This could offer an alternative pathway for students to move into careers outside of the traditional accounting profession. It would also be an additional avenue for collaboration and to further leverage IMI.</p>	<ul style="list-style-type: none"> <li>- (IMI) Continue to host MMPA Alumni Research Career as an annual event.</li> <li>- (IMI, with support from the Office of the Dean) Submit minor modification proposals to update program content and structure based on identified areas of redundancy to allow for elective options and expansion of curriculum beyond the professional accounting-based examinations.</li> <li>- (IMI, with support from the Office of the Dean) Develop academic change proposals for a new field/ concentration within the MMPA Program, a combined degree program, or new professional certificate programs, as deemed appropriate based on consultation with the MMPA community. This could include one or more of these options or a new, alternative option.</li> <li>- (IMI) Continue developing and supporting the connections with the CFA.</li> </ul>
	8	<p>“Allow students with demonstrated competency to waive courses to open capacity for new electives in their second year”</p>		<p>The MMPA Program does currently provide opportunity (through the 24-month and 12-month program options) for students with appropriate background to receive advanced standing for certain program requirements. However, with recent program changes and anticipated changes for the near future, the MMPA Program, with the help of the Alumni Advisory Board, will certainly need to keep a close eye on how appropriate these advanced standing courses are now and if there is opportunity/ need to change or</p>	<p>Long Term:</p> <ul style="list-style-type: none"> <li>- (IMI, with support from the Office of the Dean) Implement newly approved academic change proposals and monitor effectiveness of these new initiatives through</li> </ul>

				<p>update them. The Program has also already identified a medium to long-term goal of assessing the Program's ability to introduce elective course options (see implementation plan, beside).</p>	<p>student progress and completion rates, student satisfaction/ feedback, placement statistics and employer feedback/ satisfaction, and alumni feedback/ satisfaction.</p>
	9	<p>"Examine the curriculum carefully to identify and then eliminate unnecessary redundancy."</p>		<p>As mentioned above, the Program will be reviewing their curriculum and structure in an effort to make room for elective course options as a medium to long-term goal (see implementation plan, beside). Further updates to eliminate redundancies are expected to be seen through the updates and reviews resulting from the new CPA Competency Map and initiatives to develop new fields/ concentrations and combined degree programs.</p>	
<p>The reviewers noted some general ambiguity about the value of the 12-month program, relative to the perceived higher-caliber 24/27-month program.</p>	10	<p>"There is some ambiguity about the value of the 12-month program, relative to the perceived-higher-caliber 24/27-month program. Students are not well integrated across programs and the 12-month program students are not as heavily recruited professionally. So, there may be negative brand spillover from that program."</p>	<p>The 27-month stream is well-placed to continue to attract new students from varying backgrounds into the accounting field. It is unique in that entering students have no background in accounting but rather have excellent analytical backgrounds from other disciplines. This creates diversity in the classroom and a unique pathway for non-business students into the accounting profession. The 27-month stream differentiates the MMPA Program from other professional accounting graduate programs by providing a unique access path into the accounting profession for a diverse group of students. Students begin their MMPA studies in May.</p>	<p>See Program Response (beside). As the Program has noted, there is an opportunity here to review the existing entry points and program options of the MMPA. An alteration of the program options and entry points to the MMPA could provide an opportune opening to introduce electives that broaden career pathways and skill development.</p> <p>The Office of the Dean will assist MMPA through the provision of data that will supplement data tracked directly by the Program so that a comprehensive assessment is done to determine the ideal route forward and the impact of resources. Additionally, the Office of the Dean will support the development of any</p>	<p>Short Term:</p> <ul style="list-style-type: none"> <li>(IMI, with support from the Dean's Office) Discuss the elimination of the 24-month program option in favour of an additional 27-month program option. Anticipated benefits include the opportunity to introduce elective courses to the program that can help broaden the curriculum and encourage students to consider additional career paths beyond traditional professional accounting and ensure a stronger cohort experience as all students will be in the 27-month program and will begin their studies together at the same time.</li> </ul>

			<p>The 12-month stream attracts students whose background is in accounting. Competition for students is elevated as there are many schools in Canada who have similar programs (including at the University of Toronto – where there is a graduate level co-op accounting program at UTSC). Having said that – the students that we attract are of excellent calibre. Our MMPA faculty members consistently comment on this. In addition, these students are readily placed in top positions with our employer partners.</p> <p>The 24-month stream allows students (who have already taken economics or entry-level accounting courses) advanced standing and they begin their MMPA studies in the Fall term. One issue with the Fall entry point that it is right in the middle of co-op placement activities, including interviews. It is often a challenge to onboard these students and get them ready for interviews during the busy Fall semester (although we since have moved many placement activities to online so that we can engage these students earlier). Another challenge is that they do not have the same opportunities to bond and form a cohort that the 27-month students have (as they start earlier). These issues may negatively impact students’ experience in the MMPA Program.</p>	<p>academic change proposals that may result.</p>	<p>Resource implications to consider would be the additional teaching (that would likely be offset by the additional tuition revenue), increased classroom space (which is less of a concern in the summer term), and the need to adjust the marketing and recruiting strategies of the Program.</p> <p>Medium Term:</p> <ul style="list-style-type: none"> <li>- (IMI, with support from the Office of the Dean) Perform analysis as to the desirability of eliminating the 24-month program option (in favour of increasing the intake of the 27-month cohort).</li> <li>- (IMI, with support from the Office of the Dean) Develop academic change proposals based on the recommendations resulting from consultation and analyses described above.</li> <li>- (IMI) Monitor intensity of the competition in the 12-month program option and student demand for this program option for future consideration and planning.</li> </ul> <p>Long Term:</p> <ul style="list-style-type: none"> <li>- (IMI, with support from the Office of the Dean) Continue to monitor the 12-month program option, as described above. As appropriate,</li> </ul>
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			<p>There is an opportunity to rethink these three entry points/streams.</p> <p>In response to this recommendation, we will discuss whether we should drop of the 24-month stream and instead focus on adding another cohort in the 27-month stream. This would require additional teaching (6.5 HCE) however – it would also bring in additional tuition revenue which would easily cover teaching costs. It would require an additional classroom but classrooms are more readily available on-campus in the summer term. We would have to put renewed emphasis on our marketing and recruiting efforts to continue to build our undergraduate science degree pipeline.</p>		<p>develop academic change proposals to adjust the program curriculum and requirements.</p> <ul style="list-style-type: none"> <li>- (IMI) Monitor the effectiveness of changes (if any) made to the 24-month program option.</li> </ul>
<p>The reviewers flagged concerns that the program title may be confusing to students, and that many appear to enter believing it to be a general business program.</p>	11	<p>“The program title is confusing to many students, particularly those who have no prior business experience. Many enter the program believing it is a general business program, and are surprised to learn it focuses almost exclusively to pipeline students to traditional accounting careers.”</p>	<p>The MMPA title originated from the original “MBA in Professional Accounting” title and has been in place for several decades. In our branding – we always emphasize the primacy of accounting and highlight our CPA accreditation as a value added for students. Most of our graduates do indeed pursue their professional accounting designation, writing the CPA professional exams before they even convocated.</p>	<p>See Program Response (beside). As noted by the Program, there is a long history for the MMPA Program, which includes the evolution of its name and the branding of the program and degree. We agree with the Program that there are serious concerns impacting IMI, UTM, and the Program, as well as to alumni, if we were to re-name the Program at this time. We do, however, acknowledge the observations of the reviewers and will first look to the marketing and recruitment strategies of the Program to find opportunities to more accurately emphasize the mission, vision, and objectives of the program to potential students. We will, of course, continue to monitor and seek feedback from the MMPA community</p>	<p>Short Term:</p> <ul style="list-style-type: none"> <li>- (IMI) Consult with MMPA community to assess support around a program name change. Currently, there is not support for a program name change.</li> <li>- (IMI) Engage the MMPA recruitment team in discussions on how to better focus the recruitment and marketing campaigns that will more accurately reflect the mission and objectives of the MMPA Program.</li> </ul> <p>Medium Term:</p> <ul style="list-style-type: none"> <li>- (IMI) Continue to consult and monitor this situation through surveys and other</li> </ul>
	12	<p>“We noted some confusion regarding the nature of the program (general business vs professional accounting), particularly with international students who may only learn about the program through promotional material.”</p>	<p>Since moving to the MMPA designation (from the MBA designation) for the MMPA Class of 1999, we have graduated many students who proudly represent the MMPA brand. It would be detrimental to switch the name at</p>		

			<p>this point. During our consultation meetings with the MMPA Alumni and MMPA student executive team, we did not find support for a name change.</p>	<p>to ensure progress in this area and adjust as needed.</p>	<p>outreach activities with the MMPA Community (including potential and current students as well as alumni and industry partners).</p> <p>Long Term:</p> <ul style="list-style-type: none"> <li>(IMI) Continue to consult and monitor this situation through surveys and other outreach activities with the MMPA Community (including potential and current students as well as alumni and industry partners).</li> </ul>
<p>The reviewers highlighted concerns that many students find the workload overwhelming and at times potentially unhealthy. They recommended explicitly examining the rigour of the program to ensure that it does not degrade student health, and ensuring the availability of time management coaching and mental health resources.</p>	<p>13</p>	<p>“The curriculum introduces considerable rigor and the need for time management and resilience, which was a celebrated feature by the alumni and recruiters. Students, however, almost unanimously felt it was overwhelming and demoralizing. Several said it made them consider quitting the program before completion and some said it led to mental health problems. We understand the value of rigor and a proper amount of applied work pressure to help develop future professionals. However, we think the complexity and rigor should be explicitly examined to ensure it does not degrade student health or place unnecessary burden on them. We also think that the program should be more explicit with students about the pedagogical value of the designed rigor and pressure, and ensure proper time management</p>	<p>The MMPA program is designed to essentially fit five years’ worth of academics in the accounting and management disciplines into just over two years. Other accounting programs generally combine a four-year undergraduate degree with a one-year master’s degree (for a total of five years). Our 12-month students follow this more traditional combined path of a four-year undergraduate studies plus one-year MMPA master’s degree.</p> <p>The MMPA shortened time-frame means our 24 and 27-month MMPA students complete their studies in substantially less time but we provide a highly enriched and integrated environment. Thus, our 24 and 27-month students have a heavier course work-load. This shortened time frame for many is a significant value added and helps us to attract excellent students into the program –</p>	<p>See Program Response (beside). As with all academic programs, there is a balance that needs to be struck between academic rigour and student expectations. In the case of professional graduate programs, this can be especially difficult given the make-up of their students (mature, experienced students that may be juggling professional responsibilities as well as family obligations). Additional consideration should be given to the impact the COVID-19 pandemic has had to the program and our students. Across UTM, in support of our students, we have placed additional emphasis on the importance of student mental and physical health and campaigns have been launched to promote health and well-being with our health counselling, academic advising, and RAWC (Recreational, Athletics &amp; Wellness Centre) services.</p>	<p>Short Term:</p> <ul style="list-style-type: none"> <li>(IMI) Strike a committee to design and deploy a student survey to identify best practices for enhancing the learning environment (course delivery and, use of technology among other topics as well as for content overlap between courses. This will contribute directly to the MMPA redesign.</li> <li>(IMI, UTM) Continue to promote student health and well-being and awareness of supports available.</li> </ul> <p>Medium Term:</p> <ul style="list-style-type: none"> <li>(IMI, with support from the Office of the Dean) Submit minor modification proposals to update program content and structure based on identified areas of redundancy to allow for</li> </ul>

		<p>coaching and mental health resources are available to students.”</p>	<p>especially those who are looking to change disciplines and career paths. But as noted – it also adds stress.</p> <p>We have significant support in place at the program level, IMI level and UTM level for students. Another way to mitigate student stress from our rigorous curriculum is to support and encourage more extra-curriculum activities initiated by the students. The Program Directors meet with student executive team regularly to seek their input regarding opportunities to enhance their learning experience and to address any stress-related issues. Having said all this, there is an opportunity to reassess the curriculum to look for overlaps and redundancies. We can also examine how technology can perhaps assist in reducing “busy-time”.</p>	<p>This is also an area where IMI can be leveraged more with student services and resources shared across the unit. Some of this is already in place, as noted in the Program Response (beside). But there is opportunity to explore where we can do more. Other changes discussed in this response is expected to also have a positive impact on student health and well-being, such as curriculum changes to eliminate redundancies.</p>	<p>elective options and expansion of curriculum beyond the professional accounting-based examinations.</p> <p>Long Term:</p> <ul style="list-style-type: none"> <li>- (IMI, UTM) Continue to promote student health and well-being and awareness of supports available.</li> <li>- (IMI) Continue to have regular check-ins with students and student societies to assess student experience.</li> <li>- (IMI, with support from the Office of the Dean) Implement newly approved academic change proposals and monitor effectiveness of these new initiatives through student progress and completion rates, student satisfaction/ feedback, placement statistics and employer feedback/ satisfaction, alumni feedback/ satisfaction, etc.</li> </ul>
<p>The reviewers noted student concerns about increasing program costs and encouraged pursuing potential advancement opportunities with prominent alumni.</p>	<p>14</p>	<p>“There are concerns about increasing program costs, which make it more challenging for students to engage. Some prominent alumni are ready to donate to support student scholarships; however, they have not been approached to enable those donations/resources.”</p>	<p>Significant fund-raising opportunities exist for student scholarships and bursaries. We have not reached out to our alumni for quite a few years and some of them signaled their willingness to contribute during the external review process.</p>	<p>See Program Response (beside). The Office of the Dean supports these initiatives and can assist to facilitate discussions with our Advancement Office and explore additional avenues for fundraising.</p>	<p>Short Term:</p> <ul style="list-style-type: none"> <li>- (IMI, with support from the Office of the Dean) Reach out to begin discussions with UTM Advancement around fundraising opportunities and best practices. Of particular interest will be the creation of an MMPA Scholarship and an MMPA Alumni donation platform.</li> </ul>
	<p>15</p>	<p>“As noted above, alumni are not being leveraged. We would propose</p>	<p>There is an opportunity to raise funds for scholarships and bursaries to reduce the tuition burden and</p>		

		<p>revisiting the advisory council and starting some fundraising to raise much needed scholarship money.”</p>	<p>increase accessibility to those excellent students who face these high-level tuition barriers. We propose to create 4 MMPA Scholarships at \$20,000 each from our operating budget. We believe such scholarships will attract the best students to apply and will create a spill-over effect that will further improve the overall quality of the MMPA students.</p> <p>In addition, we seek support from UTM advancement office to create an MMPA donation platform so that we can raise fund from MMPA Alumni on a continual basis. In the past, it was difficult to approach alumni as it is unlikely that individual alumni could meet the donation threshold of the University.</p>		<ul style="list-style-type: none"> <li>- (IMI) Consult with the MMPA Alumni Advisory Board to develop additional fundraising options.</li> </ul> <p>Medium Term:</p> <ul style="list-style-type: none"> <li>- (IMI) Establish a fundraising subcommittee of the MMPA Alumni Advisory Board to actively seek scholarship funding.</li> <li>- (IMI, with support from UTM Advancement) Continue fundraising efforts recently implemented.</li> </ul> <p>Long Term:</p> <ul style="list-style-type: none"> <li>- (IMI, with support from UTM Advancement) Continue established fundraising efforts.</li> </ul>
<p>The reviewers observed a lack of clarity around whether physical resources (classrooms, equipment, student spaces) are adequate for program delivery, and recommend further exploration of this issue.</p>	<p>16</p>	<p>“It is unclear if the physical resources (e.g. classrooms, teaching equipment, and student spaces) used by the program are adequate - some interviewees stated major concerns about both the quantity and the quality of resources available, particularly with respect to physical space and technology. As some of the interviewees have mostly been involved in the program during COVID and since the review was performed remotely, this would be an area that warrants further exploration.”</p>	<p>During Covid-19 – we had switched to online learning (along with the rest of the university).</p> <p>Now that we are back in-person, there is a need to think about how we provide optimal learning environments. We have learned a lot (including how to use technology) during our online learning period and understand that students do not always need to be sitting in a classroom to learn. We need to rethink learning in the context of “time and place”.</p> <p>Part of the additional stress for students involves travel to and from campus. This initiative could free up</p>	<p>See Program Response (beside). As a division, and in response to learnings gained during COVID-19, UTM has recently introduced a process for units to propose online and/ or hybrid delivery options in their existing courses as well developing new courses specifically to be offered online/ hybrid. This will allow programs to make the most of flexible learning formats and maximize physical resources and technologies to our students’ greatest advantage. Reviewing resource implications, including space and technology, are built into this process.</p> <p>On a larger scale, space and technology requirements is always a</p>	<p>Short Term:</p> <ul style="list-style-type: none"> <li>- (IMI) Ensure physical and technology resource needs for MMPA are considered during the MMPA Redesign. This will include the potential for increased student-use space.</li> </ul> <p>Medium Term:</p> <ul style="list-style-type: none"> <li>- (IMI) Continue to consider resources when implementing the MMPA Redesign.</li> </ul> <p>Long Term:</p> <ul style="list-style-type: none"> <li>- (IMI) Continue to consider resources when</li> </ul>

			<p>some much-needed time and alleviate some of the workload pressures noted earlier. There are also considerations relating to the environment (use of fuel for transportation and other). There is an opportunity to re-examine learning outcomes for our courses and try to optimize the existence of enriched and interactive in-person learning opportunities – whether these be course related or other. We should not be asking students to come to campus for passive learning (only). Greater emphasis on using technology will support accessibility and help manage the burden on student time commitments.</p> <p>During our consultation meeting with the students, the student executive team brought up the issue that they would like to have a designated space for student executive team to meet regularly and to hold student events.</p> <p>As a priority, we need sufficient spaces for students to work and interact (including between the various MMPA streams) as well as space to maintain academic integrity in testing and exam situation.</p>	<p>priority for UTM. Recommendations from external reviews has always been, and will continue to be, a major consideration during long-term planning for UTM.</p>	<p>implementing the MMPA Redesign.</p>
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### **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 highlighted that the program does an excellent job of preparing students for professional exams and launching graduates into traditional accounting career paths, the two-year program is unique and competitive in Canada and attracts high caliber students from diverse backgrounds who are strongly recruited by employers, and the co-op requirements of the program are an important aspect of the overall learning experience. They commended the high level of student success on external exams, the overall student satisfaction with the quality of their educational experience, and the passionate commitment of program administrators to student mentoring and support. The reviewers also noted the cooperative and respectful environment among students, faculty and staff, and the high-quality research productivity of and strong collaborative relationships between faculty across campuses; finally, they commended the program for its close relationships with accounting professional organizations.

The reviewers recommended that the following issues be addressed: enhancing clarity around where academic ownership of the MMPA lies, particularly within the new IMI structure and addressing concerns around the lack of clear incentive for Rotman faculty to provide continued support to the program; exploring potential curricular revisions and collaborations in order to provide pathways related to a broader range of career options, which could benefit students from increasingly diverse backgrounds; addressing general ambiguity observed about the value of the 12-month program, relative to the perceived higher-caliber 24/27-month program; addressing concerns that the program title may be confusing to students, and that many appear to enter believing it to be a general business program; addressing significant concerns that many students find the workload overwhelming and at times potentially unhealthy by explicitly examining the rigour of the program to ensure that it does not degrade student health, and ensuring the availability of time management coaching and mental health resources; exploring ways to address student concerns about increasing program costs, for example by pursuing potential advancement opportunities with prominent alumni; and further exploring whether physical resources (classrooms, equipment, student spaces) are adequate for program delivery.

The Dean's Administrative Response describes the Faculty 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**

Progress checks and monitoring of the implementation plan will occur through Annual Activity Reports submitted to the Director of IMI, with the Director passing on progress in the Annual Activity Reports submitted to the Dean.

The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than the 2024-2025 academic year on the status of the implementation plans.

The next review will be commissioned in 2028-2029 (as part of the next review of the Institute for Management & Innovation and its programs).

## **6. Distribution**

On June 30, 2023, 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 UTM, 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 unit/program leadership.

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

## 1. Review Summary

<b>Program Reviewed:</b>	Major (Joint) program in New Media Studies
<b>Division/Unit Offering Program:</b>	Centennial College: School of Communications, Media and Design  University of Toronto Scarborough: Department of Arts, Culture and Media
<b>Commissioning Officer:</b>	Centennial College: Dr. Rahim Karim, Associate Vice President, Partnerships, Pathways and Internationalization  University of Toronto Scarborough: Professor William Gough, Vice-Principal Academic and Dean
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"> <li>• *Prof. Michael William Palm, Department of Communication, University of North Carolina Chapel Hill</li> <li>• George Paravantes, School of Media Studies and Information Technology, Humber College</li> <li>• *Prof. Carrie Rentschler, Art History and Communications Studies, McGill University</li> <li>• Prof. Henry Warwick, The Creative School, Ryerson University</li> <li>• Angela Delfico, Student, UTSC/CC Specialist (Joint) Program in Paramedicine</li> </ul> <p><i>*Note: review complies with UTQAP and college review requirements simultaneously. The two asterisked reviewers were invited under the UTQAP; the other three were selected to meet college review requirements</i></p>
<b>Date of Review Visit:</b>	November 5 & November 12 2021 (conducted remotely)
<b>Date Reported to AP&amp;P:</b>	February 16, 2023

## Previous UTQAP Review

**Date:** May 23 – 24, 2013

### Summary of Findings and Recommendations

#### Significant Program Strengths

- Provision of media literacy found in few other programs
- Graduates who possess sought-after theoretical and practical knowledge

#### Opportunities for Program Enhancement

- Developing specific overall learning outcomes
- Ensuring consistency in the university and college student experience
- Strengthening a shared vision between UTSC and Centennial
- Tracking retention, graduation, and post-graduation experiences

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

1. About the University and UTSC: UTSC Strategic Plan, 2020-25; UTSC Academic Plan (2015-20); UTSC Admissions Viewbook (2021-22); 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 Self Study, October 2021.
4. About Programs and Courses: Description of all programs (2021-22 Academic Calendar); Description of all courses (2021-22 Academic Calendar); Self-Study Data; Curriculum Mapping: Department 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 from UTSC, 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, Vice-Dean Faculty Affairs, Equity and Success, Interim Associate Dean, Undergraduate Programs & Curriculum, Associate Dean, Experiential and Global Learning, Director, Office of the VP Academic and Dean, and Academic Programs Officer

- The decanal group from Centennial College, including Associate Vice President, Partnerships, Pathways and Internationalization, Associate Vice President, Learning, Innovation, Teaching Excellence and Academic Quality, Dean, School of Communications, Media, Art and Design, Director, Centre for Academic Quality, and the Senior Manager, Office of Academic Partnerships and Pathways
- Departmental Leadership and Program Supervisors – UTSC and Centennial College: Chair of the Department of Arts, Culture and Media (UTSC), Program Supervisor, Major (Joint) program in New Media Studies (UTSC), Chair, Department of Arts and Design (CC)
- Administrative Staff – UTSC and Centennial College: Program Manager, Department of Arts, Culture and Media (UTSC), Assistant to the Chair, Department of Arts, Culture and Media (UTSC), Academic Partnerships Co-ordinator, Centennial College and UTSC
- Librarians – UTSC and Centennial College: Chief Librarian (UTSC), Liaison Librarian (UTSC), Director of Libraries and Learning Centres (CC), Acting Manager, Library Services (CC), Librarian (CC)
- Registrars – UTSC and Centennial College: Registrar and Assistant Dean (Enrolment Management) (UTSC), Associate Registrar and Director of Systems & Operations (UTSC), Associate Registrar and Director, Admissions and Student Recruitment (UTSC), Associate Registrar and Director of Student Services (UTSC), Registrar (CC)
- Faculty – UTSC and Centennial College
- Undergraduate students

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Reviewers concluded that the program is by most every measure a highly successful program
  - ▶ The Joint Program was revised in the 2015-16 academic year in response to the recommendations made by the previous program review conducted in 2013-14
- Objectives
  - ▶ The program is consistent with the mission and values of both UTSC, Centennial College, and the academic plans of the Department of Arts, Culture, and Media at UTSC and the School of Communications, Media and Design at Centennial College
- Curriculum and program delivery
  - ▶ Curriculum reflects the current state of the discipline and is generally appropriate for the level of the program
  - ▶ “The UTSC and [Centennial College] program delivery has been carefully balanced with an approach to and understanding of contemporary visual design and web development in New Media”

- ▶ Students build foundational skills early in the program, establishing creative confidence that is complemented with skills in sound design and video production courses
- Student engagement, experience and program support services
  - ▶ Students are pleased with the program overall and morale is positive
  - ▶ Students find the program to be of great value

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

- Admissions requirements
  - ▶ Admissions requirements may not adequately prepare students for, or signal, the technical aspects of the program
- Curriculum and program delivery
  - ▶ Reports from Centennial College faculty that many students are coming into Year 2 of the joint program “less prepared for their technical courses than the students they taught in the prior iteration of the Joint Program (before the last Program revisions), where students took courses at Centennial College in Year 3 and when there were fewer international students making up the program’s cohorts”
  - ▶ Students are enrolling in courses ‘out of order’ which exacerbates some of the concerns regarding student under-preparation
  - ▶ Students would like access to more structured introductory technical competencies training to get a better sense of the basic training required as part of the program.
  - ▶ Students indicated a desire for a practicum requirement built into the Joint Program, modeled on, or including, the Ontario College Certificate in New Media Design
  - ▶ Students expressed interest in enrolling in the Ontario College Certificate in New Media Design but found the additional term of training, tuition, and fees unaffordable
- Student engagement, experience and program support services
  - ▶ Some students voiced they did not feel adequately prepared to enter the job market in new media industries after graduation, highlighting training in how to prepare/produce portfolios of their work for potential employers as an issue
  - ▶ Other students indicated having to self-teach essential software and technical skills required for the program, or engage in voluntary peer mentoring to become more technically proficient for their courses at Centennial College, “which is also one of the reasons why some faculty indicated an interest in pursuing more rigorous admission requirements”
  - ▶ Reviewers referenced the Self-Study and its mention that “[m]any students approaching the program seem unaware of its difficulty, or of the technical skills they will be expected to develop, and this has led to increasing rates of failure and frustration in a small but significant number of students”
  - ▶ While the larger Department of Arts, Culture and Media at UTSC has a number of events, organizations for students to engage with, there does not appear to be similar events or showcases specific to the New Media program

- ▶ Reviewers identified a need for ESL supports as fluent English-language students often do translation work for classmates whose English proficiency is not strong enough to fully participate in class or perform effectively on assignments
- Quality indicators – undergraduate students
  - ▶ Centennial College faculty reported that they “are doing far more remedial technical teaching than they did before; they also reported a great variance in skills between students in the Program”
  - ▶ Variances in student competency levels leads to challenges in preparing for and designing courses; limits time available for the kinds of intermediate skills that would best prepare students for work in the field
- Quality indicators – alumni
  - ▶ Program does not currently track student placement and alumni outcomes

The reviewers made the following **recommendations**:

- Admissions requirements
  - ▶ Tighten enrolment requirements, possibly by raising the required GPA, to “ensure that students meet the standards of critical academic inquiry in the field”
  - ▶ Improve communication to admitted students so they are better aware of the kinds of self-directed learning that will be expected of them as part of the program, as well as what skills they should already possess, and, or, where they can acquire them if not through the program
  - ▶ Consider introducing a provision in the Joint Program “to test for and/or assess whether students have the necessary ‘basic’ technical proficiencies upon entry to the program may be advisable”
- Curriculum and program delivery
  - ▶ Contemplate “incorporating the [Ontario College Certificate in New Media Design] component as a program requirement, and if necessary to do so, extending students’ time at Centennial from 1 to 1.5 years” to address student interest in a practicum requirement and additional technical training
  - ▶ Review online course descriptions to ensure they are up-to-date and reflect programs and software used in the field
  - ▶ Consider offering training in basic technical proficiencies, in addition to the core courses offered at Centennial College, for students identified as needing more remedial instruction and orientation
- Student engagement, experience and program support services
  - ▶ Increase visibility of students’ capstone projects, such as through a dedicated showcase, for added benefit to their training and their employability
  - ▶ Reviewers encourage developing research opportunities for students that would “lead to problem solving and innovative thinking in work on real-world projects with clients, potential employers, community groups and others.”
  - ▶ Increase student awareness of the English language support services already available on campus, and encourage students to utilize them; reviewers supportive of Self-Study suggestion to create a “Professional Communication” course for students struggling with English language competency

- Quality indicators – alumni
  - ▶ Reviewers strongly encourage UTSC and Centennial College to develop a process to track student placement and alumni outcomes

## 2. Graduate Program(s) n/a

## 3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
  - ▶ “While UTSC faculty have exceptional traditional academic research profiles, they are also emerging and established leaders in digital research methods and new media studies inquiry”
  - ▶ Faculty publish regularly, with publications including scholarly books and articles, but also other public-facing venues and formats such as: major industry and NGO reports, public guides for new media research practice, digital resources for feminist online pedagogy, digital tools to address intersectional forms of online racialized and gender violence, among other examples
  - ▶ Combined, UTSC faculty have garnered awards and research grants in the millions of dollars.
- Faculty
  - ▶ UTSC’s tenured and tenure stream faculty have strong expertise in key areas of inquiry such as digital journalism and multimodal reporting and publication, collaborative online pedagogies, ethical practices for conducting digital research, and digital culture and design to name a few examples
  - ▶ Reviewers commended UTSC’s tenure track hires in Media Studies since the previous external review, many of whom have direct expertise in areas suited to the Joint Program.

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

- Faculty
  - ▶ Reviewers remarked that the Joint Program is clearly dependent on highly skilled and experienced non-permanent faculty; the lack of full-time faculty and staff “creates challenges for management and leadership”
  - ▶ “The Review Panel believes that a program that depends so heavily on non-permanent faculty risks exploiting and under-resourcing those contract faculty. It also risks underutilizing the Program expertise and memory that long-serving contract faculty have of the Joint Program.”
  - ▶ The temporary nature of non-permanent faculty employment hinders UTSC’s ability to retain strong teaching faculty in the program



- ▶ Some concerns regarding faculty morale around three key issues: the under-utilization of contract faculty expertise within the Joint Program and its administration; the temporary nature of contract faculty employment; and the changing nature of the teaching and classroom expectations for second-year courses at Centennial College.
- ▶ Reviewers observed tenured and tenure-track faculty seem to know little about the Joint Program, the reasons being that they “are not teaching at/on the ‘frontlines’ of the Joint Program (they do not teach its core courses at UTSC).”
- ▶ Teaching assignments in the Joint Program are often made just before the start of term, which limits faculty in terms of preparation

The reviewers made the following **recommendations**:

- Faculty
  - ▶ Improve job security for sessional faculty. “Their ongoing precarity may jeopardize the consistency and continuity of the program”
  - ▶ “With continued investments in hiring tenure track professors, UTSC’s Department of Arts, Culture and Media has the potential to grow into a major program in the field of media studies in Canada, and internationally. It is already well on its way, and this growth stands to benefit the Joint Program.”

#### 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
  - ▶ Reviewers were impressed with the great expertise of librarians and library staff on both campuses. The libraries are “clearly exceptional resources available to students and faculty in the Joint Program”
- Organizational and financial structure
  - ▶ Despite the challenges of collaboration across two institutions as well as recent departures of program leaders on both campuses, program staff are skillfully handling the Joint Program’s logistics
  - ▶ “The Review Panel was especially impressed by the level and consistency of staff coordination of the Joint Program and the provision of student enrolment and program services.”
  - ▶ The framework for the development and administration of the Joint Program as established in the Memorandum of Understanding (MOU) between UTSC and Centennial College continues to be in effect and working

- Long-range planning and overall assessment
  - ▶ The complement plan for the Joint Program appears cohesive in its vision and the curriculum, with the critical and theoretical components coming from UTSC and the practical components coming from Centennial College
- International comparators
  - ▶ The Joint Program in New Media at UTSC/CC is unique in its heavier emphasis on new media theory, culture and criticism

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

- Relationships
  - ▶ Limited opportunities for faculty and library staff to work together across the two campuses
- Organizational and financial structure
  - ▶ Reviewers note a “striking lack of institutional knowledge about the program” following two key retirements, impacting the program and its management, particularly concerning the key roles faculty play in delivering courses for it and assisting students with placements
  - ▶ “The Joint Program at Centennial College is currently overseen by a contract faculty member who has familiarity with program students and the core courses taught at Centennial. This person was new to the position at the time of the campus visit, and reported a lack of knowledge about the Joint Program and how it is run, and little access to forms of documentation that indicate what the established practices are for running the Joint Program and building the necessary relationships with placement opportunities”
  - ▶ At UTSC, the Joint Program is overseen by the Director of the Media, Journalism and Digital Cultures; this is a large service role for a full-time faculty member
  - ▶ Library spaces are under-utilized; a review of the organization of the Joint Program in relation to its technical and space resources may bring forward solutions to address this issue
- Long-range planning and overall assessment
  - ▶ Reviewers commented that the Joint Program will need to determine if it is interested in growing or remaining at its current enrolment numbers in order to make long-range plans
  - ▶ “If there is interest in growing the program among some, there is a very real issue of whether there are adequate resources to sustain such growth, and what kinds of faculty resources would be needed”
  - ▶ Including more tenured and tenure-track UTSC faculty in the Joint Program remains a challenge; UTSC may wish to expand faculty complements in Media Studies and New Media Studies in order “to realize our vision of global prominence in particular areas of scholarship” as stated in the Strategic Plan (2020)
  - ▶ Program faces admissions challenges with some faculty wishing to raise requirements to ensure students are sufficiently prepared to start the program,

- though tightening admissions would introduce new “gatekeeping”, possibly preventing otherwise capable and interested students from enrolling
- ▶ There are substantial student costs associated with the program such as computer expenses, and the large proportion of international students are ineligible for many scholarships and assistantship programs
  - ▶ Reviewers were not informed of any development or fundraising initiatives related to the Joint Program. Revenue appears to be completely from tuition and the Ontario provincial government
  - ▶ “The recent loss of key leaders at both UTSC and Centennial College exposed the long-range challenge of bolstering institutional memory and the risks of consolidating knowledge and experience in individual leaders”
  - International comparators
    - ▶ A heavier percentage of the curriculum at most comparator programs is in the technical and design-side of student training, with some having built-in placements or practicums

The reviewers made the following **recommendations**:

- Relationships
  - ▶ The Joint Program would benefit from increased opportunities for faculty, libraries on both campuses to work together
  - ▶ UTSC’s plan to build a new Arts and Media Building could be of great benefit to students in the Joint Program, especially if it creates more spaces in which students could do the combined technical (maker/designer/programmer) and academic work the Joint Program requires.
- Organizational and financial structure
  - ▶ Program encouraged to replace recent faculty retirement at the UTSC campus with a person deeply familiar with the Joint Program (ideally someone who teaches core courses) to recognize program expertise of contract faculty
  - ▶ Greater attention to institutional support for the program directors and staff, possibly appointing a “discrete Program Supervisor” as mentioned in the Self-Study
  - ▶ Reviewers recommend that the Joint Program overseer role at Centennial College become a full-time position
  - ▶ Explore hiring technical personnel, such as a technical teaching assistant, to connect students to technical resources and support the learning of technical skills if resources are available
- Long-range planning and overall assessment
  - ▶ Better integrate the joint program with the larger UTSC Media Studies program, especially as Media Studies undergoes its own curricular updates
  - ▶ Utilize the current faculty renewal of the Department of Arts, Culture and Media to enhance tenure track and tenured UTSC faculty involvement in the Joint Program, wherever possible
  - ▶ Undertake a strategic consideration of whether there is interest in growing the Joint Program, and if so, identify the resources that would be necessary to sustain such growth

- ▶ Consider soliciting donations, grants, and scholarship funds from alumni, organizations and corporations in media fields related to the content of the program for development or fundraising initiatives

## 2. Administrative Response & Implementation Plan



UNIVERSITY OF  
**TORONTO**  
SCARBOROUGH

Office of the Vice-Principal Academic and Dean

December 19, 2022

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

### **Chair's Administrative Response: External Review of the Major (Joint) in New Media Studies, University of Toronto Scarborough**

Dear Susan,

Thank you for your letter of July 15, 2022 requesting my administrative response to the external review of the Department of Sociology. I want to thank the review team – Professor Michael William Palm, Department of Communication, University of North Carolina Chapel Hill; Professor George Paravantes, School of Media Studies and Information Technology, Humber College; Professor Carrie Rentschler, Art History and Communications Studies, McGill University; Professor Henry Warwick, The Creative School, Ryerson University, and Angela Delfico, Specialist (Joint) Program in New Media Studies– for their consultation with us during the remote site-visit, held on November 5, and November 12, 2021, and for their Report, which was finalized on February 17, 2022, and shared with our faculty, staff and students.

I appreciate the reviewers' overall positive assessment of the Major (Joint) in New Media Studies. They noted that the curriculum reflects the current state of the discipline, and the mix of practical and theoretical education is unique compared to similar programs. The reviewers also highlighted the level and consistency of staff program coordination, student satisfaction, excellent contract, sessional and part-time faculty teaching in the program, and the emergence of UTSC faculty as emerging and established leaders in digital research methods and new media studies inquiry. Finally, the reviewers observed that the libraries at both campuses provide exceptional resources for students and faculty in the joint program, and the new planned Literatures, Arts, Media, and Performance (LAMP) Building at UTSC will greatly benefit students.

The external review report was sent to the Chair of Arts, Culture and Media, Dr. Barry Freeman, on February 17, 2022, with a request to share it widely among the faculty, staff and students. On September 28, 2022 the decanal group, including myself, the Vice-Dean Teaching, Learning and Undergraduate Programs (VDTLUP), Associate Dean Undergraduate Programs and Curriculum (ADUPC), Interim Vice-Dean Recruitment, Enrolment & Student Success (VDRESS), and the Academic Programs Officer, met with the current Chair of Arts, Culture and Media, Thy Phu, and the Program Manager, Manaal Hussain, 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 Arts, Culture and Media, and reflects the key elements of the unit response letter, dated November 30, 2022. It also includes responses to points raised in the Request for Administrative Response that are outside Departmental control.

- *The reviewers recommended increasing clarity around the technical competencies expected of students at the start of the program, and providing supports for any students lacking these competencies. They also noted that ESL supports could be beneficial for some students.*

The Department is planning several approaches toward this recommendation, including working with Centennial College to determine core competencies in communication and articulate expectations for skills at the outset of the program. They will prepare and implement a diagnostic assessment for students in Year 2, which will direct students needing further training to workshops at UTSC. This will be framed as a support to ensure all students have the opportunity to acquire technical skills to succeed in the program, broadening access and mediating inequities of access. The Department will also establish a peer mentorship program where higher-year students offer guidance to students beginning in the program, and also revive a “Coding Club” (previously offered by a now-retired faculty member) which was successful and can now be offered again with current staffing. Centennial College offers a similar mentoring informally, and will also be assessing the feasibility of a formal peer-mentoring program as at UTSC. I am highly supportive of these plans, which build from equity-based principles and broaden access to skills for all students in the program.

Importantly, the Chair notes in her response that the acquisition of communications skills has been identified as a priority for all programs in the Department of Arts, Culture and Media, in large part due to the great numbers of international students enrolled. The Joint program in New Media Studies will benefit from access to a planned new A-level course in the Media Studies program on “Writing for Media Studies”. Additionally, students will be guided to the Academic English Health Check and Reading and Writing Excellence program offered by the Center for Teaching and Learning, which enables students to improve their language and communication skills. This work aligns with Divisional discussions about the expansion of discipline-based writing supports at UTSC with pilot funding provided to the Centre for Teaching and Learning, drawing on recommendations from the campus’s 2021-22 Writing Support Task Force.

Across all of our joint programs, my office will also be working with Centennial College on enhancing communication and related advisory supports for students about program expectations and scaffolding.

- *The reviewers noted that students identify technical training as a top program priority, and recommended considering incorporating the Certificate component as a program requirement (and extending students’ time at Centennial if necessary).*

In her response, the Chair has identified challenges in meeting the recommendation to incorporate the Certificate component as a program requirement and extend students’ time at Centennial, notably the difficulty for international students to defer travel or full-time work and then take on extra fees during the summer session. As well, introducing a work placement opportunity would mean reducing other curriculum and would compromise the learning objectives of the 14-week semester at Centennial. We note that as a Major, rather than a Specialist, New Media Studies is taken in combination with other programs, and introducing further complexity constrains students' ability to fulfil requirements of their other degree programs.

However, we recognize that technical training is important to the program and the Department has prepared a plan to restructure curriculum to better scaffold the development of skills. This restructuring will take the form of a re-designed plan in which Year 1 and Year 2 held at UTSC will focus on foundational communication and ethics topics and core technical competencies before moving to Centennial College in Year 3. This re-design will incorporate some of the key elements of the Certificate component. Re-arranging the order of key elements will enable them to add to the Joint program new courses in Professional Practice and Special Inquiry to the Joint program that are currently offered as part of the Certificate. In this way, students will further benefit from having access to the integral components of the Certificate program and—with this more collaborative structure of courses co-taught by Centennial College and UTSC professors—provide a more seamless integration. I am supportive of the planned restructuring, which will meet the practical goals of implementing this recommendation, and my office will work with the Department to facilitate close consultation with Centennial College in developing these changes.

- *The reviewers recommended continued strategic consideration of whether to adjust program enrolment requirements, noting the potential for both a reduction in the overall number of enrolled students, and for specific negative impacts on international student access.*

The Department has considered this recommendation carefully, and recognizes that while enrolment requirements usefully communicate core competencies, they can also reinforce inequitable structures, and prefer to take the approach of maintaining open access to the program. The skills development strategies and curriculum re-design mentioned above will allow the program to scaffold core competencies and provide students with equitable access to training and mentorship. These strategies will support student retention long term. These efforts will align the program's goals with UTSC's Strategic Plan, Inspiring Inclusive Excellence, as well as with the campus's emerging access plan. We will combine this focus with careful assessment of enrolment targets for this program as part of Strategic Enrolment Management planning.

- *The reviewers recommended increasing the visibility of students' projects completed in the capstone course, for instance with a dedicated showcase.*

The Chair has identified short term strategies to implement this recommendation, until a dedicated showcase space can be created. The Department will consult internally with other program areas to create a collaborative scheduling plan to use the hallways of the Administrative Arts meeting and AA 319. We plan to discuss with other ACM programs to collaborate on scheduling to enable the sharing of this space so that joint program students have the opportunity to make their work more visible. In the longer term, the creation of the Centre for Literatures, Arts, Media and Performance (LAMP) building will become the new home for the Department and benefit their programs in a number of ways, including a project gallery space. Planning for this space is underway.

- *The reviewers observed that a heavier percentage of the curriculum at most comparator programs is focused on the technical and design-side of student training, and that some have desirable placement or internship components built in.*

The Chair has noted in her response that, while the benefits of experiential learning are well understood for the program, this recommendation is challenging to address because Centennial College does not

have the capacity to find work-placements for a large cohort of students. Accordingly, the Joint program (ACM, in dialogue with Centennial) will investigate potential ways to add a practicum to the program and is investigating the feasibility of leveraging Centennial College's Storyworks program. I note that experiential learning programming is a strength of programming at Arts, Culture and Media, and the Department is well-positioned to prioritize this for the Joint program.

- *The reviewers highlighted concerns that the joint program is “clearly dependent on non-permanent faculty” who cover all core courses on both campuses, noting the potential negative implications for the consistency and continuity of the program. They also observed that the absence of full-time faculty and staff dedicated to the program creates challenges for management and leadership, and that the recent retirement of two key leaders on each campus has left a significant gap in program-related institutional knowledge. They recommended exploring options for providing greater stability for the program, and noted that the joint program could directly benefit from new tenure-stream faculty at UTSC playing a more central role in teaching core and complementary courses.*

I thank the reviewers for this recommendation, and acknowledge that while tenure-stream faculty in the Media Studies program are a good fit to teach courses in the Joint program, these faculty are also stretched to fulfill teaching needs in Media Studies due to recent growth in their program. Planned restructuring of the Media Studies program, which will allow Media Studies to share courses with the Joint program, will help create stability for the program. The Department is proposing a new tenure-stream position at the rank of Associate Professor, for New Media Studies, to offer the program leadership during this growth period. This proposal which will be considered as a part of the current Faculty Complement Committee planning cycle.

- *The reviewers recommended undertaking the strategic consideration of whether to grow the joint program, and identifying the resources that would be necessary to sustain growth.*

As mentioned above, equity of access and retention in the program are priorities for the Department, and the Chair recognizes that the strong enrolment in the joint program indicates the potential for growth. The Chair has recommended that further changes, including full-time Program Coordinators, support for a practicum, and the appointment of a new Associate Professor for New Media Studies, are necessary to help the program grow. My office will be working in dialogue with the Department and with Centennial to consider infrastructure and capacity needs for New Media Studies and the joint programs as a whole that would enable us to consider future growth.

- *The reviewers noted opportunities for enhanced integration of the joint program with the larger UTSC Media Studies program, especially as Media Studies undergoes its own curricular updates. They also suggested encouraging further collaboration between program faculty on both campuses.*

The Department has identified opportunities to respond to this recommendation, through the planned curriculum re-structuring for Media Studies described above. Courses in writing topics will be made available at the A-level to ensure that students acquire communication skills at the beginning of their program, through the introduction of new courses and the shifting of existing courses from higher levels



to A-level. As well, a new course at the C-level on “Digital Research Ethics” will be introduced to integrate the two program areas. I am supportive of these plans which will address these recommendations. As we emerge out of the pandemic, which has exacerbated a sense of institutional isolation, more regular opportunities to connect program faculty on both campuses is a priority. My office will work with Centennial College and the Joint Programs Steering Committee to facilitate this to ensure dialogue on curriculum development as well as better integration and support for student experience.

- *The reviewers noted the substantial and increasing percentage of international students in the program (and the connected limitations on provincial funding), and recommended exploring the pursuit of advancement initiatives related to the program.*

I thank the reviewers for this recommendation, and support the Chair in implementing plans to draw on the mentorship initiatives mentioned above, to build, cultivate, and sustain relationships with students during their time at the university and as they pursue their professional lives. The Department is also considering adjusting technology requirements to make room for more affordable options in computers and software licenses which will improve access. At the Divisional level, the Development and Alumni Relations Office is working on enhancing its connections to departments and building global alumni networks in the context of broader advancement planning.

I conclude by noting that many of these recommendations touch on areas that resonate generally across all Joint programs offered at UTSC with Centennial College, including also the Joint Specialist program in Paramedicine and the Joint Specialist program in Journalism, both of which were recently reviewed in November 2022. Clearer communication and support for students, clearer messaging around related programming areas, and staffing capacity are all themes that will be priorities for our Joint programs over the next few years. My office will be working closely with Centennial College leadership on a coordinated approach to improving student experience in our Joint programs. I look forward to continuing this work, and supporting the Department of Arts, Culture and Media in implementing these recommendations to strengthen the program.

The Dean’s Office will monitor the implementation of recommendations through ongoing meetings with the Chair of the Department of Arts, Culture and Media, and meetings with Centennial College leadership. 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 2027-28.

Regards,



William Gough  
Vice-Principal, Academic and Dean

## Implementation Plan

Action	Timeline	Lead
Introduction of new student supports to improve technical competencies, including a diagnostic assessment and workshops in Year 2, revival of a Coding Club, and a peer mentorship program.	Short term	ACM Faculty
Bringing forward a curriculum modification for the program, involving: <ul style="list-style-type: none"> <li>• Scaffolding of technical skills so students move from introductory, to intermediate, and demonstrate proficient levels of understanding and application</li> <li>• A skills diagnostic to identify areas of further training</li> <li>• A new A-level course on “Writing for Media Studies”</li> </ul>	Short to medium term	ACM Faculty
Review space options with other ACM programs and determine showcase spaces for joint program students.	Short to medium term	ACM Faculty
Introduce elective course support with shared courses in New Media Studies	Short term	ACM Faculty
Add a new tenure-stream position in New Media Studies	Short to medium term	Dean’s Office, ACM Faculty
Identify possibilities for experiential learning opportunities	Medium term	Centennial Faculty, ACM Faculty
Collaboration with Centennial College on improved communications processes	Short to medium term	Dean’s Office
Re-assessment of enrolment targets within UTSC Strategic Enrolment Management framework	Medium term	Dean’s Office

## 2021-22 UTQAP Review of the UTSC New Media Studies Program (jointly offered with Centennial College) - Review Recommendations

Please do the following for each recommendation in the table:

- If you **intend** to act on a recommendation, please provide an **Implementation Plan** identifying actions to be taken, the time frame (short, medium, long term) for each, and who will take the lead in each area. If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.
- If you **do not** intend to act on a recommendation, please briefly explain why the actions recommended have not been prioritized.
- In accordance with the UTQAP and Ontario's Quality Assurance Framework, "it is important to note that, while the external reviewers' report may include **commentary** on issues such as faculty complement and/or space requirements when related to the quality of the program under review, **recommendations** on these or any other elements that are within the purview of the university's internal budgetary decision-making processes must be tied directly to issues of program quality or sustainability" (emphasis added)
- You may wish to refer to the [sample table](#) provided by the Office of the Vice-Provost, Academic Programs

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Program Response	Dean's Response
<p>The reviewers made a number of observations and recommendations related to the fundamental focus of the program, and the balance of technical and theoretical competencies that it supports.</p> <ul style="list-style-type: none"> <li>• The reviewers recommended increasing clarity around the technical competencies expected of students at the start of the program, and providing supports for any students lacking these competencies. They also noted that ESL supports could be beneficial for some students.</li> <li>• The reviewers noted that students identify technical training as a top program priority, and recommended considering incorporating the Certificate component as a program requirement (and extending students' time at Centennial if necessary).</li> <li>• The reviewers recommended continued strategic consideration of whether to</li> </ul>	1	<p>"The Joint Program may need to better communicate to admitted students the kinds of self-directed learning they will be expected to engage in as part of the program, as well as the kinds of skills they should already have, and where and how they can acquire them if not in the program itself."</p>	<ul style="list-style-type: none"> <li>• The Department will establish, in collaboration with colleagues at Centennial College, a list of core competencies, which will form the basis for a revised communication plan that clearly articulates expectations regarding skills needed at the outset of the program. To identify whether remedial training is required, the program will devise and implement a diagnostic assessment, which students interested in enrolling in the program would take in Year 2.</li> <li>• The Joint program will be re-designed so that Year 1 and Year 2 will be held at UTSC, during which time students will acquire training in areas identified by program instructors as foundational, such as communication skills and ethics, along with the core technical competencies.</li> </ul>	<ul style="list-style-type: none"> <li>• The Dean's Office supports the Department's planned diagnostic assessment, redesign of the program structure, and mentorship opportunities.</li> </ul>
	2	<p>"To make the most of faculty's technical and industry expertise, a provision of some sort in the Joint Program to test for and/or assess whether students have the necessary 'basic' technical proficiencies upon entry to the program may be advisable. For students who are identified as needing it, more remedial forms of instruction in basic technical proficiencies could be included in addition to the core courses offered at Centennial College. A course that covers some of the technical basics, or another mechanism, could be considered to provide students with the initial proficiencies required of the Joint Program. The Joint Program could also likely benefit from developing a way to assess students' existing proficiencies upon entry to the Joint Program, to</p>		

<p>adjust program enrolment requirements, noting the potential for both a reduction in the overall number of enrolled students, and for specific negative impacts on international student access.</p> <ul style="list-style-type: none"> <li>• The reviewers recommended increasing the visibility of students' projects completed in the capstone course, for instance with a dedicated showcase.</li> <li>• The reviewers observed that a heavier percentage of the curriculum at most comparator programs is focused on the technical and design-side of student training, and that some have desirable placement or internship components built in.</li> </ul>		better understand how many students may need remedial training and of what kinds.”		
	3	“If resources are available, it is clear that technical personnel, such as a technical teaching assistant, could do some of the work of connecting students to technical resources and maker spaces and further direct them in their learning of technical skills. Given that the technical component of the Joint Program takes place at Centennial College, it would seem reasonable for this personnel to be employed there, but the larger program and institutional resources might make it more likely for UTSC to direct the additional resources required.”	<ul style="list-style-type: none"> <li>• Workshops, like the coding club will be established by ACM Program Manager, but will be run by the upper year students in the program.</li> <li>• ACM has a mentorship program in place already, which will be leveraged further to create a community of support for the newly admitted students</li> </ul>	
	4	“One additional area that both faculty and students identified is the need for ESL training for students whose English-language proficiency is not at the levels of fluency that will enable them to fully participate in class and perform effectively on assignments”	<ul style="list-style-type: none"> <li>• The PIE fund can support discipline language workshops; would ask for dialogue with CTL; hearing this from many departments</li> <li>• Students encouraged to take advantage of resources at UTSC such as Academic English Health Check, and Reading and Writing Excellent program. Exploring the possibility of attaching a bonus grade of completion within a prerequisite course at UTSC</li> </ul>	<ul style="list-style-type: none"> <li>• The Dean’s Office supports the Department’s plans, which align with Divisional discussions about the expansion of discipline-based writing supports at UTSC with pilot funding provided to the Centre for Teaching and Learning, drawing on recommendations from the campus’s 2021-22 Writing Support Task Force.</li> </ul>
	5	“The suggestion from the 2021 Self-Study to create a course in ‘Professional Communication’ to address English language competency for students may be an especially productive solution. The Joint Program may also want to ensure that students are aware of English language support services on campus, and provide encouragement to students to use them.”	<ul style="list-style-type: none"> <li>• The Department will set up a pre-start “boot camp” course as preparation during summer term</li> <li>• MDSA12H3 Writing for Media Studies will be introduced as a program requirement, which students will take in Year 1.</li> </ul>	
	6	“Consider incorporating the Certificate component as a program requirement, and if necessary to do so, extending students’ time at Centennial from 1 to 1.5 years.”	<ul style="list-style-type: none"> <li>• Aspects of the certificate will be integrated into a revised curriculum for the program, so students can benefit</li> </ul>	<ul style="list-style-type: none"> <li>• The Dean’s office is supportive of the planned restructuring, which will meet the practical goals of implementing this recommendation, and will work with the</li> </ul>

			without having to extend their studies in the summer.	Department to facilitate close consultation with Centennial College in developing these changes.
7	“Further consideration of tightening enrolment requirements, possibly by raising the required GPA or going to ‘direct admission’ for incoming students. The Review Panel heard (and shares) concerns that doing so could reduce the number of students enrolled, by introducing new ‘gatekeeping’ that would prevent otherwise interested and capable students from enrolling, and penalizing international students specifically.”		<ul style="list-style-type: none"> <li>• Upon extensive discussion, the Joint program will focus on retention of students by implementing a skills diagnostic assessment to identify areas in need of further training.</li> </ul>	<ul style="list-style-type: none"> <li>• The skills development strategies and curriculum re-design mentioned above will support student retention long term, and align the program’s goals with UTSC’s Strategic Plan, Inspiring Inclusive Excellence, as well as with the campus’s emerging access plan.</li> <li>• The Dean’s office will combine this focus with careful assessment of enrolment targets for this program as part of strategic enrolment management planning.</li> </ul>
8	“Strive to increase the visibility of students’ projects completed in the capstone course, for instance with a dedicated showcase.”		<ul style="list-style-type: none"> <li>• The Department will incorporate the Joint program into the ACM Undergraduate Research and Creative Practice Symposium, which will be used to showcase students’ final projects</li> <li>• Similar to Studio Art courses at ACM, AA 3rd floor hallway space and AA319 will be set up potential spaces to showcase student work at the end of the term.</li> </ul>	<ul style="list-style-type: none"> <li>• In the longer term, the creation of the Centre for Literatures, Arts, Media and Performance (LAMP) building will become the new home for the Department and benefit their programs in a number of ways, including a project gallery space. Planning for this space is underway.</li> </ul>
9	“The Review Panel recommends consideration of a placement opportunity within the structures of the Joint Program, and some inquiry into its feasibility.”		<ul style="list-style-type: none"> <li>• Following extensive discussions with Centennial, current capacity does not enable the Joint program to obtain work placements for all students; the joint program recognizes the potential for development of experiential learning opportunities that would provide students with the capacity to develop practical skills which would be advantageous for their professional life beyond the university.</li> <li>• The program will work to integrate a practicum into the core program and investigate opportunities through the</li> </ul>	<ul style="list-style-type: none"> <li>• The Dean is supportive of the Department’s plans to incorporate experiential learning and research engagement into programming, noting that the Department is well-positioned to prioritize these areas for the Joint program.</li> </ul>
10	“The Review Panel also encourages the development of research opportunities for students, especially in ways that would lead to problem solving and innovative thinking in work on real-world projects with clients, potential employers, community groups and others.”			

			<p>Centennial Storyworks and ACM Engage programs.</p> <ul style="list-style-type: none"> <li>Following a planned hiring for a new full-time faculty member at ACM (#16 below), the joint program will be better positioned to move forward with these plans.</li> </ul>	
	11	<p>“The Review Panel strongly encourages UTSC and Centennial College to develop a process for [tracking alumni outcomes], especially since the success of programs like this one are predicated on student employability and placement in the field.”</p>	<ul style="list-style-type: none"> <li>The ACM Program Manager will be working with the UTSC Development and Alumni Relations Office in devising an alumni engagement plan for ACM, which includes New Media Studies</li> </ul>	
<p>The reviewers highlighted concerns that the joint program is “clearly dependent on non-permanent faculty” who cover all core courses on both campuses, noting the potential negative implications for the consistency and continuity of the program. They also observed that the absence of full-time faculty and staff dedicated to the program creates challenges for management and leadership, and that the recent retirement of two key leaders on each campus has left a significant gap in program-related institutional knowledge. They recommended exploring options for providing greater stability for the program, and noted that the joint program could directly benefit from new tenure-stream faculty at UTSC playing a more central role in teaching core and complementary courses.</p>	12	<p>“More job security for the sessional faculty who teach the program curriculum. Their ongoing precarity may jeopardize the consistency and continuity of the program.”</p>	<ul style="list-style-type: none"> <li>Tenure-stream faculty in the Media Studies program at ACM are interested to teach courses in the joint New Media Studies program. A planned restructuring of the Media Studies program is expected to support the joint program by allowing Media Studies (MDS) courses to be cross-listed with New Media studies.</li> </ul>	<ul style="list-style-type: none"> <li>The Dean’s office supports the planned restructuring of the Media Studies curriculum to support the joint program with course options.</li> </ul>
	13	<p>“Faculty raised several issues related to the second concern about the temporary nature of employment for contract faculty teaching the majority of courses in the Joint Program. Teaching assignments for UTSC faculty in the Joint Program are often made right before the start of term, which does not give faculty adequate time to prepare, nor does it offer them job security in the Joint Program. The temporary nature of their employment obstructs UTSC’s abilities to retain strong teaching faculty in the Joint Program. Several of the contract faculty who teach in the Joint Program from both UTSC and Centennial College have been working in these positions for multiple years. Drawing on UTSC’s own statement of key commitments to ‘intentional inclusion’ and ‘relational accountability’ in the Strategic Plan from 2020 (p. 16), it seems prudent that a</p>	<ul style="list-style-type: none"> <li>ACM is currently proposing a new tenure-stream position in New Media Studies at the rank of Associate Professor. The ideal candidate would have experience in professional practice, industry connections, and the capacity to take leadership over the joint program.</li> <li>Replacing Professor Petit is an impact for both UTSC and Centennial. A teaching stream position makes sense for this planned appointment.</li> <li>Centennial College is tasked with examining precarity and will consider possible courses of action. Precarity is a broader issue, though steps are underway to address this at ACM (see item 16 below).</li> </ul>	<ul style="list-style-type: none"> <li>The Department’s proposal for a new tenure-stream Associate Professor position will be reviewed as part of the current Faculty Complement Committee planning cycle.</li> </ul>

		meaningful review of these teaching and work conditions be undertaken.”		
	14	“UTSC likely needs a replacement for Prof. Petit to champion the Joint Program on its campus. We would recommend hiring a person who is deeply familiar with the Joint Program at UTSC (ideally, perhaps, someone who teaches core courses) to fill this key role. Finding solutions that also recognize the Joint Program expertise and memory of past-decisions that contract faculty have would also go a long way to sustaining the Joint Program when key staff and faculty leave.”		
	15	“Administrators at Centennial College have committed to rehiring someone [to oversee the joint program at Centennial]; we recommend that this position be fulltime.”		
	16	“More attention to institutional support for the program directors and staff. The 2021 Self-Study calls for the consideration of appointing ‘a discrete Program Supervisor,’ and the Review Panel supports further consideration of this option.”	<ul style="list-style-type: none"> <li>The proposed new position in ACM of Associate Professor of New Media Studies would enable the joint program to ensure continuity in leadership as the successful candidate would be able to serve as program supervisor.</li> </ul>	
	17	“The recent hires at UTSC clearly signal the strength of new media studies teaching and research at the university. The Joint Program could directly benefit from these faculty playing a more central role in the teaching of core and complementary courses, in addition to the elective courses they currently provide to students in the Joint Program.”	<ul style="list-style-type: none"> <li>The planned modifications to the Media Studies program at ACM will increase elective course options for the joint program in New Media Studies.</li> </ul>	<ul style="list-style-type: none"> <li>The Dean’s office supports the planned restructuring of the Media Studies curriculum to support the joint program with course options.</li> </ul>
The reviewers recommended undertaking the strategic consideration of whether to grow the joint program, and identifying the resources that would be necessary to sustain growth.	18	“Perhaps the most significant long-range planning challenges are tied to the question of whether there is interest in growing the size of the Joint Program, or whether the number of students-in-program is already ideal. If there is interest in growing the program among some, there is a very real issue of whether there are adequate resources to sustain such growth, and what kinds of faculty resources would be needed. At UTSC,	<ul style="list-style-type: none"> <li>Our discussions with Centennial College reveal that they can handle large enrollment. UTSC would need additional stipendiary support to offer multiple sections of NMEC, and NMED-level courses allowing students to progress through the program as planned. Currently, we only offer a section each (40 students each year), and would need</li> </ul>	<ul style="list-style-type: none"> <li>The Dean’s office will be working in dialogue with the Department and with Centennial to consider infrastructure and capacity needs for New Media Studies and the joint programs as a whole that would enable us to consider future growth</li> </ul>

		the impending revision of the larger Major in Media, Journalism and Digital Cultures Program provides an opportunity to also examine the relationship between it and the Joint Program.”	to offer at least 2 sections each to support increase in enrollments. Further, we intend to propose a brand new NMEC-level course which would also need to be offered twice.	
The reviewers noted opportunities for enhanced integration of the joint program with the larger UTSC Media Studies program, especially as Media Studies undergoes its own curricular updates. They also suggested encouraging further collaboration between program faculty on both campuses.	19	“The current faculty renewal of the Department of Arts, Culture and Media offers the perfect moment to enhance tenure track and tenured UTSC faculty involvement in the Joint Program, if that is possible. This is also an opportune time to perhaps better integrate the Joint Program with the larger Media Studies undergraduate program while the latter undergoes its own curricular revisions and updates.”	<ul style="list-style-type: none"> <li>The planned modifications to the Media Studies program at ACM will increase elective course options for the joint program in New Media Studies.</li> </ul>	<ul style="list-style-type: none"> <li>The Dean’s office supports the planned restructuring of the Media Studies curriculum to support the joint program with course options.</li> </ul>
	20	“The Joint Program also creates opportunities for cross-campus collaboration between the libraries that could be of benefit to the Joint Program and the larger relationship between UTSC and Centennial College. The Joint Program could still benefit from opportunities for faculty teaching in the Joint Program on both campuses to work together.”	<ul style="list-style-type: none"> <li>The joint program will coordinate resources so that when students return to UTSC in Year 4, courses would be run collaboratively with support and contributions from Centennial College faculty.</li> </ul>	
The reviewers noted the substantial and increasing percentage of international students in the program (and the connected limitations on provincial funding), and recommended exploring the pursuit of advancement initiatives related to the program.	21	“Given the substantial (and increasing) percentage of international students in the Joint Program, program administrators may have to consider soliciting donations, grants, and scholarship funds from alumni and organizations and corporations in media fields related to the content of the program.”	<ul style="list-style-type: none"> <li>The joint program will investigate opportunities to coordinate with broader advancement initiatives at UTSC in order to cultivate relationships with alumni.</li> </ul>	<ul style="list-style-type: none"> <li>At the Divisional level, the Development and Alumni Relations Office is working on enhancing its connections to departments and building global alumni networks in the context of broader advancement planning.</li> </ul>
Other recommendations not prioritized in the Request for Administrative Response	22	“The Review Panel recommends reviewing online course descriptions to ensure they are up-to-date with programs and software used in the field.”	<ul style="list-style-type: none"> <li>The planned modifications to the Media Studies program at ACM will enable instructors to keep pace of the swift changes in the discipline.</li> </ul>	<ul style="list-style-type: none"> <li>The Dean’s office supports the planned restructuring of the Media Studies curriculum to support course review.</li> </ul>



### **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 program as highly successful by nearly every measure, noting that the curriculum reflects the current state of the discipline, and the mix of practical and theoretical education is unique compared to similar programs. They observed that the program structure was revised in response to previous review recommendations, highlighted the level and consistency of staff program coordination and the provision of student enrolment and program services, and commended the excellent contract, sessional and part-time faculty who do the majority of teaching in the program. They also noted that UTSC faculty are emerging and established leaders in digital research methods and new media studies inquiry, and that the libraries at both campuses provide exceptional resources for students and faculty in the joint program.

The reviewers recommended that the following issues be addressed: increasing clarity around the technical competencies expected of students at the start of the program and providing supports if needed; incorporating the Certificate component as a program requirement; continuing strategic consideration of whether to adjust program enrolment requirements; increasing the visibility of students' projects completed in the capstone course; exploring options for providing greater stability for the program such as through new tenure-stream faculty at UTSC; undertaking strategic consideration of whether to grow the joint program; encouraging further collaboration between program faculty on both campuses; exploring the pursuit of advancement initiatives related to the program. The Dean's Administrative Response describes the division and unit's 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 Arts, Culture and Media, and meetings with Centennial College leadership.

The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than Fall 2024 on the status of the implementation plans.

The next review will be commissioned in 2026-27, to take place in 2027-28.

### **6. Distribution**

On June 30, 2023, 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 and Dean of UTSC, the Secretaries of AP&P, Academic Board and Governing Council,

and the Ontario Universities Council on Quality Assurance. The Vice-Principal and Dean provided the link to unit/program leadership.

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

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## 1. Review Summary

<b>Programs Reviewed:</b>	Sociology, HBA: Specialist, Major, Minor Critical Migration Studies: Minor Culture, Creativity, and Cities: Minor  <i>Combined Degree Programs with OISE Master of Teaching:</i> Sociology, HBA: Specialist / MT Sociology, HBA: Major / MT
<b>Unit Reviewed:</b>	Department of Sociology
<b>Commissioning Officer:</b>	Dean, University of Toronto Scarborough
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"><li>• Professor Sara Dorow, Department of Sociology, University of Alberta</li><li>• Professor Michael Emerson, (Head) Department of Sociology, University of Illinois, Chicago</li><li>• Professor Terry Wotherspoon, Department of Sociology, University of Saskatchewan</li></ul>
<b>Date of Review Visit:</b>	February 15, 17-18, 2022 (conducted remotely)
<b>Date Reported to AP&amp;P:</b>	February 16, 2023

## Previous UTQAP Review

**Date:** October 31-November 1, 2013 (review of programs only)

### Summary of Findings and Recommendations

#### Significant Program Strengths:

- Positive morale in the Department and excellent leadership
- Strong faculty commitment to enhancing the curriculum
- Effective initiatives, such as implementation of a research day

#### Opportunities for Program Enhancement:

- Enhancing the Specialist program, providing for greater flexibility and a capstone course
- Expanding upper-year course offerings
- Increasing students' oral and written communication skills
- Increasing experiential learning opportunities
- Developing an integrated approach to faculty planning, including consideration of space and facilities
- Identifying an appropriate staffing model for the Department
- Broadening collaboration with the Cities Lab

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

1. About the University and UTSC: UTSC Strategic Plan, 2020-25; UTSC Academic Plan (2015-20); UTSC Admissions Viewbook (2021-22); 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 (2014); Final Assessment Report: Previous External Review (2014); Unit Self Study, January 2022.
4. About Programs and Courses: Description of all programs (2021-22 Academic Calendar); Description of all courses (2021-22 Academic Calendar); Self-Study Data; Curriculum Mapping: Department of Sociology 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, Vice-Dean Faculty Affairs, Equity and Success, 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, UTSC Chief Librarian and library staff; departmental administrative staff; and undergraduate students.

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Department offers a diverse array of programs organized around core disciplinary strengths
- Objectives
  - ▶ Clear program requirements, explicitly framed within well-articulated learning objectives
  - ▶ Program requirements are consistent with expectations and requirements for Sociology programs in comparable institutions in Canada and the United States
  - ▶ Recently completed curriculum mapping process will guide ongoing reflection and planning related to curriculum design
- Admissions requirements
  - ▶ Admission requirements are consistent with, or slightly above, standards for similar programs in comparable institutions
  - ▶ Recently increased entry and admission requirements highlight students' outstanding academic performance in Sociology programs
- Curriculum and program delivery
  - ▶ Sequencing of program requirements is appropriate for each level of degree concentration
  - ▶ Students gain solid foundations in theory, methods, and other core areas of the discipline; department offers a wide array of course focusing on more substantive themes and areas
  - ▶ Regular offerings of required courses and a range of electives supports students in meeting degree requirements for each program
- Innovation
  - ▶ Recently introduced interdisciplinary programs enable students to combine studies in Sociology with courses from several other relevant disciplines
  - ▶ Well-designed minor programs in Critical Migration Studies and in Culture, Creativity, and Cities draw on core areas of faculty strength

- ▶ Innovative, interdisciplinary Certificate in Computational Social Science likely to appeal to majors both within and beyond social science disciplines
- ▶ Commendable innovative approaches to program offerings and teaching methods, including writing-intensive activities, applied research experiences, and a range of experiential learning opportunities
- ▶ COVID-19 Pandemic has posed challenges but has also fostered new opportunities and innovative pedagogical developments; “the redesign of core elements within Introductory Sociology stands out as a model that could be employed in some of the higher-level courses”
- Accessibility and diversity
  - ▶ Department has been a leader in developing Indigenous pedagogy and research-focused skill development
  - ▶ Department’s priorities to better serve under-represented and non-traditional students and community populations are strongly aligned with similar priorities outlined in the UTSC Strategic Plan
- Assessment of learning
  - ▶ Students are assessed in a variety of ways, oriented to course and program learning objectives established for each level
  - ▶ Department’s commitment to writing development and engaged learning enables use of a range of assessment formats and tools, “with a focus on mastery-learning that seeks to enhance students’ competencies more than on simple numerical grade scores”
- Student engagement, experience and program support services
  - ▶ Students have access to a diverse range of formal and informal opportunities for experiential learning; department is well-positioned to link its commitments to experiential learning and community engagement with broader institutional commitments
  - ▶ Students are exposed to a variety of relevant learning experiences and pedagogical orientations
  - ▶ Strong academic support for students through advising services, writing support, a well-equipped library, and other departmental/institutional services
  - ▶ Some students have welcomed the flexibility of remote and hybrid learning practices, particularly those with longer commutes or work/domestic responsibilities
- Quality indicators – undergraduate students
  - ▶ Most students complete their program in a timely fashion

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

- Curriculum and program delivery
  - ▶ Potential repetition of some material in courses may reflect a need for more effective communication among faculty who teach courses at different levels
- Student engagement, experience and program support services
  - ▶ Combined H.B.A./M.T. programs do not appear to have a high profile within the department

- ▶ Declining course and program enrollment is a major challenge that will require sustained attention by the department, with related issues of academic standards and retention/progression through program levels

The reviewers made the following **recommendations**:

- Admissions requirements
  - ▶ Explore and identify ways of introducing flexibility in admission requirements and program structures
- Curriculum and program delivery
  - ▶ Consider maintaining or developing some remote or hybrid courses to accommodate a wider range of students than might otherwise be accommodated through face-to-face delivery alone
  - ▶ Ensure that effective communication among faculty within areas of sub-field expertise continues to be part of ongoing discussions of future course planning and program configuration
  - ▶ Explore the distribution of course offerings across levels, to identify opportunities to attract more students to higher-level courses
  - ▶ Explore how student interests in particular areas covered at the introductory level could open pathways into senior level courses in those areas
  - ▶ Consider necessary steps to ensure that Sociology instructors at UTSC continue to have access to appropriate TA support
- Accessibility and diversity
  - ▶ Explore opportunities to create a more comprehensive vision for flexible, attractive, and accessible learning, including “collective efforts to expand on experiential learning and to consider more inclusive prerequisite and admissions requirements”
- Student engagement, experience and program support services
  - ▶ Consider how best to consolidate and enhance departmental activities related to community engagement and experiential learning
  - ▶ Increase coordination of student recruitment between the Department and UTSC administration, with potential for faculty involvement in recruitment efforts, specific communications about Sociology programs, and more robust on-boarding and transition supports for first-in-family and other potentially excluded students
  - ▶ Support and expand the Student Experience Survey, including resources to provide for more comprehensive coverage of programs and levels of study
  - ▶ Explore opportunities to raise the profile of the combined H.B.A./M.T. programs, which may be useful as a recruitment tool
  - ▶ Explore ways to broaden appeal to students who might otherwise not take courses or pursue studies Sociology
  - ▶ Consider ways to identify and remove barriers that might unnecessarily restrict access to particular courses or program elements, including attention to the impact that course prerequisites and other requirements may have for students wishing to take specific courses
  - ▶ Continue efforts to collect data for analysis of student demographics and post-graduation pathways, for program planning and quality assessment purposes

- Quality indicators – alumni
  - ▶ Undertake surveys of program graduates on a regular basis

## 2. Graduate Programs (n/a)

## 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Faculty are highly engaged and active in producing excellent scholarship and a robust learning environment
  - ▶ Department faculty members are actively engaged in many important collaborative research ventures and research networks within and beyond North America
- Research
  - ▶ Department maintains an impressive record of scholarship and publishing in important outlets, on par with and often exceeding top sociology programs in North America
  - ▶ Faculty research is making an impact in multiple ways including through public scholarship, community engagement, and faculty participation in international conversations in their respective fields
- Faculty
  - ▶ Several faculty members hold prestigious roles nationally and internationally, and several have won significant research awards
  - ▶ Department has hired an impressive array of scholars covering several content areas while also allowing for important overlaps and synergies within and outside of the department
  - ▶ Faculty are highly committed to engagement with and mentorship of graduate students and are well situated to maintain high levels of graduate supervision and support
  - ▶ Balanced faculty complement and complement plan, including strong recent hires
  - ▶ Strong potential to nominate one or more faculty for named research chair positions
  - ▶ Potential hires of Black scholars in the area of Law & Society have potential “to bring important new expertise to research and teaching in the department, extend the diversity of scholars and scholarly perspectives, and strengthen both the tenure and teaching streams”

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

- Research
  - ▶ Reviewers note the lack of discussion regarding a collective departmental vision or plan for research goals or research support



The reviewers made the following **recommendations**:

- Research
  - ▶ Form an ad-hoc committee to propose a plan for research and research supports in the department as a whole, including key department research objectives
- Faculty
  - ▶ Development of department research and teaching strategy would be beneficial for directing ongoing strategic hiring
  - ▶ Include establishment of Research Chairs in future faculty complement planning

#### **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
  - ▶ Reviewers report “universal praise for collegiality and leadership” and overall high morale and mutual respect in the department
  - ▶ Learning environment is enhanced by a strong sense of community and welcoming
  - ▶ Department’s people are “dedicated to the betterment of the local area, the Toronto metro, the province, and the nation”
  - ▶ Department is “clearly committed to indigenous issues, migration complexities, problems of inequality, urban development, educational quality, and cultural enrichment”
  - ▶ Department leadership takes a collegial and inclusive approach to decisions around programming, departmental life, etc.
  - ▶ Universal praise for the competency and dedication of staff members
  - ▶ Staff members report strong team relationships
- Organizational and financial structure
  - ▶ Recent addition of a research communications support person will help with development of a departmental research and support strategy
  - ▶ Department has shown noteworthy growth and adjustment in ten years since departmentalization
  - ▶ “Experiences with remote work during the COVID pandemic have opened up new ways of thinking about shared space and hybrid work schedules”
- Long-range planning and overall assessment
  - ▶ Strong and vibrant unit has developed unique and well-structured undergraduate programming rooted in academic rigor, research intensity, and innovative options that link to department research strengths and UTSC campus priorities

- ▶ Department contributes in multiple and laudable ways to the five UTSC priority areas outlined in the UTSC Strategic Plan
- ▶ Department has been a leader in developing courses and learning opportunities that respond to the Truth and Reconciliation Commission Calls to Action
- International comparators
  - ▶ U of T Sociology (across the Tri-Campus) is recognized as the top program in Canada and is regularly in the very top tier on most international ranking systems
  - ▶ Teaching and research at UTSC compare favorably to other sociology departments in Canada and globally.

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

- Relationships
  - ▶ Unclear how much the Department pursues opportunities to be cross-program research leaders at the University
- Organizational and financial structure
  - ▶ Providing adequate space for graduate students is a major issue requiring attention
  - ▶ Staff expressed concern about growing time and workload pressures and the potential for new inefficiencies with increased program growth and complexity
  - ▶ Reviewers note challenges of having staff serve multiple departments simultaneously and observe that departments in similarly-sized divisions traditionally have dedicated staff
  - ▶ Reviewers report comments regarding unwieldy workloads (particularly during demanding periods in the academic and fiscal cycle), confusion about staff roles and responsibilities, and other difficulties and constraints posed by structure of sharing staff across departments
  - ▶ Space arrangements in which administrative staff members work throughout different buildings create challenges in communication and development of a team atmosphere
  - ▶ Additional space concerns arising from the need to house new faculty hires and graduate assistants
  - ▶ Reviewers note little discussion of opportunities for revenue generation in the department
  - ▶ Demands on department leadership may become unsustainable in light of increasingly complex administrative growth; reviewers note that it is common for similarly sized departments to have course release funding in place for multiple associate chair positions
- Long-range planning and overall assessment
  - ▶ Reviewers note that it is not clear how the Department of Sociology understands its role in UTSC's strategy to sustain and bolster an inclusive and robust enrolment plan

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Imperative that faculty establish and maintain strong relationships across the campuses given the unique tri-campus structure of the University
  - ▶ Continue to identify and extend opportunities to engage and integrate community partners and perspectives
  - ▶ Consider synergies between community-engaged learning and research
- Organizational and financial structure
  - ▶ Explore ways to enable more dedicated departmental staff and services
  - ▶ Begin conversations about “a more collectively efficacious use of space,” with consideration for anticipated schedules and use of remote and on-campus work
  - ▶ Prioritize keeping staff together within reasonable proximity of the units they serve
  - ▶ Ensure that graduate students have adequate space for confidential meetings with students and for regular engagement with faculty members
  - ▶ Provide sustained funding, via course release coverage, for two Associate Chair positions in the department
  - ▶ Continue with institutional support and resourcing for new, innovative, and successful programs and initiatives
- Long-range planning and overall assessment
  - ▶ Continue exploring modifications in programming streams, including whether or not to maintain the Specialist option, converting minors into majors, and possibilities for developing a stand-alone graduate program; such decisions should be considered in relation to each other and to their implications for longer-term planning
  - ▶ Monitor impact of program developments on enrollments and student pathways in Sociology, with consideration of the implications these trends may have for longer-term planning and program development
  - ▶ Explore ways to integrate and directly connect faculty research expertise with specific courses, as well as with broader program and curriculum objectives, in order to enhance the department’s ability to define and communicate its curriculum, programming, and areas of research strength, focus, or specialization
  - ▶ Explore systematically what factors are contributing to declining enrollments, and what steps can be taken to reverse the trend
  - ▶ In relation to the three established and emerging areas identified in the UTSC Strategic Plan (global cultures, connectivities, identities, and livelihoods; environment, conservation, and sustainability; health, wellbeing, and resilient communities):
    - Continue to develop research strengths in these areas, with integrations in departmental curricula
    - Actively pursue research chair nominations for faculty in these and other areas
    - Consider new faculty hires with related expertise
  - ▶ Continue to expand on strong foundations of inclusion and relational accountability, including by exploring admissions requirements, experiential learning, and other strategies for expanding inclusive pathways and programming

- ▶ Work with the UTSC Development office to identify programs or projects that might be of interest to external donors

## 2. Administrative Response & Implementation Plan



UNIVERSITY OF  
**TORONTO**  
SCARBOROUGH

Office of the Vice-Principal Academic and Dean

December 19, 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 Sociology, University of Toronto Scarborough**

Dear Susan,

Thank you for your letter of July 20, 2022 requesting my administrative response to the external review of the Department of Sociology. I want to thank the review team – Professor Sara Dorow, Department of Sociology, University of Alberta; Professor Michael Emerson, (Head) Department of Sociology, University of Illinois, Chicago; and Professor Terry Wotherspoon, Department of Sociology, University of Saskatchewan – for their consultation with us during the remote site-visit, held from February 15-18, 2022, and for their report, which was finalized on March 28, 2022.

I appreciate the consideration with which the reviewers approached the external review, and I am very pleased with the overall positive review of the Department. The reviewers describe the Department of Sociology as a “strong and vibrant” unit with unique and well-structured undergraduate programming and innovative approaches to teaching. They highlighted the well-designed new Minors in Critical Migration Studies and in Culture, Creativity, and Cities, and the new Certificate in Computational Social Science, all of which draw on the strengths of the Department. They noted that faculty are highly engaged and active in producing excellent scholarship, creating a robust learning environment, and mentoring graduate students. The reviewers observed universal praise for Departmental leadership and the highly competent and dedicated staff, noting that morale and sustained innovation in the pandemic context exceeded expectations. Finally, they highlighted the Department’s clear commitment to addressing issues related to EDI, and their impressive leadership in developing Indigenous pedagogy and research-focused skill development.

The external review report was sent to the Chair of Sociology, Dr. Joseph Hermer, on March 28, 2022, with a request to share it widely among the faculty, staff and students. On September 29, 2022, the decanal group, including myself, the Vice-Dean Teaching, Learning and Undergraduate Programs (VDTLUP), Associate Dean Undergraduate Programs and Curriculum (ADUPC), Associate Dean Experiential and Global Learning (ADEGL), and the Academic Programs Officer, met with the Chair of Sociology 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 Sociology and reflects the key elements of the unit

response letter, dated November 28, 2022. It also includes responses to points raised in the Request for Administrative Response that are outside Departmental control.

- 1) *The reviewers recommended that the Department continue to explore modifications in programming streams, including whether or not to maintain the Specialist option and to explore how the Department can connect with existing combined programs more fully; they encouraged the Department to monitor the impacts of program developments on enrollments and student pathways, and that these impacts be considered in the Department's longer-term planning and program development strategy.*

The Chair has noted in his response, that the Department will launch a period of review of all their programs, with a particular mention of the Specialist in Sociology and the Combined Degree Program with the Master of Teaching, both of which have experienced very low enrolments over the last several years. This is attributed to a decline in interest in Specialist programs more broadly, and a lack of connection between the Master of Teaching and the Department's experiential learning goals. To this end, I am supportive of the Department's plans to close both programs in order to focus resources on other curriculum reforms.

The Department has expanded its programs very thoughtfully in recent years, with the addition of two Minors (Critical Migration Studies and in Culture, Creativity, and Cities), and the Certificate in Computational Social Science. Following this, I agree that a period of curriculum review will be beneficial in identifying the best directions for new program options to support student interests. My office will support the Department and offer guidance on potential new program offerings to enable students to more easily combine their interests across disciplines. This visioning will benefit from the expanded capacity of their three new faculty hires. The program pathway analysis proposed by the Department Curriculum Committee will be complemented and supported by the consolidation of a strategic enrolment management framework at the campus level. This will increase the ability of the Department to evaluate programming aspirations.

- 2) *The reviewers noted that potential repetition of course material at different levels, as identified in the self-study, may reflect a need for more effective communication among faculty teaching courses, especially within areas of sub-field expertise.*

The Chair notes that the Department does not perceive any acute problems with communication between faculty with respect to repetition of material, and that the Department is monitoring scaffolding of course material across different levels as part of their curriculum mapping exercise. In addition to these Departmental efforts, the Dean's Office is also working in partnership with UTSC's Marketing and Communications Office on enhancing communications platforms for our academic programs, which play a critical role in supporting students' course selection and progress through program levels.

- 3) *The reviewers recommended maintaining or developing remote or hybrid courses, to accommodate a wider range of students than might otherwise be accommodated through face-to-face delivery alone.*

With respect to mode of course delivery, the Department welcomes opportunities to accommodate a wider range of students using remote or hybrid courses, and will determine best possibilities for this through a review in the Department Curriculum Committee. While in-person delivery continues to be the valued mode of course delivery for Sociology courses and programs, the Department will examine the most ideal pathway points in the program for online or hybrid mode of delivery against wider curriculum planning. These will be proposed for introduction in Fall 2024 or Fall 2025. I am supportive of these efforts to make these changes with consideration for the student experience, drawing on learnings from the pandemic. My office is working actively with the Office of the Vice-Provost, Academic Programs and with Departments at UTSC to plan for long-term online and hybrid course offerings that will best complement in-person delivery, including an emphasis on summer programming to enhance flexibility for students.

4) *The reviewers recommended that the Department consider how best to consolidate and enhance community engagement and experiential learning activities in its programs, and suggested potential strategies for expanding these in relation to institutional priorities and student interests.*

I am gratified that the reviewers recognized experiential and community-engaged learning as a strength of the curriculum in this Department. The Department's priority for the next year will be to establish a Land Based Learning Lab (LBL<sup>2</sup>) to play a coordinating role in the Department, act as a public-facing resource for land-based learning at UTSC and the wider UofT community, and drive innovations in experiential and community-engaged learning to ensure they are visible, accessible, and relevant to students.

The Land Based Learning Lab that Sociology is developing is exemplary, and will contribute significantly toward the Department's goal of ensuring that all Sociology students engage in experiential learning during their program. As well, LBL<sup>2</sup> will further the commitments of embedding principles of Indigeneity and responding to the recommendations of the UTSC [Campus Curriculum Review](#), the UTSC Strategic Plan [Inspiring Inclusive Excellence](#), and the University of Toronto's response to the Truth and Reconciliation Commission, [Wecheehetowin](#). My office is in the process of creating more coordinated infrastructure to support Department experiential learning initiatives. This has been led by the Associate Dean, Experiential and Global Learning, Lynn Tucker. Funding from the Provost's Office and University Fund over the next two years is enabling additional pilot staffing in experiential learning. My office is also engaged in ongoing conversations on governance and stewardship of the Campus Farm, which will support the important role that Sociology plays in guiding work on that site through the Indigenous Garden, in particular.

5) *The reviewers made a number of suggestions aimed at introducing flexibility in program structures and admission requirements, in order to enhance equity, inclusivity, and students' experience.*

The Chair notes that the Department agrees that this is an important area that can be strengthened in the Department, and prioritizes academic rigour through quality of course offerings and requirements for course entry. I am supportive of the Department's plans to introduce more flexibility into the programs, by: 1) amending admission requirements to align them with programs in other social science disciplines, 2) making curriculum changes that make it easier for second- and third-year students to enter Sociology programs, and 3) replacing the 'gateway' course SOCA03Y3 with two new half year (H)

courses, potentially offered as hybrid offerings or through online mode of delivery. As noted above, the Department is mindful that improving flexibility in program structures will be closely tied to considered changes to delivery modes.

- 6) *The reviewers recommended increased coordination of recruitment efforts between the Department and UTSC's divisional administration, with a number of potential strategies for attracting students to enrol in Sociology programs.*

In his response, the Chair notes that the Department has revised its website to better reach current and prospective students, and that Faculty are also keen to learn from the Campus Curriculum Review Working Circle on how to better coordinate efforts across units. At the Divisional level, UTSC is developing a Strategic Enrolment Management framework under the leadership of Interim Vice-Dean Recruitment, Enrolment & Student Success, David Zweig. These efforts will undoubtedly support the Department in its effort to attract students to Sociology at UTSC, and assist them with their data analysis needs, which I respond to below. My office is also working with UTSC's Marketing and Communications Office to address needs in this area.

- 7) *Noting the limited data available to analyze student demographics and post-graduation pathways, the reviewers recommended that the Student Experience Survey be expanded, and that periodic surveys of program graduates be conducted.*

The Department has confirmed plans to resume its Student Experience Survey in 2023-24, in collaboration with the Registrar's office. To support these efforts, my office will facilitate connections with the Development and Alumni Relations Office (DARO) who can enhance outreach with alumni. As well, the Academic Advising and Career Centre has an active program with recent UTSC graduates that will aid Sociology in these efforts. The Strategic Enrolment Management Framework led by my office will also support these efforts with data about pathways for graduates of the program.

- 8) *The reviewers recommended that the Department continue to develop faculty research strengths in established and emerging areas, and to explore ways to integrate faculty research expertise within curriculum objectives and specific courses.*

In the Chair's administrative response, he indicates that the Department will focus efforts to integrate faculty interests and research in the Computational Social Science Certificate, the Minor in Sociology and Minor in Critical Migration Studies, and the research-intensive D level courses. While I am supportive of the Department's plans to strengthen these efforts, we will also work with the Department to consider further opportunities for program development, particularly if the Specialist is closed. The Land-Based Learning Lab will become a unique hub both within the Department and for the campus as a whole, where faculty can bring research activities to students outside of a traditional classroom. The Department is also undergoing three new faculty searches in 2022-23 which will enable them to further align curriculum development with research strengths.

- 9) *The reviewers recommended the establishment of a committee to develop a Departmental research plan, to include a collective vision, key objectives, hiring strategy, and other supports.*



The Department Chair has noted that the breadth of faculty research areas is a strength for Sociology and has indicated they aim to develop a research vision that embraces the diversity of ideas and approaches reflected in the Department. This will be reflected in a more focused effort to support and facilitate faculty research, in particular for junior faculty. I am supportive of the plans they have identified to prepare a research climate plan for faculty discussion and acceptance early in the new year, and agree that this will further a more supportive climate to attract post-doc researchers, exploring funding opportunities, internal and external recognition of research accomplishments, and knowledge translation and public dissemination opportunities. This work also dovetails productively with the development of a campus-wide strategic research plan coordinated by the Office of the Vice-Principal Research.

*10) Noting widespread concern regarding the viability of having staff members supporting multiple Departments, the reviewers recommended that UTSC explore ways to enable more dedicated Departmental staff and services.*

I thank the reviewers for their attention and recommendation in this area. The Dean's Office is committed to a review of the administrative support of all Social Science departments.

*11) Noting a number of challenges regarding Departmental space for administrative and academic staff, the reviewers recommended careful planning to ensure a collectively efficacious use of available space.*

As the Chair has noted in his response, the physical limitations the Department within Highland Hall has resulted in the loss of some common space for faculty and common and workspace for staff. The Dean's Office is working with departments to identify both short- and long-term solutions, including consideration, where appropriate, of more flexible working arrangements that the pandemic has helped to facilitate.

Once again, I thank the review team for their insightful and valuable review of the Department. I look forward to supporting the Department in implementing their recommendations.

The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the Chair of the Department of Sociology. An interim report to the Office of the Vice-Provost, Academic Programs will be prepared for 2025-26. The next external review of the Department has been scheduled for 2029-30.

Regards,



William Gough  
Vice-Principal, Academic and Dean

## Implementation Plan

Action	Timeline	Lead
Undertake review of current programs to explore options and develop proposals for: <ul style="list-style-type: none"> <li>• Potential program closures (including the Specialist in Sociology and the Combined Degree Program with the Master of Teaching)</li> <li>• New program offerings which may include a New Certificate, New Minor, and New Major</li> </ul>	Short to medium term	Chair
Undertake program pathway analysis to develop method for tracking enrolment annually.	Short term	Sociology faculty (R. Salem/ K. Liddle)
Undertake review of current courses to: <ul style="list-style-type: none"> <li>• Explore options for potential hybrid or online course delivery and propose changes to mode of delivery</li> <li>• Proposed revised structure to SOCA03Y3 and replace with two half-credit (H) courses</li> </ul>	Short term	Chair, Sociology faculty (K. Liddle)
Resume Student Experience Survey in partnership with the UTSC Registrar's Office.	Short term to long term (ongoing)	Sociology faculty (D. Kwan-Lafond/Hermer)
Establish a Land Based Learning Lab (LBL <sup>2</sup> ) to coordinate experiential and land-based learning within the Department and promote to University community.	Short to long term	Sociology faculty (D. Kwan-Lafond/Hermer)
Complete review of support available for faculty research, to develop Department research climate plan.	Short term	Sociology faculty (J. Hannigan)
Planning for appropriate staffing support	Medium term	Dean's Office
Coordination with UTSC Strategic Enrolment Management framework	Medium term	Dean's Office

## 2021-22 UTQAP Review of UTSC Sociology - Review Recommendations

Please do the following for each recommendation in the table:

- If you **intend** to act on a recommendation, please provide an **Implementation Plan** identifying actions to be taken, the time frame (short, medium, long term) for each, and who will take the lead in each area. If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.
- If you **do not** intend to act on a recommendation, please briefly explain why the actions recommended have not been prioritized.
- In accordance with the UTQAP and Ontario's Quality Assurance Framework, "it is important to note that, while the external reviewers' report may include **commentary** on issues such as faculty complement and/or space requirements when related to the quality of the program under review, **recommendations** on these or any other elements that are within the purview of the university's internal budgetary decision-making processes must be tied directly to issues of program quality or sustainability" (emphasis added)
- You may wish to refer to the [sample table](#) provided by the Office of the Vice-Provost, Academic Programs

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Program Response	Dean's Response
The reviewers recommended that the department continue to explore modifications in programming streams, including whether or not to maintain the Specialist option and to explore how the department can connect with existing combined programs more fully; they encouraged the department to monitor the impacts of program developments on enrollments and student pathways, and that these impacts be considered in the department's longer-term planning and program development strategy.	1	"We encourage department members to continue to explore modifications in programming streams, including decisions about whether or not to maintain the Specialist option; which, if any, minors to convert into majors; and possibilities for developing a stand-alone graduate program. We encourage the department to consider these decisions in relation to each other and to their implications for longer-term planning within the department."	The modification in programming streams is an important set of innovations that the department is now actively investigating. The department curriculum committee will examine options. This will involve a new certificate program, a new minor and a new major.  Under the current tri-campus system, the establishment of a stand-alone graduate department at UTSC is not feasible.	Dean's office will support the Department and offer guidance on potential new program offerings to enable students to more easily combine their interests across disciplines.
	2	"It will be important for department members to monitor the impact of program developments on enrollments and student pathways in Sociology, and to consider what implications these trends may have for longer-term planning and program development."	The Curriculum Committee will be carrying out a pathway analysis that includes developing a methodology for tracking enrollment and other baseline data on a yearly basis.	The Department's plans to carry out a pathway analysis in the Curriculum Committee will be complemented and supported by the consolidation of a strategic enrolment management framework at the campus level.
	3	"The department also lists two programs that combine Sociology Specialist and Major	The specialist option will be closed.	The Dean's Office is supportive of the Department's plans to close both programs in

		Honours program streams, respectively, with a Master of Teaching program housed at OISE/UofT... there may be opportunities to explore how the department can connect with these combined programs more fully.”	The OISE Master of teaching will be closed.	order to focus resources on other curriculum reforms.
The reviewers noted that potential repetition of course material at different levels, as identified in the self-study, may reflect a need for more effective communication among faculty teaching courses, especially within areas of sub-field expertise.	4	“[Potential repetition of some material in courses]... may also reflect a need for more effective communication among faculty who teach courses at different levels, especially within areas of sub-field expertise. It is hoped that this issue will continue to be part of the ongoing discussion as the Department moves forward in future course planning and program configuration.”	We interpret this comment as a tentative observation in the specific context of the curriculum mapping exercise, and the Department is attentive to the scaffolding of course material across levels as part of the curriculum discussions.	The Dean agrees the Department is attentive to communication among faculty, and supports the planned curriculum mapping exercise.
The reviewers recommended maintaining or developing remote or hybrid courses, to accommodate a wider range of students than might otherwise be accommodated through face-to-face delivery alone.	5	“The department is encouraged to consider maintaining or developing some remote or hybrid courses to accommodate a wider range of students than might otherwise be accommodated through face-to-face delivery alone.”	While in person delivery will remain the standard mode of course delivery, the curriculum committee will examine remote and hybrid possibilities within programming streams. Consideration might be given to offering these options at crucial pathway points that enable improved program entry for second and third year students.	The Dean supports the Department’s efforts to make mode of delivery changes with consideration for the student experience, drawing on learnings from the pandemic.
The reviewers recommended that the department consider how best to consolidate and enhance community engagement and experiential learning activities in its programs, and suggested potential strategies for expanding these in relation to institutional priorities and student interests.	6	“Sociology department members should consider how they might best be able to consolidate and enhance departmental activities related to community engagement and experiential learning. Consideration should be given to potential strategies to develop a more focused orientation on what the department is currently doing, and how it could expand its activities in these aspects of its programming, in relation to institutional priorities and student interests.”	Over the next year, both short and long term changes will take place across a number of department activities to support this focus. To this end the department will establish a Land Based Learning Lab (LBL <sup>2</sup> ) to drive these innovations.	Led by the Associate Dean, Experiential and Global Learning, Lynn Tucker, the Dean’s office will coordinate infrastructure to support Department experiential learning initiatives, including two years of pilot staffing enabled by funding from the Provost’s Office and University Fund.  The Dean’s Office also engaged in ongoing conversations on governance and stewardship of the Campus Farm, which will support the role that Sociology plays in guiding work on that site.
The reviewers made a number of suggestions aimed at introducing flexibility in program	7	“The department of Sociology is encouraged to explore and identify (in conjunction with	Admission requirements will be adjusted to bring them in line with other social science	The Dean supports the Department’s plans to amend program admission requirements and

structures and admission requirements, in order to enhance equity, inclusivity, and students' experience.		the Dean's office and other departments, as appropriate) ways in which it may be able to introduce flexibility in its admission requirements and program structure. This may include, for instance, making cases to enable recognition of prior knowledge and experiences, or other non-GPA criteria that may situate some students well to take particular department courses."	disciplines. In addition, the pathways into our programs for second- and third- year students in limited; this situation will be remedied with changes that make is easier for students to enrol in our programs beyond the first year. The first-year course SOCA03Y3 will also be replaced with two new half-year courses.	program requirements to introduce flexibility.
The reviewers recommended increased coordination of recruitment efforts between the department and UTSC's divisional administration, with a number of potential strategies for attracting students to enrol in Sociology programs.	8	"Increase coordination around student recruitment between the Department and UTSC administration. This could lead to more faculty involved in direct contact with prospective students, to the development of more specific and exciting communications about Sociology's strengths (including possible career trajectories, double majors, unique features of its program streams, and potential ties to Master of Teaching Programs), and to more robust on-boarding and transition supports for first-in-family and other potentially excluded students, while attracting interest among students who may not currently be aware, or think, of Sociology as a program option."	The Department has made reforms to its website in an attempt to reach both currently enrolled and prospective students. A more systematic recruitment effort will require an accessible infrastructure in the form of a strategic enrollment plan for the Department to participate in.	UTSC is developing a Strategic Enrolment Management framework under the leadership of Interim Vice-Dean Recruitment, Enrolment & Student Success, David Zweig. These efforts will support the Department in its effort to attract students to Sociology at UTSC, and assist them with their data analysis needs.
Noting the limited data available to analyze student demographics and post-graduation pathways, the reviewers recommended that the Student Experience Survey be expanded, and that periodic surveys of program graduates be conducted.	9	We encourage the Dean's office to work with the department to support and expand the Student Experience Survey, including resources to provide for more comprehensive coverage of programs and levels of study.	The student experience survey is expected to resume in 23/24 with the co-operation of the Registrar's office.  Additional resources (co-ordinated with the Registrar) would be required to extend the methodological reach of the survey to graduates who are no longer taking classes within course programs.	The Dean's office will facilitate connections with the Development and Alumni Relations Office (DARO) who can enhance outreach with alumni. The Strategic Enrolment Management Framework will also support these efforts with data about pathways for graduates of the program.
	10	We further encourage the institution to support Sociology and other departments to undertake surveys of graduates on a regular basis, at least in conjunction with upcoming program reviews.		

The reviewers recommended that the department continue to develop faculty research strengths in established and emerging areas, and to explore ways to integrate faculty research expertise within curriculum objectives and specific courses.	11	“The challenge for the department... will be to ensure that it solidifies and builds on the distinct identity that it has been working to craft over the previous decade. One way this might be accomplished is for department members to explore, in their ongoing planning processes, some of the ways that they may be able to integrate and directly connect faculty research expertise... with specific courses as well as with broader program and curriculum objectives.”	These efforts will be buttressed in the next year by an additional Certificate, and the introduction of at least one new minor. The land-based learning lab will become a department hub where faculty can bring research activities to students outside of a traditional classroom.	The Dean’s office is supportive of Department plans.
	12	“We encourage the Department to continue to develop these research strengths in its curriculum (e.g., by turning Minors-into-Majors, pursuing collaborative interdisciplinary programming with cognate programs such as DHS, and exploring a new MA program)”	The Curriculum Committee will be examining these possibilities in its overall work.	The Dean’s office will work with the Department to consider further opportunities for program development, particularly if the Specialist is closed.
	13	“We encourage the Department to... actively pursue research chair nominations for faculty in these and other areas”	The Associate Chair, faculty and research will be implementing a research support plan.	The Department is also undergoing three new faculty searches in 2022-23 which will enable them to further align curriculum development with research strengths.
	14	“We encourage the Department to... consider new faculty hires with related expertise (e.g., in environmental law or energy humanities).	An expected faculty hire this year will involve the sub area of environmental law and society.	
The reviewers recommended the establishment of a committee to develop a departmental research plan, to include a collective vision, key objectives, hiring strategy, and other supports.	15	“Form an ad-hoc committee to propose to the full department a plan for research and research supports in the department as a whole.”	The Associate Chair, faculty and research will be implementing a research support plan.	The Dean supports the Department’s plans to prepare a research climate plan for faculty discussion and acceptance early in the new year.
Noting widespread concern regarding the viability of having staff members supporting multiple departments, the reviewers recommended that UTSC explore ways to	16	“UTSC should prioritize re-structuring of Social Science administrative staff to enable more dedicated departmental people and services. Leadership should work closely with staff to determine this structure and study	The current workload of the office manager and business officer -who support three expanding departments- will become untenable.	Planning is underway to ensure appropriate staffing support is available to the Department.

enable more dedicated departmental staff and services.		how other units on campus (e.g., Humanities, Management) have done so.”		
Noting a number of challenges regarding departmental space for administrative and academic staff, the reviewers recommended careful planning to ensure a collectively efficacious use of available space.	17	“The department should begin conversations now about what a more collectively efficacious use of space might look like beginning in the 2022-23 year as staff return to campus.”	These conversations will be ongoing with continued consultation with staff and faculty.	The Dean’s Office is working with departments to identify both short- and long-term solutions, including consideration, where appropriate, of more flexible working arrangements that the pandemic has helped to facilitate.
Other recommendations not prioritized in the Request for Administrative Response	18	“While the current system for allocating and working with TAs at UTSC seems to be working relatively well, it may be worth exploring possible modifications, as necessary, to ensure that Sociology instructors at UTSC are assured that they will have access to appropriate TA support on a regular and timely fashion.”	Agreed.	
	19	“Provide sustained funding (via course release coverage) for two Associate Chair positions in the department.”	The funding of two Associate Chairs is essential to administering a fully engaged department.	

### **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 of Sociology as a “strong and vibrant” unit that has developed unique and well-structured undergraduate programming, noting that it has recently introduced a number of commendable and innovative approaches to program offerings and teaching methods. They highlighted the well-designed new Minors in Critical Migration Studies and in Culture, Creativity, and Cities that draw on core areas of faculty strength, and the innovative and broadly appealing new Certificate in Computational Social Science. They praised the highly engaged faculty, noting that they are active in producing excellent scholarship, creating a robust learning environment, and engaging with and mentoring graduate students. The reviewers observed universal praise for departmental leadership and the highly competent and dedicated staff; they noted that overall morale and sustained innovation in the pandemic context exceeded expectations. Finally, they highlighted the department’s clear commitment to addressing issues related to EDI, and their impressive leadership in developing Indigenous pedagogy and research-focused skill development.

The reviewers recommended that the following issues be addressed: continuing to explore modifications in programming streams, monitoring the impacts of program developments on enrollments and student pathways, and considering those impacts in longer-term planning and program development strategy; ensuring effective communication among faculty teaching courses; maintaining or developing remote or hybrid courses to accommodate a wider range of students; considering how best to consolidate and enhance community engagement and experiential learning activities; introducing flexibility in program structures and admission requirements to enhance equity, inclusivity, and student experience; increasing coordination of recruitment efforts between the department and UTSC’s divisional administration; expanding the Student Experience Survey and conducting periodic surveys of program graduates; continuing to develop faculty research strengths in established and emerging areas; exploring ways to integrate faculty research expertise within curriculum objectives and specific courses; establishing a committee to develop a departmental research plan; exploring ways to enable more dedicated departmental staff and services; and undertaking careful planning to ensure a collectively efficacious use of available space. The Dean’s Administrative Response describes the Faculty and unit’s 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 Sociology.



The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than December 1, 2025 on the status of the implementation plans.

The next review will be commissioned in 2027-28 to take place in the 2028-29 academic year.

## **6. Distribution**

On June 30, 2023, 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 unit/program leadership.

## 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
Factor-Inwentash Faculty of Social Work	Master of Social Work	Canadian Association for Social Work Education (CASWE)	4-year reaccreditation granted from July 1, 2022 to June 30, 2026, with condition. Progress Report due on April 1, 2026.
University of Toronto Scarborough	BSc Environmental Science BA Environmental Studies	Canadian Environmental Accreditation Commission (CEAC)	7-year accreditation granted from August 4, 2022 to August 4, 2029, with condition.
Ontario Institute for Studies in Education	Doctor of Counselling and Clinical Psychology	Canadian Psychological Association	6-year reaccreditation granted from June 21, 2022 (amended August 15, 2022) until the 2027-28 academic year. Its next self-study will be due by June 15, 2027.
Temerty Faculty of Medicine	Master of Science in Physical Therapy	Physiotherapy Education Accreditation Canada (PEAC)	Awarded 6-year fully compliant accreditation status until July 15, 2028. Progress Report due on October 15, 2023.