TO: Academic Board

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

PRESENTER: See above
CONTACT INFO:

DATE: April 11, 2023 for April 18, 2023

AGENDA ITEM: 2(c)

ITEM IDENTIFICATION:

Semi-Annual Report on the Reviews of Academic Units and Programs – Part 2

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

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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] (April 13, 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] (May 9, 2023)
5. Governing Council [for information] (May 18, 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 February 16, 2023.

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 twelve external reviews of units and/or academic programs are being submitted to AP&P for information and discussion. Of these, two were commissioned by the Vice-President & 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 academic units'

strong and productive connections with surrounding communities, and many initiatives undertaken to enhance equity, diversity, and inclusion.

As always, the reviews noted areas for development. The reviews identified opportunities for units to strengthen coordination and leverage interdisciplinary strengths, and suggested ways to augment supports and mentorship for both students and faculty. The reviews also highlighted the ongoing need to ensure that diversity is reflected in faculty complement and curriculum.

FINANCIAL IMPLICATIONS:

Not applicable.

RECOMMENDATION:

This item is for information and feedback.

DOCUMENTATION PROVIDED:

Compendium of Reviews of Academic Programs and Units

Reviews of Academic Programs and Units

Report to the Committee on Academic Policy and Programs

April 13, 2023

Reviews of Academic Programs and Units

Report to the Committee on Academic Policy and Programs

April 13, 2023

Provostial Reviews

Faculty of Dentistry and its programs
- *Undergraduate:* Doctor of Dental Surgery, D.D.S.
- *Graduate:* Master of Science in Dentistry, M.Sc. (Fields: Dental Anaesthesia; Dental Biomedical Sciences; Dental Public Health; Endodontics; Oral and Maxillofacial Pathology; Oral and Maxillofacial Pathology and Oral Medicine; Oral and Maxillofacial Radiology; Oral and Maxillofacial Surgery; Oral Medicine; Orthodontics and Dentofacial Orthopedics; Pediatric Dentistry; Periodontics; Prosthodontics); Doctor of Philosophy in Dentistry, Ph.D. (Fields: Dental Anaesthesia; Dental Biomedical Sciences; Dental Public Health; Endodontics; Oral and Maxillofacial Pathology; Oral and Maxillofacial Pathology and Oral Medicine; Oral and Maxillofacial Radiology; Oral and Maxillofacial Surgery; Oral Medicine; Orthodontics and Dentofacial Orthopedics; Pediatric Dentistry; Periodontics; Prosthodontics)

John H. Daniels Faculty of Architecture, Landscape and Design and its programs
- *Undergraduate*: Architectural Studies, H.B.A.: Specialist, Major (Specialist streams: Comprehensive; Design of Architecture, Landscape, and Urbanism; History and Theory of Architecture, Landscape, and Urbanism; Technology of Architecture, Landscape, and Urbanism); Visual Studies, H.B.A.: Specialist, Major, Minor (Specialist streams: Critical Practices; Studio); Certificate in Global Studies of the Built Environment (*U of T Global Scholar*); Certificate in Sustainability of the Built Environment; Forestry Biomaterials: Major, Minor (*offered in association with the Faculty of Arts & Science*); Forest Conservation: Specialist, Major, Minor (*offered in association with the Faculty of Arts & Science*); Forest Conservation Science: Specialist, Major, Minor (*offered in association with the Faculty of Arts & Science*); Visual Studies Minor (*offered in association with the Faculty of Arts & Science*)
- *Graduate*: Architecture, Landscape and Design, Ph.D.; Master of Architecture, M.Arch.; Master of Urban Design, M.U.D.; Master of Visual Studies, M.V.S. (Fields: Curatorial Studies; Studio); Master of Landscape Architecture, M.L.A.; Forestry, Ph.D.; Master of Science in Forestry, M.Sc.F.; Master of Forest Conservation, M.F.C.

Decanal Reviews

Faculty of Arts & Science
- Human Biology program
  - *Undergraduate*: Fundamental Genetics and its Applications, H.B.Sc.: Specialist, Major; Global Health, H.B.Sc.: Specialist, Major; Health & Disease, H.B.Sc.:

Specialist, Major; Human Biology, H.B.Sc.: Major; Neuroscience, H.B.Sc.: Specialist, Major

- Centre for Indigenous Studies and its programs
  - o *Undergraduate*: Indigenous Studies, H.B.A.: Specialist, Major, Minor
- Institute for the History and Philosophy of Science and Technology and its programs
  - o *Undergraduate*: History and Philosophy of Science and Technology, H.B.A.: Major, Minor; Science and Society, Minor (*offered with Victoria College*)
  - o *Graduate*: History and Philosophy of Science and Technology, M.A., Ph.D.
- Department of Linguistics and its programs
  - o *Undergraduate*: Linguistics, H.B.A.: Specialist, Major, Minor
  - o *Graduate*: Linguistics, M.A., Ph.D.
- Department of Psychology and its undergraduate programs; Buddhism, Psychology, and Mental Health Minor (New College)
  - o *Undergraduate*: Psychology, H.B.Sc.: Specialist, Major, Minor; Psychology Research, H.B.Sc.: Specialist; Buddhism, Psychology and Mental Health Minor (*housed within Victoria College*)

Temerty Faculty of Medicine
- Department of Medical Biophysics and its programs
  - o *Graduate:* Medical Biophysics, M.Sc., Ph.D.
- Department of Nutritional Sciences and its programs
  - o *Undergraduate:* Nutritional Sciences, H.B.Sc.: Major (*offered in association with the Faculty of Arts & Science*)
  - o *Graduate:* Nutritional Sciences, M.Sc., Ph.D.
- Department of Physiology and its programs
  - o *Undergraduate:* Physiology, H.B.Sc.: Specialist, Major, Minor (*offered in association with the Faculty of Arts & Science*)
  - o *Graduate:* Physiology, M.Sc., Ph.D.; Medical Physiology, M.H.Sc.

University of Toronto Scarborough
- Department of Anthropology and its programs
  - o *Undergraduate*: Evolutionary Anthropology, H.B.Sc.: Specialist, Major; Socio-Cultural Anthropology, H.B.A.: Specialist, Major; Anthropology: Minor (Arts); Certificate in Evolutionary Anatomy (Category 1); Certificate in Bioarchaeology (Category 2)
    - § *Combined Degree Programs with the OISE Master of Teaching*: Evolutionary Anthropology, H.B.Sc.: Specialist / M.T.; Evolutionary Anthropology, H.B.Sc.: Major / M.T.; Socio-Cultural Anthropology, H.B.A.: Specialist / M.T.; Socio-Cultural Anthropology, H.B.A.: Major / M.T.
- Department of Political Science and its programs
  - o *Undergraduate*: Political Science, H.B.A.: Specialist, Major, Minor; Public Law: Minor; Public Policy, H.B.A.: Major, Major (Co-op)

Appendix I: Externally-commissioned reviews of academic programs, March–April 2023

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

1 Review Summary

Program(s) Reviewed:	**Undergraduate programs:**
	• Doctor of Dental Surgery
	Graduate programs:
	• Master of Science in Dentistry, M.Sc.
	▸ *Fields*: Dental Anaesthesia; Dental Biomedical Sciences; Dental Public Health; Endodontics; Oral and Maxillofacial Pathology; Oral and Maxillofacial Pathology and Oral Medicine; Oral and Maxillofacial Radiology; Oral and Maxillofacial Surgery; Oral Medicine; Orthodontics and Dentofacial Orthopedics; Pediatric Dentistry; Periodontics; Prosthodontics
	• Doctor of Philosophy in Dentistry, Ph.D.
	▸ *Fields:* Dental Anaesthesia; Dental Biomedical Sciences; Dental Public Health; Endodontics; Oral and Maxillofacial Pathology; Oral and Maxillofacial Pathology and Oral Medicine; Oral and Maxillofacial Radiology; Oral and Maxillofacial Surgery; Oral Medicine; Orthodontics and Dentofacial Orthopedics; Pediatric Dentistry; Periodontics; Prosthodontics
Division Reviewed:	Faculty of Dentistry
Commissioning Officer:	Vice-President & Provost
Reviewers (Name, Affiliation):	• Cathia Bergeron, Dean, Faculté de médecine dentaire, Université Laval
	• Elsbeth Kalenderian, Dean, Academic Centre for Dentistry Amsterdam
	• Mark Wolff, Morton Amsterdam Dean, Penn Dental Medicine, University of Pennsylvania

Date of Review Visit:	February 28 – March 4, 2022
Date Reported to AP&P:	April 13, 2023

Previous UTQAP Review
Date: November 20-December 2, 2016

Summary of Findings and Recommendations

Significant Program Strengths
- The Dean's leadership and the dedicated faculty
- Students who achieve strong academic outcomes as measured by National Board examinations and timely completion rates
- The Faculty's exemplary research commitment

Opportunities for Program Enhancement
- Determining the most useful new technologies currently employed in clinical practice and developing a plan to incorporate these into the traditional educational program now and in the future
- Improving student patient care experiences through more effective recruitment of patients as teaching cases
- Reviewing all 10 specialty programs for consistency with program and faculty mission, need/demand and financial performance
- Redesigning MSc program and degree options to address any mismatch between existing programs outcomes and student desired outcomes
- Evaluating the quality and responsiveness of student support provided by the registrar and related offices
- Implementing the findings and recommendations of the April 2015 review of research
- Articulating priorities and focusing on fewer areas to potentially maximize research investment
- Reviewing faculty composition to optimize the balance between part-time, associate, and full-time
- Addressing faculty workload, specifically the balance between research, teaching and service
- Enhancing internal and external communication and supporting faculty engagement within and across disciplines
- Developing plans to ensure financial stability, including around clinical operations
- Completing the renovations of research laboratories and developing a capital plan to enable the renovation or building of new facilities to create a modern clinical facility

Current Review: Documentation and Consultation

Documentation Provided to Reviewers
- Review Terms of Reference
- Site Visit Schedule

- Self-study and appendices including access to course descriptions and faculty 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, Faculty of Dentistry
- Associate Dean, Undergraduate Education
- Associate Dean, Graduate Education
- Vice Dean, Research
- Vice Dean, Education
- CAO & Assistant Dean, Administration
- Director, Continuing Dental Education
- Director, Advancement
- Graduate Specialty Program Director, Endodontics
- Graduate Specialty Program Director, Dental Public Health
- Graduate Specialty Program Director, Pediatric Dentistry
- Graduate Specialty Program Director, Oral & Maxillofacial Surgery
- Graduate Specialty Program Director, Dental Anaesthesia
- Graduate Specialty Program Director, Oral Medicine & Oral Pathology
- Graduate Student Representatives
- Doctor of Dental Surgery Student Representatives
- Tenured Faculty Members
- Dean, School of Graduate Studies & and Vice-Provost, Graduate Research and Education
- Pre-Tenure, Pre-Continuing Status Review Faculty Members (Full-Time)
- Part-time Faculty Members
- Dean, Dalla Lana School of Public Health
- Dean, Leslie Dan Faculty of Pharmacy
- Dean, Lawrence S. Bloomberg Faculty of Nursing
- Dean, Faculty of Kinesiology and Physical Education
- Acting Dean, Factor-Inwentash Faculty of Social Work
- Vice Dean Clinical and Faculty Affairs, Temerty Faculty of Medicine
- Dean, Faculty of Applied Science & Engineering
- Director of Clinical Affairs
- Business Development Officer
- Selected DDS course directors
- CCP Director
- IDAPP Director
- Director of Student Life
- Director, Institute of Biomedical Engineering
- Co-Director, Centre for the Study of Pain
- President, Ontario Dental Association

- Administrative Staff
- Graduate Specialty Program Director, Prosthodontics
- Graduate Specialty Program Director, Orthodontics
- Royal College of Dental Surgeons of Ontario Representatives
- Alumni Representatives

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

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

The reviewers observed the following **strengths:**

- Overall quality
  - ▸ DDS program "offers a great and extremely significant direct service to the community"
  - ▸ DDS is a strong competitor relative to other international programs
  - ▸ Student quality is superb
- Objectives
  - ▸ DDS requirements and learning outcomes are clear, appropriate, and aligned with degree level expectations
- Admissions requirements
  - ▸ Faculty has an excellent pool of applicants to choose from and admission requirements are appropriate
- Curriculum and program delivery
  - ▸ DDS course offerings are "sufficient and high-quality"
- Accessibility and diversity
  - ▸ DDS clinic activities function as large safety-net provider to patients experiencing access-to-care challenges
- Innovation
  - ▸ [DDS] program has outstanding interprofessional pain program, which might benefit from greater exposure
- Student engagement, experience and program support services
  - ▸ Opportunities noted for student learning beyond the classroom through externships
  - ▸ Excellent opportunities for student research experiences "through the fabulous research outfit at the school"
  - ▸ Quality and availability of student supervision is satisfactory
  - ▸ DDS program has access to outstanding research structure and faculty, that ensure the intellectual quality of the student experience
  - ▸ Faculty offers an undergraduate summer research program that is open to undergraduate students from all Canadian dental schools
- Quality indicators – undergraduate students
  - ▸ Student completion rates and time to completion are good, particularly given severe governmental COVID restrictions

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

- Admissions requirements
  - ▸ "Outstanding" pool of student applicants could be negatively impacted if digital dentistry is not implemented quickly
- Curriculum and program delivery
  - ▸ DDS curriculum "reveals maldistribution of clinical experiences and a paucity of cultural competency training; students have difficulties completing a comprehensive treatment plan and they receive no training in the newest technologies"
  - ▸ No system in place for DDS students to ensure they have enough patients to graduate
  - ▸ DDS competency assessment system is not fully developed for assessing clinical skills in the last two years of the program
- Accessibility and diversity
  - ▸ Students expressed concerns that the Faculty is "still behind on EDI matters"
- Innovation
  - ▸ Little evidence of innovation or creativity in the content or delivery of DDS program
- Student engagement, experience and program support services
  - ▸ DDS student representatives noted "that they are not quite comfortable with the notion that they will be fully competent beginning dentists upon graduation"
  - ▸ "There is no DDS program-level mental health support, and the DDS program does not provide downstream pro-active support. Students feel that faculty are not responsive to their complaints."
- Quality indicators – undergraduate students
  - ▸ Monitoring and managing of DDS student completion time remains challenging, as some students experience difficulties getting enough patients to meet required clinical competencies

The reviewers made the following **recommendations**:

- Overall quality
  - ▸ Areas for improvement in the DDS include "integration of basic science and clinical science; initiatives and infrastructure to manage violence, bias, etc. and to further develop the diversity part of the cultural competency program"
- Curriculum and program delivery
  - ▸ Reinforce role and leadership of Undergraduate Education Committee; develop a program vision for excellence in education, beyond basic requirements to graduate dentists; create structured opportunities to share curriculum issues, "to foster a culture of excellence and cohesion in curriculum"
  - ▸ DDS curriculum urgently in need of a digital dentistry component (CADCAM, oral scanners, etc.), as the profession has firmly embraced the use of digital technology
  - ▸ A Quality Improvement committee could greatly help with closing the loop on patient errors and quality assurance in the DDS
- Student engagement, experience and program support services

▸ A more structured program will facilitate the integration of more DDS students into labs as part of their research curriculum

2.   Graduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▸ Graduate specialty programs also offer extremely significant direct service to community
- Objectives
  - ▸ Requirements and learning outcomes for the graduate specialty programs are clear, appropriate, and aligned with the relevant degree level expectations
- Admissions requirements
  - ▸ Outstanding pool of applicants to graduate and graduate specialty programs; admission requirements are appropriate
  - ▸ Quality of applicants and admitted students to graduate specialty programs is superb; enrolment is steady
- Curriculum and program delivery
  - ▸ There are sufficient and high-quality graduate-level courses offered, ensuring that students can meet all course requirements for specialty and non-specialty programs
  - ▸ Research curriculum is appropriate for the level of the graduate programs
- Assessment of learning
  - ▸ Assessment in the MSc and PhD programs is appropriate
- Student engagement, experience and program support services
  - ▸ Graduate students perceive that they are supervised by high quality mentors
  - ▸ Quality and availability of graduate specialty student supervision is satisfactory
  - ▸ PhD program has the use of outstanding research facilities
- Quality indicators – graduate students
  - ▸ Graduate specialty student completion rates and time to completion are good

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

- Overall quality
  - ▸ "The lack of a digital program will affect the quality of student recruits to the graduate programs"
- Curriculum and program delivery
  - ▸ Clinical components of the MSc curriculum also "reveal maldistribution of clinical experiences and a paucity of cultural competency training"…these students have difficulties completing a comprehensive treatment plan and they receive no training in the newest technologies"
  - ▸ Clear lack of clinical research in the graduate program

- ▸ Curriculum in prosthodontic and orthodontic graduate specialty programs also "reveal maldistribution of clinical experiences and a paucity of cultural competency training; students have difficulties completing a comprehensive treatment plan and they receive no training in the newest technologies"
  - ▸ Graduate specialty prosthodontics program is run as a private practice, resulting in little collaboration with other graduate specialty programs; this does not stimulate interprofessional collaboration
  - ▸ Graduate specialty program in prosthodontics suffers from a very long patient waiting list, which does not reflect a very patient centric model
  - ▸ Endodontic graduate specialty program may be suffering from a lack of patients
- Assessment of learning
  - ▸ Graduate specialty programs do not use a standardized competency program
- Student engagement, experience and program support services
  - ▸ "Clinical postgraduate [i.e., students in graduate specialty programs] students do not feel they have a good educational experience. They do not believe they are receiving 'value'. Issues include lack of interdisciplinary planning, no true time off, not enough patients for endodontics program, students feeling lost, and the prosthodontics program students do not get to treat patients from beginning to end (they only have transfer patients)."
- Quality indicators – graduate students
  - ▸ QI indicators for the research programs are appropriate

The reviewers made the following **recommendations**:

- Overall quality
  - ▸ Reviewers recommend one Quality Improvement committee for both the DDS and graduate specialty programs, to encourage learning from each other, and across systems
  - ▸ Areas for improvement in the graduate specialty programs include "integration of basic science and clinical science; initiatives and infrastructure to manage violence, bias, etc. and to further develop the diversity part of the cultural competency program"
- Curriculum and program delivery
  - ▸ Graduate specialty programs also urgently in need of a digital dentistry component (CADCAM, oral scanners, etc.), as the profession has firmly embraced the use of digital technology
- Assessment of learning
  - ▸ Consider implementing EPA competency system throughout the graduate specialty programs/entire Faculty

3. Clinical Service

The reviewers observed the following **strengths**:

- The Faculty treats a wide variety of patients in the city of Toronto: 15,000 patients yearly, encompassing more than 90,000 appointments per year in the 10 undergraduate and graduate clinics located throughout the building
- Clinical program provides high-quality care for a variety of patients, particularly patients who are traditionally underserved, and/or considered vulnerable
- An additional 41 chairs in the Faculty's off-site clinic opened in September 2021, increasing student access to fully enclosed operatories (required during the pandemic for aerosol generating procedures); it will also provide additional clinic space during planned renovations of older facilities
- Updates to central sterilization, and planned updates to pre-clinical facilities are underway
- Faculty clinics are available to all disciplines, to support all forms of research
- Faculty worked extensively and successfully to develop dental care programming during COVID-19
- Graduate programs appear good; specialty programs are based on the number of enrollees; the number of patients is plentiful

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

- Clinic was designed and constructed in the late 1950s and has had limited renovation to this date
- New facility developed during COVID-19 pandemic will add a significant amount to the Faculty's operating budget, for rent and additional operating expenses
- Clinical environment emphasizes student experience over patient experience
- Each program functions slight isolation from others
- Concerns noted regarding responsibility of multiple part-time instructors for clinical evaluation
- Dentistry's unique position of delivering patient care in addition to being an education facility creates a unique financial burden in the University context
- Students note concerns around 'log jams' in the treatment planning process, as well as long waitlists for patient assignments
- Lack of diversity component in cultural competency program
- Students note that they need assistance in treatment planning endodontic procedures, but are unable to receive the necessary guidance
- Faculty note concerns around lack of vision, leadership and coordination in clinical area
- Clinical Affairs staff are under-resourced and overcommitted
- Lack of clarity around a competency system where clinical critical errors are evaluated, and students are retained until they can demonstrate improved skills

The reviewers made the following **recommendations**:

- Clinical care is student centered and should be moved to a patient centered mode
- Need identified for enhanced and structured calibration of clinical evaluation practices
- "There will be an ongoing need to expand the delivery of care shortly if the school is to thrive"
- Potential capacity noted to expand pediatric program
- Significant opportunity noted "for real collaboration between graduate programs, both in shared didactic courses and in clinical facilities"
- Previous Provostial review, and 2021 report, '*Re-Envisioning Dental Education at the University of Toronto*' pointed to issues with clinical administration responsibilities, faculty calibration, patient-centered care, clinical facility condition and a culture of "top down" communication that required remediation; minimal progress has been made on many of these issues, which require immediate attention

4. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▸ Faculty has good complement of academics with strengths in research and teaching
- Research
  - ▸ Excellent scientists capable of conducting strong research programs
  - ▸ Faculty of Dentistry recognized for its extensive contribution and major commitment to dental research
  - ▸ Faculty's outstanding research program is able to attract significant funding
  - ▸ Faculty is renowned for its innovation and interdisciplinary programs within national and international research communities
  - ▸ Faculty of Dentistry ranks highest in both scholarly output and citation count, compared to national peers
  - ▸ Research programs fall under seven very relevant broad themes
- Faculty
  - ▸ Reasonable balance between tenure and teaching stream faculty
  - ▸ The Faculty is in the process of increasing the proportion of teaching stream faculty to more effectively address its teaching needs
  - ▸ Great mentorship for tenure stream faculty
  - ▸ Junior faculty show excellent potential
  - ▸ The Faculty recognizes the importance of continually strengthening its research and teaching missions with careful succession planning in the various fields

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

- Faculty
  - ▸ Faculty's significant budgetary challenges preventing any increase in overall FTE

> ▸ Ongoing challenge to recruit full-time academics in clinical fields (shared by most dental schools in North America)

The reviewers made the following **recommendations**:

- Faculty
  - ▸ Expand faculty mentorship program to include members of the teaching stream
  - ▸ Faculty may need to consider gradual FTE reduction, if budgetary situation does not improve

5. 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
  - ▸ General morale of students, faculty and staff is good; faculty, staff, undergraduate and graduate students feel respected in the Faculty of Dentistry environment
  - ▸ Faculty's strategic plan clearly wellness initiatives for students, faculty and staff as a priority
  - ▸ Dean has been successful at fostering a sense of community
  - ▸ Director of Student Life provides excellent services and is very accessible
  - ▸ Faculty has supported extracurricular activities for students in recent years, resulting in an increased sense of engagement
  - ▸ Student government is very dynamic
  - ▸ Faculty provides extremely significant direct service to community; safety-net provider to patients with access to care challenges
  - ▸ Faculty has community outreach programs at municipal, provincial, and international levels
  - ▸ Research and Business Development Manager brings industry partners and develops translational potential
  - ▸ Faculty enjoys well established collaborations with and strong reputation among cognate divisions
  - ▸ Faculty is actively involved in Interprofessional Education
  - ▸ Faculty have played major roles in national and international research organizations
  - ▸ Relationships with professional organizations and Ontario regulatory body are very good
  - ▸ Alumni association feels very well supported by the Faculty
  - ▸ International Dentist Advanced Placement program (IDAPP) and Dental Specialty Assessment and Training program (DSTAP) noted as impactful initiatives

- Organizational and financial structure
  - ▸ Complete renovation of research infrastructure undertaken in 2018, resulting in modernized open concept research laboratories, offices and collaborative spaces
  - ▸ Faculty has been able to balance its annual budget for the last several years, and accumulate funds for the operating fund reserve
  - ▸ Advancement staff appear to be doing an "outstanding" job with the capital campaign
  - ▸ Faculty appears to manage student financial aid well
- Long-range planning and overall assessment
  - ▸ Great school with exceptional faculty
  - ▸ Faculty performs exceptionally well, considering the strict regulatory requirements and financial constraints it faces
  - ▸ Faculty has robust student enrolment management system, and there are ample numbers of applicants for all programs
  - ▸ High quality of faculty members and students should be strongly recognized
- International comparators
  - ▸ Only Faculty of Dentistry in Canada offering all 10 dental specialty programs
  - ▸ Faculty has "a stellar reputation"

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

- Relationships
  - ▸ Very minimal interactions between Faculty's various programs
  - ▸ Basic science and clinical research are "too disconnected"
  - ▸ Institutional resources for student wellness "seem too distant and not easily accessible"
  - ▸ General morale has been significantly affected by the pandemic
  - ▸ Relatively low number of national and international collaborations, compared to peer Dentistry Faculties
- Organizational and financial structure
  - ▸ The Faculty has had significant financial challenges over the past decade, due to tuition roll-backs and freezes, and significant COVID-related budgetary challenges
  - ▸ Faculty has faced extreme pandemic-related challenges to operate despite COVID restrictions; an expensive new clinic had to be established urgently to allow students to pursue essential clinical activities
  - ▸ Faculty is faced with significant needs for facility and equipment updates, and simultaneous need for human resource and programmatic expansion (such as digital dentistry)
  - ▸ Significant difficulties noted around adequately financing clinic operations, and implementing preclinic modernization
  - ▸ Faculty is projecting an annual budget deficit starting in 2022-23
- Long-range planning and overall assessment
  - ▸ "Finance must be considered the greatest threat to the Faculty's growth and long-term prosperity"

- ▸ Lack of integration of digital and other technologies repeatedly noted as a significant and urgent concern
- ▸ The Faculty has further progress to make on goals related to Equity, Diversity and Inclusion

The reviewers made the following **recommendations**:

- Relationships
  - ▸ Value of Faculty's service to community should be promoted more at the University and government levels, and to the broader population
  - ▸ Significant need identified to develop interdisciplinary work within the Faculty of Dentistry, in order to enrich all of the Faculty's programs
  - ▸ "Better integration between research and undergraduate/graduate programs is needed"
  - ▸ Develop strategies to expand national and international connections; opportunities noted for impactful partnerships within the University, with other institutions, hospitals, and local and international commercialization hubs
  - ▸ Consider providing proximity resources to support student mental wellness
  - ▸ Expand fundraising outreach to alumni
- Organizational and financial structure
  - ▸ Resources needed in near future for clinic infrastructure renovation, shift to a digital curriculum (technology), and initiatives to support EDI and mental wellness
  - ▸ Expenses associated with required capital projects will need extensive planning
  - ▸ Consider providing assistance and resources to better support the mission of Student Life staff
- Long-range planning and overall assessment
  - ▸ Consult with the University administration to determine potential funding avenues
  - ▸ Urgently prioritize the development of a digital curriculum
  - ▸ Develop a vision for clinical research; explore possibility of dedicated space for clinical research
  - ▸ "EDI initiatives need to move towards an action plan to really implement the principles in the Faculty culture. A strong EDI statement and a code of conduct specific to the Faculty of Dentistry should be developed"
  - ▸ Explore possibility of growing graduate and graduate specialty programs
  - ▸ Significant potential noted for expansion of successful continuing education program
  - ▸ Strategically develop faculty complement, in order to maintain current strengths in research and teaching
  - ▸ Consider engaging in government advocacy at University level, to pursue the possibility of increasing provincial clinical education funding and support for the clinical infrastructure renewal
  - ▸ New Faculty leadership encouraged to evaluate the effectiveness of the Faculty's administrative and clinic affairs

2 Administrative Response & Implementation Plan

UNIVERSITY OF TORONTO
FACULTY OF DENTISTRY

March 8, 2023

Prof. Susan McCahan
Vice Provost, Academic Program
University of Toronto

Re: response to 2021-22 External Review of the Faculty of Dentistry

Dear Prof. McCahan,

Thank you for providing the February-March 2022 External Review of the Faculty of Dentistry, its undergraduate program, Doctor of Dental Surgery, DDS, and its graduate programs: Master of Science in Dentistry, MSc (*Fields: Dental Anaesthesia; Dental Biomedical Sciences; Dental Public Health; Endodontics; Oral and Maxillofacial Pathology; Oral and Maxillofacial Pathology and Oral Medicine; Oral and Maxillofacial Radiology; Oral and Maxillofacial Surgery; Oral Medicine; Orthodontics and Dentofacial Orthopedics; Pediatric Dentistry; Periodontics; Prosthodontics*), and Doctor of Philosophy in Dentistry, PhD (*Fields: Dental Anaesthesia; Dental Biomedical Sciences; Dental Public Health; Endodontics; Oral and Maxillofacial Pathology; Oral and Maxillofacial Pathology and Oral Medicine; Oral and Maxillofacial Radiology; Oral and Maxillofacial Surgery; Oral Medicine; Orthodontics and Dentofacial Orthopedics; Pediatric Dentistry; Periodontics; Prosthodontics*).

I wish to thank the external reviewers for taking the time to evaluate our programs and prepare their thoughtful and helpful report, which indicated both our strengths and challenges. The consultative response for the programs under review has been shared with: Prof. Jim Lai, Vice Dean (Education); Prof. Morris Manolson, Interim Vice Dean (Research); Prof. Ernest Lam, Associate Dean (Graduate Education); Prof. Anuradha Prakki, Interim Associate Dean (Undergraduate Education); Prof. James Posluns (Director of Clinical Affairs); Ms. Arleen Morrin, CAO; Ms. Selina Esteves; Director of Advancement; Dr. Christopher Swayze, Director of Continuing Dental Education; Prof. Robert Bonin, Co-Director of the University of Toronto Centre for the Study of Pain; Prof. Rachael Bosma; Co-Director of the University of Toronto Centre for the Study of Pain; Prof. Greg Anderson, Director of Comprehensive Care Program; Dr. Jesse Barker (Graduate and Postgraduate Dental Student Society President) and Mr. David Dunbar (Dental Student Society President).

The major themes identified by the UTQAP reviewers are addressed below. A more detailed response of subthemes may be found in the appended table.

The reviewers emphasized the need for enhanced collaboration and communication across all programs and areas of specialization, to develop or strengthen interdisciplinary connections and better integration between research and clinical sciences.

Communication and collaboration are important. Many specialties depend on collaborations. For example, in our Faculty, graduate specialty students in Periodontics, Prosthodontics, Oral and Maxillofacial Surgery and Endodontics work and train together in one clinic in the placement of dental implants. Oral and Maxillofacial Surgery and Orthodontics have a strong relationship where they treat orthognathic (i.e., jaw) surgery patients together. Oral and Maxillofacial Radiology is an essential component for almost all of the clinical specialties. The clinical conferences are a seminar series where all specialty students present clinical cases. One requirement for the case presentation is that students from different specialty programs team up for the presentation.

The graduate and undergraduate programs are separate, but there are cross-activities – graduate students are assigned to teach in the undergraduate clinics, undergraduate students are assigned to assist and or observe in the graduate clinics.

We believe that research is heavily integrated with graduate clinical specialty program, which require an MSc or PhD thesis, and research projects are available to undergraduate students. Clinical research remains a long-standing challenge.

Program & Dean's Response:
Short to medium term [6 months-2 years]:
The Nusbaum Collaboration Space was opened up to all faculty and graduate specialty students for lunches and as an informal collaboration space.

A new Associate Dean (Graduate Education) will be starting in July 2023. He will be asked to explore new ways to enhance collaboration and communication.

Starting 2023-24, the Associate Dean (Undergraduate Education) will be initiating regular "Teaching Rounds" to bring faculty together to discuss education issues across all courses.

The hiring of a new research coordinator to assist clinical faculty to write and submit grant applications, and if funded, to help faculty coordinate subsequent clinical trials. (done in July 2022)

The Vice Dean (Research) will explore providing seed funding for new research proposals that bring together novel collaborations between clinicians and basic scientists within our Faculty. (in process)

Long term [>3 years]:
The infrastructure plan is to move the graduate clinical specialty programs to the first floor of the Faculty. These clinics would be sub-divided into surgical and non-surgical specialties. This plan would further support inter-specialty collaboration at the clinical level but can only be implemented

following renovation of Clinic 2.

The reviewers noted that while the Dentistry profession has firmly embraced the use of digital technology, there is a conspicuous and concerning lack of integration of digital and other technologies within the Faculty, which could soon jeopardize the competitiveness of its programs and the quality of applicants. They strongly recommended that the development of a digital curriculum be prioritized.

There are many aspects of "digital dentistry" which our students learn and perform at the Faculty clinics. All patient management records are digital. Radiographic imaging has been fully digital in the Faculty since 2015. The graduate clinical specialty programs have made advances in digital technology. All undergraduate students learn how to take digital impressions and fabricate CAD/CAM crowns pre-clinically. Pre-pandemic, digital impressions and CAD/CAM crowns were done in the undergraduate clinics – but they have not resumed post-pandemic due to infrastructure and hardware/software issues. New hardware/software devices have been acquired recently in the specialty programs and new hardware/software devices are needed for the undergraduate program. There are inherent challenges with the implementation of digital dentistry into the clinical curriculum, including:

- Privacy and security of patient records.
- Integration with the current digital Clinic Management System (axiUm).
- IT support, software licenses, storage capacity.
- Cost and maintenance of devices and software.

Program & Dean's Response:
Short to medium term [6 months-1 year]:
We will continue with the implementation of recently acquired digital dentistry devices by Graduate Specialty Program Directors. Orthodontics has recently acquired new oral scanners for use in their program. Periodontics is currently implementing a digital support lab with a scanner and 3D printer to support treatment planning for dental implants. Oral and Maxillofacial Surgery is similarly increasing their use of digital dentistry. Prosthodontics is coordinating with Restorative Dentistry to identify their specific hardware and software needs for digital dentistry.

For the undergraduate program, implementation for digital dentistry ideally should begin at the pre-clinical level (to learn it) and progress to the clinics (to use it). During the current simulation lab renovation, we have arranged for the pre-clinical students to learn how to take digital impressions and fabricate CAD/CAM crowns off-site. Course Directors will conduct research work regarding Usage and Needs Assessment of Digital Dentistry for Dental Education and for Clinical Care, and identify the new specific hardware and software needs for digital dentistry.

Medium to long term [1-3 years]:
The current simulation lab renovation (completion – January 2024) has a digital lab 'roughed in'

ready for installation of the new specific hardware and software, once they are identified.

The reviewers noted *"Unfortunately, [the 2016-17 UTQAP review, the recent review of clinical operations, and the 2021 Dentistry Advisory Group report] pointed to issues with the clinical administration responsibilities, faculty calibration, patient-centered care, clinical facility condition and a culture of "top down" communication that required remediation. There has been minimal progress on many these issues. This requires immediate attention despite the financial difficulties being experienced by the school."*

The May 2021 Advisory Report was tasked to consider how dental education could be re-envisioned to accomplish financial sustainability while still achieving its core missions. It suggested a number of initiatives that will help guide the Faculty for the long-term.

As a first step follow-up to the Report, an in-person full-day retreat (CCP Roundtable Day), which included faculty, staff, and student stakeholders, was held on May 13, 2022 to address the Report's clinical recommendations and the patient-centered model of dental education to: i) improve student learning and to ii) enhance patient experience and a higher level of quality and timeliness of care.

Calibration and consistency in preclinical and clinical grading are challenged by the number of instructors involved and by the many variables that exist, particularly in the clinical setting. Rubrics are developed to guide clinical grading for each clinical discipline. We recognize that there will always be variability in grading among instructors. This is mitigated by having each student exposed to many instructors and by having grading done on a daily basis.

To address the culture of "top down", the May 2021 Advisory Report recommended a Clinic Office reorganization.

Program & Dean's Response:
Short to medium term [6 months-1 year]:
The CCP Roundtable Day addressed the patient care and student experiential learning issues identified in the 2021 Advisory Report provided a CCP Roundtable report, including action items, which is now posted at CCP Roundtable Report.pdf (utoronto.ca). The Faculty does use a patient-centered care model but also focuses on the academic needs of the student as well by having minimum core experience requirements. The CCP Roundtable Report determined that "in those areas in which competence is expected, a minimum number of core experiences should be established." Therefore, no changes were made with regard to the need for minimum core experiences. However, the Faculty has implemented a Group Leader model to address the distribution of core experiences among the students this year and increased cross-training of instructors ("Presto instructors") for more integrated and timely clinical instruction. The Faculty has also responded to the "Number one" recommendation from the CCP Roundtable Report that related to "Streamline Patient Intake" by increasing the number of treatment plan coordinators. The Director of Comprehensive Care has hired 8 new treatment plan coordinators (previously there were 11 total).

In Fall 2022, the Clinic Office completed its clinical administration reorganization process. A new Associate Director of Clinical Affairs was hired and there was a restructure from 11 Team Leaders and 2 Managers to 2 Team Leaders, 5 Managers.

The Faculty Development Committee will offer courses to preclinical and clinical Course Directors (e.g., Microcredentials course) and through an annual Education Day to improve assessment and calibration methods.

Medium term [1-2 years]:
The Director of Comprehensive Care will assess the effects of implemented changes stemming from the CCP Roundtable Day on student, instructor and patient experience.

The Director of Clinical Affairs, after divesting many of the responsibilities for clinical operations and administration to the new Associate Director of Clinical Affairs, will have more time to focus on student, instructor and patient experience issues and implement changes.

The reviewers observed that the Faculty has further progress to make on goals related to Equity, Diversity and Inclusion. They recommended the articulation of clear, strategic and measurable EDI goals and the development of an action plan "to really implement the principles in the Faculty culture." They also made specific recommendations around providing cultural competency and unconscious bias training to students in the undergraduate, graduate, and post-graduate programs.

An EDI Working Group was first established in 2016, and their work is still ongoing. The Faculty participated in the ADEA (American Dental Education Association) Climate Survey, to study the personal environment and issues of EDI from all dental schools in the U.S. and Canada). Our Associate Dean (Undergraduate Education) was the Faculty's representative on the CDECA (Collaborative on Dental Education Climate Assessment) working group. The survey provided valuable dental-school-specific data perceptions of belongingness and welcomeness; perceptions regarding campus practices and policies that support and/or hinder equity; inclusive campus culture; and cultural competence of students, faculty, and staff. The survey data was presented to Faculty Council in January 2023. The survey's results can guide and focus our efforts on EDI so that we can develop a meaningful strategy.

Program & Dean's Response:
Short to medium term [6 months-1 year]:
The Faculty of Dentistry EDI working group developed the Statement on Equity, Diversity and Excellence and developed 5 strategies around EDI. These are posted on our website 2022 Faculty Dentistry EDI Recommendations.pdf (utoronto.ca).

The EDI Working Group will continue to review the ADEA Climate Survey Results for our Faculty.

Some EDI initiatives were introduced this academic year.

1. Introduced EDI component to an Ethics course for undergraduate students.
2. Partnered with Ross Memorial Hospital (Kawartha Lakes) and Lindsay Collegiate Vocational Institute (LCVI) to highlight students from rural areas about different health science career paths. The LCVI students received a tour at the Faculty of Dentistry and then were required to complete a case study and presentation.
3. Engaged with community partners where the Vice-Dean met with the Alpha Omega Advocacy committee to discuss about anti-Semitism.
4. Actively participate in the TAHSN Self-Identification and Anti-Racism Education survey.

Medium term [1-2 years]:
The EDI working group will continue to work on the 5 strategies around EDI, which are:

1. Ask Undergraduate Education Committee to start to consider the formal training of cultural competency for DDS curriculum.
2. Encourage managers and staff to continue with EDI training as offered by U of T.
3. Discuss with the Manager of Communications about a "calendar" to promote cultural events.
4. Expand the concept of "blah" buster to celebrate different ethnicity and culture.
5. Promote the activities of the current EDI student club.

The reviewers highlighted significant budgetary challenges facing the Faculty of Dentistry, particularly in the COVID-19 context, with notable impacts on academic activities and clinic operations. They encouraged Dentistry to work with the University as appropriate to develop strategies to strengthen the Faculty's financial stability, noting a number of potential opportunities for new or alternative revenue generation in both continuing education and degree program activities.

Over the past few years, the administrative units have been carefully reviewed and reorganized in terms of staffing, including the clinic reorganization, implemented in September 2022. While the administrative staff numbers in the clinics have been reduced, they are primarily offset by staffing in the MDR (medical devices reprocessing). Academic clinical activities have been changed to now include 3 shifts instead of 2 shifts on Tuesdays and Thursdays. As well, students have been paired primarily for pedagogical/mentorship reasons, but also to improve clinical efficiency during patient treatment appointments.

The new 41-chair "Satellite" clinic at 777 Bay Street was built to meet clinic requirements imposed during the pandemic. The "Satellite" clinic further allows us to use Clinic 2 as staging space while Lab 4 is being renovated. However, the "Satellite" clinic does add costs to the Faculty's operations budget. The goal is to return the main undergraduate clinical space to 124 Edward St. In order to do this, Clinic 2 needs to be completely renovated.

I would like to mention that after undergoing this 2021-22 External Review, a new federal dental care plan was announced. The Faculty recognizes that the Canada Dental Benefits program, when it is fully implemented, may have potential benefits as well as unintended consequences for the Faculty. The Deans and the Association of Canadian Faculties of Dentistry recently have held several communications with government relations and the federal health ministry to discuss this.

Program & Dean's Response:

Short to medium term [6 months-1 year]:
The CAO will explore possibilities for savings with the new Associate Director of Clinical Affairs.

The Director of Comprehensive Care and Director of Clinical Affairs will assess the financial implications of the new clinic scheduling and student pairing.

The Faculty worked with the University and recently achieved a positive step towards improved revenues by obtaining approval for charging Category 5, Category 6 and Schedule A ancillary fees, starting the coming fiscal year.

Advocacy: We are highlighting our position and ability to provide oral health care to those who have difficulty accessing dental care, and advocated to the federal Minister of Health for the following in conjunction with their implementation of the Canada Dental Benefit plan:

1. Free dental care in dental schools and in dental school community clinics, to prevent the aforementioned unintended consequence – this would be for all patients, whether they qualify for the national program or not.
2. Expansion in personnel – professors and support staff, including coordination of these activities.
3. Expansion in trainees – residents need to be paid.
4. Expansion of facilities – including materials, equipment, and clinic facilities.

Additionally, to expand our role as community health care providers, we submitted, *"Proposal for funding for the Faculty of Dentistry to provide comprehensive therapeutic and preventive dental care to refugees"* but have not received a response.

Short to long term [6 months-3 years]:
The Advancement team seeks to raise $30M or more to support our school through fund support, naming of spaces, gifts in kind, etc. A main campaign priority is infrastructure, notably, the Clinic 2 renovations.

The February-March 2022 External Review of the Faculty of Dentistry generated a number of recommendations that will help strengthen the Faculty of Dentistry

To facilitate monitoring the implementation of the recommendations, an UTQAP progress committee will be set up. The composition of this committee will be: the Dean, Prof. Jim Lai, Vice

Dean (Education); Prof. Morris Manolson, Interim Vice Dean (Research); our incoming Associate Dean (Graduate Education); Prof. Anuradha Prakki, Interim Associate Dean (Undergraduate Education); and Ms. Arleen Morrin, CAO; and committee meetings will be scheduled at 6-12 month intervals. I acknowledge your request for an interim report in 2025.

I will be joined by Prof. Jim Lai, Vice Dean (Education); Prof. Morris Manolson, Interim Vice Dean (Research); Prof. Ernest Lam, Associate Dean (Graduate Education); Prof. Anuradha Prakki, Interim Associate Dean (Undergraduate Education); and Ms. Arleen Morrin, CAO for the April 13, 2023 AP&P meeting in which the review of the Faculty of Dentistry will be considered.

Yours sincerely,

Laura E. Tam, DDS, MSc
Professor and Interim Dean
Arthur Zwingenberger Decanal Chair

2021-22 UTQAP Review of the Faculty of Dentistry - 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 *verbatim from the request*	Rec. #	Recommendations from Review Report *verbatim from the review report*	Narrative	Program and Dean's Response and Implementation Plan
The reviewers generally observed that interaction between the Faculty's various offerings is very limited. They emphasized the need for enhanced collaboration and communication across all programs and areas of specialization, to develop or strengthen interdisciplinary connections and better support curricular innovation.	1	"Very minimal interaction between programs. Need to develop interdisciplinary work to enrich each program."	Communication and collaboration are important. Many specialties depend on collaborations. For example, graduate specialty students in Periodontics, Prosthodontics, Oral and Maxillofacial Surgery and Endodontics work and train together in one clinic in the placement of dental implants. Oral and Maxillofacial Surgery and Orthodontics have a strong relationship where they treat orthognathic (i.e., jaw) surgery patients together. Oral and Maxillofacial Radiology is an essential component for almost all of the clinical specialties and therefore interwoven throughout the programs. The clinical conferences are a seminar series where all clinical specialty students present clinical cases. One requirement for the case presentation is that students from different specialty programs team up for the presentation.	**Short to medium term [6 months-2 years]:** The Nusbaum Collaboration Space was opened up to all faculty and graduate specialty students for lunches and as an informal collaboration space. A new Associate Dean (Graduate Education) will be starting in July 2023. He will be asked to explore new ways to enhance collaboration and communication. Starting 2023-24, Associate Dean (Undergraduate Education) will be initiating monthly or bimonthly "Teaching Rounds" to bring faculty together to discuss education issues across all courses. Continue with clinical conferences for all clinical specialty students. **Long term [>3 years]:** The infrastructure plan is to move the graduate clinical specialty programs to the first floor of the Faculty. These clinics would be sub-divided into surgical and non-surgical specialties. This plan would further support inter-specialty collaboration at the clinical level but can only be implemented following renovation of Clinic 2. **Leads:**

				Dean, CAO, Vice Dean (Education), Associate Deans (Graduate and Undergraduate Education), Director of Clinical Affairs, Director of Advancement
	2	"Better integration between research and undergraduate/graduate programs is needed."	We believe that research is heavily integrated with graduate clinical specialty program, which require an MSc or PhD thesis, and research projects are available to undergraduate students. Graduate students enrolled in clinical specialty programs must complete a mandatory doctoral stream Master's of Science degree, and therefore, all of our 80 (approx.) specialty students are engaged in research throughout their multi-year programs. The DDS program has a robust summer student program that is heavily subscribed to by our DDS students but it is not mandatory for the DDS program. 18 undergraduate students presented in our 2023 Faculty Research Day – an excellent number considering recent pandemic restrictions. Clinical research remains a long- standing challenge.	**Short term [6 months]:** Hire a new research coordinator to assist clinical faculty to write and submit grant applications, and if funded, to help faculty coordinate subsequent clinical trials. (done in July 2022) Vice Dean (Research) will explore providing seed funding for new research proposals that bring together novel collaborations between clinicians and basic scientists within our Faculty. (in process) **Leads:** Vice Dean (Research)
	3	"We suggest one QI [Quality Improvement] committee for both DDS and postgraduate programs to encourage learning from each other and across systems."	The graduate and undergraduate programs on their own are large enough to require separate committees – the Undergraduate Education Committee and the Graduate Education Committee – to oversee separate program curricula and issues. In addition to the Graduate Education Committee, there is an ad hoc committee of the Graduate Specialty Program Directors who meet 4 times during the academic year to speak about issues that may arise and to share best practices. Indeed, the graduate and undergraduate programs are separate, but there are cross-activities to encourage learning from each other and across systems – graduate students are assigned to teach in the undergraduate clinics, undergraduate students are assigned to assist and or observe in the graduate clinics.	**Short [6 months-1 year]:** Starting 2023-24, Associate Dean (Undergraduate Education) will be initiating regular "Teaching Rounds" to bring all faculty together to discuss education issues across all courses. The Associate Deans (Undergraduate) and Associate Dean (Graduate). Associate Deans shall continue to meet regularly in biweekly Associate Deans/Vice Deans meetings, and the Vice Dean (Education) shall continue to oversee both graduate and undergraduate education. The Faculty Development Committee develops educational courses for faculty and shall continue to host an annual Education Day for all faculty to encourage learning from each other and across systems. **Leads:** Vice Dean (Education), Associate Deans (Graduate and Undergraduate Education), Faculty Development Committee

The reviewers noted that while the Dentistry profession has firmly embraced the use of digital technology, there is a conspicuous and concerning lack of integration of digital and other technologies within the Faculty, which could soon jeopardize the competitiveness of its programs and the quality of applicants. They strongly recommended that the development of a digital curriculum be prioritized.	4	"Most US programs are significantly more advanced than the U of T program at both the DDS and graduate level. The deficit in clinical digital education was part of the first recommendation made in the 2017 review and seems unimplemented."	There are many aspects of "digital dentistry" which our students learn and perform at the Faculty clinics. All patient management records are digital. Radiographic imaging has been fully digital in the Faculty since 2015. The graduate clinical specialty programs have made advances in digital technology. All undergraduate students learn how to take digital impressions and fabricate CAD/CAM crowns pre-clinically. Pre-pandemic, digital impressions and CAD/ CAM crowns were done in the undergraduate clinics – but they have not resumed post-pandemic due to infrastructure and hardware/software issues. New hardware/software devices have been acquired recently in the specialty programs and new hardware/software devices are needed for the undergraduate program. In 2021, a working group for digital dentistry was established. The working group's recommendations were: • Because digital dentistry is resource intensive, need to make decision based on *evidence* and understand the *current* and *future potential* of digital dentistry. • Need to identify aspects of digital dentistry that will have a *meaningful, profound impact* on dental education and clinical care. • Avoid *short-lived trends/fads.* • A Digital Dentistry Framework was established. There are inherent challenges with the implementation of digital dentistry into the clinical curriculum, including: • Privacy and security of patient records. • Integration with the Clinic Management System (axiUm). • IT support, software licenses, storage capacity. • Cost and maintenance of devices and software .	**Short to medium term [6 months-1 year]:** We will continue with the implementation of recently acquired digital dentistry devices by Graduate Specialty Program Directors. Orthodontics has recently acquired new oral scanners for use in their program. Periodontics is currently implementing a digital support lab with a scanner and 3D printer to support treatment planning for dental implants. Oral and Maxillofacial Surgery is similarly increasing their use of digital dentistry. Prosthodontics is coordinating with Restorative Dentistry to and identify their specific hardware and software needs for digital dentistry. For the undergraduate program, implementation for digital dentistry ideally should begin at the pre-clinical level (to learn it) and progress to the clinics (to use it). During the current simulation lab renovation, we have arranged for the pre-clinical students to learn how to take digital impressions and fabricate CAD/CAM crowns off-site. Course Directors will conduct research work regarding Usage and Needs Assessment of Digital Dentistry for Dental Education and for Clinical Care, and identify the new specific hardware and software needs for digital dentistry. **Medium to long term [1-3 years]:** The current simulation lab renovation (completion – January 2024) has a digital lab 'roughed in' ready for installation of the new specific hardware and software, once they are identified**.** **Leads:** Vice Dean (Education), Director of Clinical Affairs, Graduate Specialty Program Directors, Course Directors
	5	"The pool of applicants is outstanding as are the admitted students. However, if digital dentistry does not get implemented soon this may change rapidly."	We do not believe that there is a significant relationship between digital dentistry and quality of the applicants. Infrastructure and recruitment of quality faculty members are more impactful to the admission applicant pool. Applicant numbers to the DDS program have remained fairly constant, and this year, there was a significant increase in the number of applicants.	
	6	"The postgraduate is just as the DDS program sorely in need of a digital dentistry components (CADCAM, oral scanners, etc.) *now*,	The graduate clinical specialty programs have made advances in digital technology. Orthodontics has two scanners for use in their program. Periodontics is currently implementing a digital support lab with a scanner and 3D printer to support treatment planning for dental	

		as the dental profession has firmly embraced the use of digital technology."	implants. Oral and Maxillofacial Surgery is similarly increasing their use of digital dentistry. Oral and Maxillofacial Radiology has been fully digital since 2015.	
	7	"The endodontic program…may be suffering from a lack of patients, for which digital dentistry could be part of a solution."	We do not believe digital dentistry affects patient flow in Endodontics. Graduate Endodontics already makes use of fully integrated digital radiography units at every chair. Graduate student feedback indicates that the program could benefit from an increased number of patients requiring retreatment and surgical treatments. It is thought that most patients who require these treatments reject their plans because of the fee, not due to technology. Also, once initial endodontic treatment is completed and the patient is free of pain, the incentive to return to complete the endodontic treatment disappears.	**Short term [6 months]:** In December of 2022, the Faculty entered into an agreement with the City of Toronto's Public Health to facilitate the referral of patients requiring specialty services that includes endodontics, oral and maxillofacial surgery and dental anesthesia (January 2023). As of the end of January 2023, 26 new patients had been referred to the Faculty, including graduate Endodontics, for a total of 33 billed procedures. We will continue with the successful referral program that was set up this year with Toronto Public Health for endodontic patients. **Short to medium term [6 months-2 years]:** The federal government's Canada Dental Benefit program, when fully launched, may help patients pay for more expensive treatments such as endodontics. The Clinic Office will assess the effect of the Canada Dental Benefit program, when fully launched on endodontic patient supply. We will explore sending endodontic residents to CAMH to treat endodontic patients. **Leads:** Director of Clinical Affairs, Endodontics Graduate Specialty Program Director
The reviewers recommended that the Faculty develop a strategic vision for the undergraduate programs that emphasizes excellence in education, in addition to meeting accreditation requirements. They suggested that the role and leadership of the Undergraduate Education Committee be reinforced and urged the Faculty to create additional opportunities to collaboratively discuss curriculum matters to "foster a culture of excellence and cohesion in curriculum."	8	"Role and leadership of the UGED committee needs to be reinforced; develop a program vision for excellence in education (not just requirements to graduate dentists); Create occasions (structured platform) to share curriculum issues to foster a culture of excellence and cohesion in curriculum."	The roles of the Undergraduate Education Committee (UGED) include: • To assure the quality and standards of the Faculty's undergraduate dental programs. • To monitor and integrate the curriculum. • To seek out and consider educational innovations taking place in other dental and health science institutions. • To foster the development and application of innovative education methods in the undergraduate dental programs, including appropriate faculty training. The Vice and Associate Deans (Education), UGED and the Faculty Development Committee present:	**Short to medium term [6 months-2 years]:** Associate Dean (Undergraduate Education) will implement regular meetings ("Teaching Rounds") with all undergraduate Course Directors with the following objectives: 1. Diagnose Course Directors' teaching needs and curriculum issues. 2. Develop a shared vision of high-quality teaching. 3. Foster a collaborative conversation and culture that will support teaching efforts at UofT Dentistry. 4. Improve integration of different disciplines.

	9	"…the curriculum committee (UGED Committee) is urged to create a vision of excellence for the curriculum and enforce their role and provide leadership as the overseeing body of curriculum implementation. It is essential that they step up as the facilitating and connecting body between the relevant divisional heads to create clarity and unity."	• Education Day annually for all faculty. • DEN Online – A Quercus course shell to disseminate education initiatives and content to Course Directors • Microcredential courses for all faculty	The Vice and Associate Deans (Education), UGED and the Faculty Development Committee shall continue to present: • Education Day annually for all faculty. • DEN Online – A Quercus course shell to disseminate education initiatives and content to Course Directors • Microcredential courses for all faculty **Leads:** Associate Dean (Undergraduate Education), Vice Dean (Education)
	10	"The curriculum reflected in the current state of the DDS programs reveals maldistribution of clinical experiences and a paucity of cultural competency training; students have difficulties completing a comprehensive treatment plan and they receive no training in the newest technologies. The curriculum is sorely in need of a digital dentistry component (CADCAM, oral scanners, etc.) *now*, as the profession has firmly embraced the use of digital technology. The DDS program suffers from a chronic shortage of endodontic patients, which in part can be addressed through creative digital dentistry approaches such as Simodent. Cultural competency is also not embedded in the current curriculum."	Maldistribution of clinical experiences is a long-standing concern by students even though students are taught to focus on patient-centered care, not student-centered care, which counts the number of procedures obtainable from each patient. Student requirement systems based on discipline-specific procedures rather than overall patient treatment do not provide the best approach to student learning, nor are they in the best interest of the patient. However, minimum clinical experience criteria are useful to assess competency. At the May 2022 Comprehensive Care Program (CCP) Roundtable Day, which included faculty, student, and staff stakeholders to address the patient care and student experiential learning issues identified in the 2021 Advisory Report, there was the unanimous decision that at least some minimum number of core experiences must still be required. Clinical progress meetings are held throughout the year to assess the clinical experiences achieved by each DDS3 and DDS4 student. Individual Course Directors will also monitor student clinical progress. When there is a shortage of specific clinical experiences identified (e.g., endodontic procedures), the Course Director may recommend an option to share patients or a simulator procedure. It is difficult for a novice learner to synthesize discipline-specific teaching and incorporate patient needs into a comprehensive treatment plan. The Comprehensive Care Program was introduced with a main goal for students to learn and gain experience in creating treatment plans for all of their patients. Treatment Coordinators work hard with students and patients to develop a wide range of treatment plans. When there are challenges, Coordinators and/or students frequently meet with the Comprehensive Care Program Director who will often attend the clinic	**Short term [6 months]:** This academic year, we implemented a Group Leader model to address the distribution of core experiences among the students this year. Initial student feedback regarding the Group Leader model has been favourable (Staff Student Relations meeting, February 17, 2023). This academic year, The Director of Comprehensive Care has hired 8 new treatment plan coordinators (in the previous year, there were 11 total) to facilitate treatment planning in the clinics. We will continue with the successful referral program that was set up this year with Toronto Public Health for endodontic patients. **Short to medium term [6 months-2 years]:** The federal government's Canada Dental Benefit program, when fully launched, may help patients pay for the more expensive dental treatments such as endodontics. The Clinic Office will assess the effect of the Canada Dental Benefit program, when fully launched on clinical experiences. Director of Comprehensive Care will assess effects of the implemented Group Leader model on distribution of clinical experiences. **Leads:** Director of Comprehensive Care, Director of Clinical Affairs

			to ensure resolution of any problems as well as to facilitate student learning. Regarding "Cultural competency", see #34.	
	11	"The DDS program has access to an outstanding research structure and faculty that will ensure the intellectual quality of the student experience. However, a structured program will facilitate the integration of more DDS students into the labs as part of their research curriculum."	We have a very well structured and strong summer research program, dedicated to our undergraduate students. These students get exposed to cutting edge research in our school, collaborate with graduate students, and in many cases become authors or co-authors in scientific publications. 18 undergraduate students presented in our 2023 Faculty Research Day – an excellent number considering recent pandemic restrictions.	**Short term [6 months]:** We will continue with the resumption of the summer research program, which was suspended during the pandemic, for undergraduate DDS students. **Leads:** Vice Dean (Research)
	12	"A Quality Improvement committee is not in place and can greatly help with closing the loop on patient errors, quality assurance, etc."	Quality audits take place in the form of: • Chart audits – Currently, regular (3 times a year) chart audits focus on patient attendance, completion of ongoing procedures, accounts, approvals and communication with patients. Assessments are graded using a standard rubric and scores contribute to a student's grade in Practice Administration. • Clinical Progress meetings – these occur for each third- and fourth-year student several times a year – the objectives of these meetings, held with the Director of Comprehensive Care and all Clinical Course Directors, are to discuss clinical experiences provided to each student and to identify and discuss significant quality issues for each student. • There is also a quality assurance program for certain procedures that require the dental lab in order to ensure that clinical work has been of acceptable quality. All crown and bridge cases are checked by clinical faculty to ensure quality before the lab and students are allowed to proceed with the case.	**Short term [6 months]:** Since the successful hire of an Associate Director of Clinical Operations (September 2022), the chart audit process should be more closely managed. The Director of Comprehensive Care will continue with Clinical Progress Meetings to discuss clinical experiences provided to each student and to identify and discuss significant quality issues for each student. This academic year, we employed clinic "Group Leaders" to provide closer monitoring of student clinical experiences and progress. **Medium term [1-2 years]:** Director of Comprehensive Care will assess effects of the implemented Group Leader model on student clinical experiences and progress. **Leads:** Director of Comprehensive Care, Director of Clinical Affairs
The reviewers noted significant opportunities to strengthen collaboration between graduate programs, "both in shared didactic courses and in clinical facilities." They emphasized the importance of a shared	13	"There is significant opportunity for real collaboration between graduate programs, both in shared didactic courses and in clinical facilities. We suggest that the design of graduate program	See #1	See #1

core curriculum and interdisciplinary treatment sessions.		facilities be re-thought as the school redesigns the clinical facility. The potential for all the specialties to practice collaboratively will improve patient centered outcomes and inter-collaborative practice. There is a need for a shared core curriculum and interdisciplinary treatment sessions. As currently designed each program seems independent."		
	14	"The school offers all 10 dental specialties. There is very minimal interaction between these graduate programs and there is a need to develop interdisciplinary work to enrich each program."		
The reviewers noted concerns around student experience in the clinical post-graduate programs, and proposed a number of ideas related to enhancing interdisciplinary planning and developing systems to monitor program quality.	15	"Clinical postgraduate students do not feel they have a good educational experience. They do not believe they are receiving "value". Issues include lack of interdisciplinary planning, no true time off, not enough patients for endodontics program, students feeling lost, and the prosthodontics program students do not get to treat patients from beginning to end (they only have transfer patients)."	The Graduate Education Committee recently (Fall 2022) received the results of the graduate student exit questionnaires that were collected from 2017-18 to 2021-22. The Graduate Department received 129 responses, which represented an 85% response rate. This is the first time that the Faculty has surveyed graduate students regarding their experiences. The survey results have been presented to Faculty Council and Graduate Specialty Program Directors now have formal evaluation data to help improve student experiences. SGS introduced a policy allowing students in a program that is 12 months or more in length, to take up to 15 days off each academic year.	**Short term [6 months]:** The 2022 SGS policy allowing students in a program that is 12 months or more in length, to take up to 15 days off each academic year was communicated to and adopted by the Faculty. **Short to medium term [6 months-1 year]:** Graduate Education Committee and Graduate Specialty Program Directors reviews the student exit questionnaires and develops strategies on how to improve student experiences. **Leads:** Associate Dean (Graduate Education), Specialty Program Directors
The reviewers repeatedly underscored the significant societal value of the Faculty's clinical operations, which are integral to the Dentistry undergraduate and graduate programs. They made a number of observations and suggestions related to enhancing clinical activities, and strengthening the profile and reach of the clinic:	16	"Unfortunately, [the 2016-17 UTQAP review, the recent review of clinical operations, and the 2021 Dentistry Advisory Group report] pointed to issues with the clinical administration responsibilities, faculty calibration, patient-centered care, clinical facility condition and a culture of "top down" communication that required remediation. There has been	The May 2021 Advisory Report was tasked to consider how dental education could be re-envisioned to accomplish financial sustainability while still achieving its core missions. It suggested a number of initiatives that will help guide the Faculty for the long-term. As a first step follow-up to the Report, an in-person full-day retreat (CCP Roundtable Day), which included faculty, staff and student stakeholders, was held on May 13, 2022 addressing the Report's clinical recommendations and the patient-centered model of dental education	**Short term [6 months]:** Following the CCP Roundtable Day, the Faculty implemented a Group Leader model to provide closer monitoring of student clinical experiences and progress and increased cross-training of instructors ("Presto instructors") for more integrated and timely clinical instruction. The Faculty also responded to the "Number one" recommendation from the CCP Roundtable Report that related to "Streamline Patient Intake" by increasing the number of treatment plan coordinators. The

• Reinforcing the importance of the clinic and its positive impact on the populations it serves, by transitioning from a student-centred model to one that is patient-centred. Such a shift would also benefit student learners, by developing skills in providing patient-centred care for future professional practice. • Strengthening alignment between clinical operations and education (for example, by coordinating the redesign of clinical facilities with a rethinking of graduate program facilities). • Developing a strategic vision for clinical research that leverages the clinic's activities to support and enhance the Faculty's research enterprise. The reviewers also suggested that the possibility of a dedicated space for clinical research be considered. • Enhancing the structure and consistency of clinical evaluation practices. • Exploring strategies to broadly promote the value of the clinic to the University, the government, and general population.		minimal progress on many these issues. This requires immediate attention despite the financial difficulties being experienced by the school.	to: i) improve student learning and to ii) enhance patient experience and a higher level of quality and timeliness of care. The CCP Roundtable report, including action items, is now posted at CCP Roundtable Report.pdf (utoronto.ca). The Faculty does use a patient-centered care model but also focuses on the academic needs of the student as well by having minimum core experience requirements. Calibration and consistency in preclinical and clinical grading are challenged by the number of instructors involved and by the many variables that exist, particularly in the clinical setting. Rubrics are developed to guide clinical grading for each clinical discipline. We recognize that there will always be variability in grading among instructors. This is mitigated by having each student exposed to many instructors and by having grading done on a daily basis. To address the culture of "top down", the May 2021 Advisory Report recommended a Clinic Office reorganization.	Director of Comprehensive Care has hired 8 new treatment plan coordinators (previously there were 11 total). In Fall 2022, the Clinic Office completed its clinical administration reorganization process. A new Associate Director of Clinical Affairs was hired and there was a restructure from 11 Team Leaders and 2 Managers to 2 Team Leaders, 5 Managers. **Medium term [1-2 years]:** Director of Comprehensive Care will assess effects of the implemented Group Leader model on patient-centered care. The Faculty Development Committee will offer courses to preclinical and clinical Course Directors (e.g., Microcredential course) and through an annual Education Day to improve assessment and calibration methods. **Leads:** CAO, Director of Clinical Affairs, Associate Director of Clinical Operations, Faculty Development Committee
	17	"Clinical care is student centered and should be moved to a patient centered model. Need to have better alignment between good operations and good education. The Director of Clinics has an overwhelming task and will need to be supported more to conduct this."	The recent successful recruitment of an Associate Director of Clinical Operations during the recent Clinic Office reorganization will enable the Director of Clinical Affairs to divest many clinic operations management duties and focus on clinic-related educational needs. The Director of Clinical Affairs shares responsibility for overall patient care with the Director of Comprehensive Care. As stated previously (#10), students are taught to focus on patient-centered care, not student-centered care, which counts the number of procedures obtainable from each patient. Student requirement systems based on discipline-specific procedures rather than overall patient treatment do not provide the best approach to student learning, nor are they in the best interest of the patient. However, minimum clinical experience criteria are useful to assess competency. At the May 2022 CCP Roundtable, which included faculty, student, and staff stakeholders, the unanimous decision was that at least some minimum number of core experiences must still be required.	**Short term [6 months]:** The Director of Clinical Affairs, after divesting many of the responsibilities for clinical operations and administration to the new Associate Director of Clinical Affairs, will have more time to focus on student, instructor and patient experience issues and implement changes. CCP continues with its objective for patient-centered care in its clinics. The employment of more Treatment plan coordinators and Group leaders should facilitate and enhance delivery of the patient-centered care model. **Medium term [1-2 years]:** Director of Comprehensive Care will assess effects of the implemented Group Leader model on patient-centered care. **Leads:** Director of Clinical Affairs, Associate Director of Clinical Operations, Director of Comprehensive Care
	18	"Every program functions with slight isolation from the other and	The Faculty functions on a comprehensive care model which is patient-centred. Currently, Clinical Coordinators act to ensure that patient care	**Short term [6 months]:**

		"there is an opportunity… to make this a more patient-centered model of clinical care."	follows a comprehensive model that ensures the fundamentals of treatment planning are applied in an appropriate manner. However, discipline-specific treatment is generally supervised by discipline-specific instructors.	Following the CCP Roundtable Day, the Faculty increased cross-training of instructors ("Presto instructors") for more integrated and timely clinical instruction. **Medium term [1-2 years]:** Director of Comprehensive Care will assess effects of "Presto" instructors on student, instructor and patient experience. **Leads:** Director of Comprehensive Care
	19	"The prosthodontics program suffers from a very long patient waiting list, which needs to be addressed as it is not very patient centric."	The demand for prosthodontic treatment, which is typically very expensive, is very high. Treatment planning times and the course of treatments for complex treatments, which fall into the category of rehabilitation, are very long. There are only 2 prosthodontic graduate students for each year of the program. The design and throughput of patients in the program is the jurisdiction of the Graduate Specialty Program Director.	**Short to medium term [6-12 months]:** Prosthodontic Specialty Program Director reviews entry pathway for patients into the graduate prosthodontic clinic and explores new ways to reduce the waiting list or wait times. **Leads:** Prosthodontic Specialty Program Director
	20	"Discussions with faculty revealed a sense that there is no "vision" due to a lack of coordination, as there is no leader in the clinical area…"	The purpose of the May 2022 CCP Roundtable Day was to gather stakeholders together to consider the vision of how clinical dental education, in particular, the Comprehensive Care Program, should be delivered in the future. 5 themes were discussed with conclusions and action plans. The themes were: 1. Streamline patient intake. 2. Change minimum core experiences. 3. Change CCP patient scheduling. 4. Generalist clinical instructors. 5. Group Practice model. A new Director of Comprehensive Care was appointed and started in July 2022.	**Short to long term [6 months-3 years]** Director of Comprehensive Care will consider and implement changes guided by the CCP Roundtable Discussion day. **Leads:** Director of Comprehensive Care
	21	"A vision for clinical research should be developed. The idea of having dedicated space for clinical research should be explored."	We believe that research is heavily integrated with graduate clinical specialty program, which require an MSc or PhD thesis, and research projects are available to undergraduate students. Clinical research remains a long- standing challenge. The Faculty had a dedicated clinical research space in the past but it was underutilized. Currently, the location of clinical research that is being conducted is dependent on the needs of the clinical research. Most recently, the GreenShield clinic was purpose-built for clinical research on providing dental care to the working poor.	**Short to medium term [6 months-2 years]:** A committee composed of clinical and basic research faculty was formed in 2022 with the specific goal of promoting and initiating collaborations between clinical and basic research. 2 recommendations were made: Hire a new research coordinator to assist clinical faculty to write and submit grant applications, and if funded, to help faculty coordinate subsequent clinical trials. (done in July 2022)

				Vice Dean (Research) will explore providing seed funding for new research proposals that bring together novel collaborations between clinicians and basic scientists within our Faculty. (in process) **Leads:** Vice Dean (Research)
	22	"DDS students' clinical skills are daily assessed by individual instructors without the use of a standardized system. Instructor calibration in the preclinic can be improved."	Calibration and consistency in preclinical and clinical grading are challenged by the number of instructors involved and by the many variables that exist, particularly in the clinical setting. To improve standardization in pre-clinical courses, instructors receive the same directives at the start of each lab session. All instructors receive a hard copy of the same course manual, and are responsible to address grading discrepancies. Clinical resources (manuals, documents etc.) are now available to all instructors through the Quercus platform. Rubrics are developed to guide clinical grading for each clinical discipline. We recognize that there will always be variability in grading among instructors. This is mitigated by having each student exposed to many instructors and by having grading done on a daily basis.	**Short to medium term [6 months-2 years]:** The Faculty Development Committee will offer courses to preclinical and clinical Course Directors (e.g., Microcredential course) and through an annual Education Day to improve assessment and calibration methods. **Leads:** Faculty Development Committee
	23	"Multiple part-time instructors responsible for clinical evaluation. Need for better and more structured calibration."		
	24	"The value of the [clinic's] service to the community should be promoted more at the University level, the government level, and even to the general population."	The clinic's service to the community is promoted by: • Students (Community Outreach Committee and their various initiatives) • Manager of Communications (website, monthly newsletters, semi-annual magazine, social media links) • Advancement team • Dean's Annual Report Students have mandatory outreach rotations to PMH, Mt. Sinai, CAMH, and volunteer to more remote locations. The Deans and the Association of Canadian Faculties of Dentistry recently have held several communications with government relations and federal health ministry to discuss the role of dental faculties to provide oral health care in the community and the federal government's Canada Dental Benefit program. We are highlighting our position and ability to provide oral health care to those who have difficulty accessing dental care.	**Short term [6 months]:** Revisions to the patient section of the website are ongoing to improve engagement with the public. In September 2023, a new rotation will include service at the Yonge St. Mission. We will continue with the successful referral program that was set up this year with Toronto Public Health for endodontic patients. To expand our role as community health care providers, we submitted a "Proposal for funding for the Faculty of Dentistry to provide comprehensive therapeutic and preventive dental care to refugees"
	25	"The [DDS] program functions as a large and important safety-net provider to patients with access-to-care challenges. We believe that the value of the service to the community should be further promoted more at the University level, the government level, and even to the general population."		
	26	"The post-graduate programs equally offer a badly needed and extremely significant direct service to the community in line with the mission of the university. The graduate programs function as a		**Short to medium term [6 months-2 years]:** We will continue our advocacy to the federal Minister of Health in conjunction with their implementation of the Canada Dental Benefit plan. The Faculty will continue with its communications and outreach efforts and will return to an expanded Dean's Annual

		large and important safety net provider to patients with access-to-care challenges. We believe that the value of the service to the community should be further promoted at the University level, the regional and national government level, and even to the general population."		Report, which was abbreviated during pandemic. The Manager of Communications always endeavours to publish stories about outreach. We continue to operate our GreenShield clinic to provide free dental care to the working poor. Research data stemming from this clinic will provide useful data for advocacy. **Leads:** Dean, Vice Dean (Education), Manager of Communications, Advancement team, Director of Clinical Affairs, Dental Public Health Program Director
	27	"The University and the government need to recognize the social value of the U of T dental clinics and support the renovation."	The University does provide annual support to the Faculty of Dentistry operations through allocations from the University Fund – a net amount of approximately $12.7M in 2021-22, increased from pre-COVID 2018-19 amount of approx. $8.2M. Additionally, the University funded $3.7M of the $6.3M cost of the MDR facility (operational September 2022). Facilities and Services is providing $1.5M in support for Lab 4 renovation (planned opening Fall 2023). Capital funding is a priority of the Faculty's Advancement team as part of the Defy Gravity Campaign.	**Short to long term [6 months-3 years]:** Dean continues discussion with the University regarding funding for Clinic 2 as Clinic 2 planning proceeds. **Leads:** Dean, CAO, Vice Dean (Education), Associate Deans (Graduate and Undergraduate Education), Director of Clinical Affairs, Director of Advancement
	28	"The Faculty worked extensively to develop dental care programming during COVID19. They did this successfully and should be commended, despite much more significant restrictions than elsewhere in the world. There will be an ongoing need to expand the delivery of care shortly if the school is to thrive."	The new 41-chair "Satellite" clinic at 777 Bay Street was built to meet clinic requirements imposed during the pandemic. The "Satellite" clinic further allows us to use Clinic 2 as staging space while Lab 4 is being renovated. However, the "Satellite" clinic does add costs to the Faculty's operations budget. The goal is to return the main undergraduate clinical space to 124 Edward St. In order to do this, Clinic 2 needs to be completely renovated. The renovation plan for Clinic 2 has been re-evaluated to ensure that the Faculty can continue to deliver care under routine and restricted conditions.	**Short to long term [6 months-3 years]:** The Advancement team seeks to raise $30M or more to support our school through fund support, naming of spaces, gifts in kind, etc. A main campaign priority is infrastructure, notably, the Clinic 2 renovations. **Leads:** Dean, CAO, Vice Dean (Education), Associate Deans (Graduate and Undergraduate Education), Director of Clinical Affairs, Director of Advancement
	29	"The University needs to help with Government advocacy to pursue the possibility of increasing provincial clinical education funding and support for the clinical infrastructure renewal."	In this past year, we have connected with the University of Toronto Government Relations Office to discuss: • Advocacy for the Faculty during the planning phase of the Canada Dental Benefits program. • Toronto Public Health initiative.	**Short to medium term (6-18 months)** The Faculty worked with the University and recently achieved a positive step by obtaining approval for charging Category 5, Category 6 and Schedule A ancillary fees and implementation will begin ASAP.

			• Clinic ancillary fees	**Leads:** CAO
The reviewers observed that while students generally feel respected in the Faculty of Dentistry and are appreciative of the support they receive from the Student Life team, morale has been impacted by the pandemic. They recommended that the Faculty explore ways to strengthen supports and resources for student wellness.	30	"There is no DDS program-level mental health support, and the DDS program does not provide downstream pro-active support. Students feel that faculty are not responsive to their complaints"	The Student Services Offices informs students about the range of Mental Health Supports that are available to students from main campus and within the Faculty during Orientation Within the Faculty: • We have an embedded counsellor. • We have a Director of Student Life to support all students. • Undergraduate students meet regularly with the senior leaders at Staff Student Relations meetings to discuss issues. • The Dental Students' Society has a Wellness Commissioner, Wellness Representatives, a house program and a sibling program. Reminders about the links to Mental Health Supports are shared regularly. The Associate Dean (Graduate Education) holds an annual orientation day for incoming graduate students to inform them of these resources. As well, their office has an open door policy. Moreover, that office has created an anonymous virtual comment box where graduate students can make their concerns known.	**Short to medium term [6 months-2 years]:** The Interim Dean will keep wellness as a remaining strategic priority from the last Dean's strategic plan. The Wellness Initiatives Working Group will have subcommittees for students, faculty and instructors, and staff. The Faculty has launched DEN Wellness, a digital wellness resource that is available to all students through Quercus. The portal provides several resources easily accessible in one central place, including the Dentistry Counsellor contact information, wellness resources, and additional student life resources. We will prioritize communication of wellness resources, including those launched in the University of Toronto Mental Health redesign, in particular, during Orientation. We will continue to have Staff Student Relations meetings to discuss issues. **Leads:** Dean, CAO, Vice Dean (Education), Associate Deans (Graduate and Undergraduate Education), Director of Student Life, Registrar
	31	"Consider giving more help and resources to support the mission of the Director of Student Life."	A new Director of Student Life will be named for 2023-24. We are in the process of clarifying the role of Director of Student Life.	**Short term [6 months-1 year]:** The Interim Dean will be conducting an external review of the Director of Student Life position in 2023-24. **Leads:** Dean
	32	"Consider providing proximity resources to support students regarding mental wellness; institutional resources seem too distant and not easily accessible."	See #30. .	See #30
The reviewers observed that the mentorship program for tenure-stream faculty is perceived very positively. They	33	"The mentorship program is perceived very positively by tenure stream faculty. It should be	Mentors have now been assigned to teaching-stream faculty.	**Implemented.**

recommended exploring expansion of the program to include teaching-stream faculty as well.		"expanded to the teaching stream faculty."		
The reviewers observed that the Faculty has further progress to make on goals related to Equity, Diversity and Inclusion. They recommended the articulation of clear, strategic and measurable EDI goals and the development of an action plan "to really implement the principles in the Faculty culture." They also made specific recommendations around providing cultural competency and unconscious bias training to students in the undergraduate, graduate, and post-graduate programs.	34	"EDI initiatives need to move towards an action plan to really implement the principles in the Faculty culture. A strong EDI statement and a code of conduct specific to the Faculty of Dentistry should be developed."	An EDI Working Group was first established in 2016, and their work is still ongoing. The faculty participated in the **ADEA** (American Dental Education Association) **Climate Survey**, to study the personal environment and issues of EDI from all dental schools in the U.S. and Canada). Our Associate Dean (Undergraduate Education) was the Faculty's representative on the CDECA (Collaborative on Dental Education Climate Assessment) working group. The survey was the first customized dental education-wide climate study in North America that collected EDI data. The survey provided valuable dental-school-specific data perceptions of belongingness and welcomeness; perceptions regarding campus practices and policies that support and/or hinder equity; inclusive campus culture; and cultural competence of students, faculty, and staff.	**Short to medium term [6 months to-2 years]:** The Faculty of Dentistry EDI working group developed the Statement on Equity, Diversity and Excellence and developed 5 strategies around EDI. These are posted on our website 2022 Faculty Dentistry EDI Recommendations.pdf (utoronto.ca). The ADEA Climate Survey data was presented to Faculty Council in Jan 2023. The survey's results can guide and focus our efforts on EDI so that we can develop a meaningful strategy. Strategies and action items were 1. Ask UGED to start consider the formal training of cultural competency for DDS curriculum 2. Encourage managers and staff to continue with EDI training as offered by U of T 3. Discuss with Manager of Communication about a "calendar" to promote cultural events 4. Expand the concept of "blah" buster to celebrity different ethnicity and culture 5. Promote the activities of the current EDI student club 6. Partner with Ross Memorial Hospital (Kawartha Lakes) and Lindsay Collegiate Vocational Institute (LCVI) to highlight students from rural areas about different health science career paths. (done in 2022) 7. Engaged with community partners where the Vice-Dean met with the Alpha Omega Advocacy committee to discuss about anti-Semitism. (done in 2023) 8. Actively participate in the TAHSN Self-Identification and Anti-Racism Education survey **Leads:** EDI Working Group, Dean
	35	"Areas for improvement [in the DDS and postgraduate programs] include integration of basic science and clinical science; initiatives and infrastructure to manage violence,	For "integration of basic science and clinical science", see #2 (integration of research and education) and see #8/9 (cohesion in curriculum).	**See #2, #8/9, #34**

		bias, etc. and to further develop the diversity part of the cultural competency program."	For "initiatives and infrastructure to manage violence, bias, etc. and to further develop the diversity part of the cultural competency program", see #34.	
The reviewers highlighted significant budgetary challenges facing the Faculty of Dentistry, particularly in the COVID-19 context, with notable impacts on academic activities and clinic operations. They encouraged Dentistry to work with the University as appropriate to develop strategies to strengthen the Faculty's financial stability, noting a number of potential opportunities for new or alternative revenue generation in both continuing education and degree program activities. In this context, they urged the Faculty to revisit the recommendations of the 2021 *Re-Envisioning Dental Education at the University of Toronto* report.	36	"Finance must be considered the greatest threat to the Faculty's growth and long-term prosperity. The reorganization of the administrative structure needs to be re-evaluated with regards to the effectiveness of the clinical enterprise."	Over the past few years, the administrative units have been carefully reviewed and reorganized in terms of staffing, including the clinic reorganization, implemented in September 2022. While the administrative staff numbers in the clinics have been reduced, they are primarily offset by staffing in the MDR (medical devices reprocessing).	**Short to long term [6 months-3 years]:** The CAO will assess the reorganization of the clinic administrative structure. With the new Associate Director of Clinical Operations now in place, the CAO will also explore further possibilities for savings. **Leads:** CAO, Director of Clinical Affairs and Associate Director of Clinical Affairs
	37	"[The Faculty] faces significant budgetary challenges preventing any increase in overall FTE. A gradual reduction may even have to be considered if the budgetary situation does not improve. The Faculty complement plan will therefore have to be very carefully developed in order to maintain current strengths in research and teaching."	The total FTE has been decreasing in the last few years with retirements, departures and the relative lack of recruitments while an interim dean is place. July 2023 – June 2024: 63.1 FTE (approx.) July 2022 – June 2023: 67.7 FTE July 2021 – June 2022: 68.9 FTE July 2020 – June 2021: 69.3 FTE July 2019 – June 2020: 69.7 FTE There is a need for full-time teaching- and tenure-stream recruitment in order to maintain strengths in research and teaching.	**Short- term [6 months]:** The Interim Dean discusses recruitment needs with the Provost. **Leads:** Dean
	38	"Tuition freezes challenge the ability to remain solvent. Suggestions such as increases in instrument and management fees may be an alternative"	DDS students gain clinical practice experience at the Faculty of Dentistry Dental Clinics and George Brown College, while students from our 10 graduate speciality programs are placed in the Faculty of Dentistry speciality clinics and TAHSN hospitals. A significant amount of Faculty resources are dedicated to coordinating and administrating student placements, which includes staff in the Academic Administration and Student Services offices. The Faculty is proposing a clinical placement fee (includes salary and benefits, and space cost recovery (NASMs) for the proportion of staff time dedicated to providing placement services, along with miscellaneous costs associated with the service). Increasing instrument fees is not an option as instruments fees are limited to "at-cost".	**Short to medium term (6-18 months)** The Faculty worked with the University and recently achieved a positive step by obtaining approval for charging Category 5, Category 6 and Schedule A ancillary fees and implementation will begin ASAP. **Leads:** CAO, Dean

	39	"The Faculty has a very successful continuing education program that generates positive revenue. There is significant potential for expansion of the program."	Pre-pandemic, the Faculty's Continuing Dental Education was developing new programs for internationally trained dentists (12-month programs), expanding programs into the typically slow summer months, while keeping to our core programs and online platform (utooth). We are leveraging our core strengths, including the Faculty and University reputation and faculty expertise, while maintaining and building our current programs.	**Short term [6-12 months]:** As we come out of the pandemic, the Director of Continuing Dental Education is continuing to build on the programs for internationally trained dentists by looking at developing shorter courses (1-2 weeks) to be held in the slower summer months. The Director is also looking into how to form new collaborative relationships and partnerships with external organization, similar to what business schools have implemented. **Leads:** Director of Continuing Dental Education
	40	"Explore the possibility of increasing the number of graduate students, especially in profitable programs (orthodontics for instance)."	Tuition is only one element of the Faculty's funding. Funding is also provided by the provincial government through the University which defines enrollment corridors for all programs at the University. Enrollment growth must also be supported by increasing physical space (i.e., treatment space) and human resources (clinically-trained, specialist faculty). There is no physical infrastructure to support an increase in enrollment at this time and hiring more specialist faculty may significantly impact the Faculty budget. Overhead costs, in particular staff wages, outpace productivity. This is particularly true in Pediatric Dentistry. This program requires significant resources to deliver care: one-on-one staff, multiple instruments for a variety of procedures, sedation, extra time for procedures, front desk support, etc. These costs are significant. At the same time, this patient population is primarily on some sort of social service plan that pays a fraction of the fee guide found in private practice. With these factors in mind, it is beneficial to the students' education and to the clinical budget to make use of as many off-site locations as possible. For the most part, off-site clinical rotations do not impact the clinical budget in a negative number.	**Long term [>3 years]:** There is no physical infrastructure to support an increase in enrollment at this time and hiring more specialist faculty may significantly impact the Faculty budget. The infrastructure plan is to move the graduate clinical specialty programs to the first floor of the Faculty. These clinics would be sub-divided into surgical and non-surgical specialties. This plan would support inter-specialty collaboration and provide opportunity for shared spaces, thereby increasing infrastructure, but can only be implemented following renovation of Clinic 2. **Leads:** Dean, CAO, Vice Dean (Education), Associate Deans (Graduate and Undergraduate Education), Director of Clinical Affairs, Director of Advancement
	41	"The graduate program Directors appear to run good programs. All specialty programs are based on the number of enrollees. The number of patients is plentiful. They have an opportunity to expand. There are revenue streams in tuition."		
	42	"It appears there is capacity, as described by the program, to expand [the pediatric] graduate program. Pediatric care is mainly restorative therapy and examinations - this should be a substantial program."		
	43	"Post-graduate programs like Orthodontics generate positive revenue. There is an excess of applicants for the program and an excess of patients for the program. This may be an opportunity. Every graduate program should be evaluated with an eye for potential		

		expansion to increase patient care and potential revenue."		
	44	"There is a need to increase the clinical revenue without increasing the expensive clinical overhead."	Revenue can be increased by increasing patient fees, at the expense of reduced registrations. Expenses can only be reduced significantly by reducing the number of clinical staff and management, at the expense of support for the program. While every effort is made to maximize productivity, it is challenging to find that 'sweet spot' that addresses the needs of all. Academic clinical activities have been changed recently to include 3 shifts instead of 2 shifts on Tuesdays and Thursdays. As well, students have been paired primarily for pedagogical/mentorship reasons, but also improve clinical efficiency during patient treatment appointments The Deans of Canadian Dental Faculties advocated to the federal Minister of Health for the following support as part of their implementation of the Canada Dental Benefit plan: • Free dental care in dental schools and in dental school community clinics, to prevent the aforementioned unintended consequence – this would be for all patients, whether they qualify for the national program or not • ▪ Expansion in personnel – professors and support staff, including coordination of these activities • ▪ Expansion in trainees – residents need to be paid • ▪ Expansion of facilities – including materials, equipment and clinic facilities	**Short to medium term [6 months-2 years]:** The Director of Comprehensive Care and Director of Clinical Affairs will assess the financial implications of the new clinic scheduling and student pairing. We will continue our advocacy to the federal Minister of Health in conjunction with their implementation of the Canada Dental Benefit plan. The Clinic Office will assess the effect of the Canada Dental Benefit program, when fully launched, on clinic finances. **Leads:** Dean, CAO, Director of Comprehensive Care, Director of Clinical Affairs and Associate Director of Clinical Affairs
	45	"Follow-up on external report to develop strategies to improve the financial situation."	The recommendations from the External Report related to the Faculty's financial situation were: a. Hold the Graduate Specialty Program Directors accountable for their budgetary decisions related to revenue enhancement and expense reduction. Provide adequate data and information to these newly recognized "budget owners" for them to contribute to the financial sustainability of the institution. b. Discounted fee schedules for dental procedures provided by graduate specialty students should be reviewed in detail in comparison to usual and customary dental fees in the GTA, with particular emphasis on procedures related to the placement, restoration, and maintenance of dental implants. c. Discounted fee schedules for dental procedures provided by undergraduate students should be reviewed in detail in comparison to usual and customary dental fees in the GTA.	**Short to long term [6 months- 3 years]:** For a) CAO will provide financial data (clinic revenue and cost of clinical instructors) related to specialty clinics to the Graduate Specialty Program Directors. For b) and c) see #7 and #44. The Director of Clinical Affairs reviews the fees in comparison to customary fees in the GTA annually. For d) there is an agreement to take up to 6 Kuwaiti citizens into our DDS program, with potential entry for the first student in September 2024. For e) We will develop a business plan for an AEGD program.

			d. Increase the number of slots allocated to international students without increasing overall class size to realize additional revenue from the premium tuition paid by international students. e. Start an Advanced Education in General Dentistry (AEGD) program that could enhance the proposed patient centered approach to the mission of the Faculty of Dentistry and potentially be a net contributor to the bottom line of its finances. f. Consider real estate options in the local area to provide new dental clinical facilities in more efficient settings for patients.	For f) We are continuing to utilize our satellite clinic, which is in a local area. This has added to clinic operations costs (leasing, transportation of instruments, staffing etc.) but was necessary during the pandemic and during our current renovations. Our long term priority is to renovate Clinic 2 to provide a more efficient setting for patient treatment and student education. **Leads:** Dean, CAO, Vice Dean (Education), Director of Clinical Affairs
	46	"Consultation should be done with the University to determine potential funding avenues like mortgage loans to cover capital investments, governmental grants for patient care as well as other grants/foundation support for uncompensated care."	With regard to mortgage loans: The University currently provides 2 loans to the Faculty – Research space renovation (floors 4 and 5), with an original loan amount of $5M; and the Lab 4 renovation, original loan amount of $2.8M. Further loans will be explored as needed. With regard to governmental and other grants to support patient care: The federal government remains committed to full implementation of the Canada Dental Benefit plan for all members of households with incomes under $90K by 2025. The Canada Dental Benefit will roll out in phases and it started for children on December 1, 2022. In 2023, the coverage will be extended to those under 18 years of age, seniors, and people living with disabilities. The impact of this program on patient supply and types of patient treatments is uncertain. Additionally, Advancement activities raise donations for our Access to Care fund, and with a philanthropic gift of $6.15M, GreenShield Canada has teamed up with the Faculty to offer cost free care for up to 2,000 families in the GTA who currently do not have access to regular dental care.	**Short to medium term [6 months-2 years]:** We will continue our advocacy to the federal Minister of Health in conjunction with their implementation of the Canada Dental Benefit plan. The Clinic Office will assess the effect of the Canada Dental Benefit program, when fully launched, on clinic finances. Advancement team will continue to raise donations for Access to Care fund and other patient care and outreach initiative. **Leads:** Dean, Director of Clinical Affairs, Advancement team
	47	"The fundraising/advancement team needs the assistance of program directors as the post-graduate alumni are the best funded for supporting the Faculty. It was a disappointment that the post-graduate leadership did not have data on alumni numbers and	It is agreed that discipline-specific and targeted fundraising would be an asset to fundraising results, but the contactability of alumni remains an issue. It is unrealistic to expect that Graduate Specialty Program Directors would have a full account of accurate practice locations for alumni, however they can be an excellent resource to help update the Faculty's advancement database.	**Short to long term [6 months-3 years]:** Continue with efforts in the alumni magazine to have all UofT Dentistry alumni update their contact information regularly. **Leads:** Advancement team, Manager of Communications

		practice location. They need to expand fundraising outreach to alumni."		
Other recommendations not prioritized in the Request for Administrative Response	48	"Develop strategies to expand international partnerships with other universities."	Pre-pandemic, we had agreements with the following universities and countries: • Jiao Tong (China) • Niigata (Japan) • Zhejiang (China) • Sichuan (China) • Seoul National (South Korea) • Okayama (Japan) • Tokyo Dental Arts Academy (Japan) • Bahiana (Brazil) • Universiti Sains Malaysia (Malaysia) • Addis Ababa University (Toronto Addis Ababa Academic Collaboration initiative) - Ethiopia • Uganda • Kuwait	**Short to medium term [6 months-2 years]**: We will focus on the existing agreements. Most international exchanges were on hold during the pandemic. We have resumed international exchanges with Niigata and Okayama during the 2022-23 year, and are looking to continue with TAAAC – Ethiopia by sending 2 students and 2 faculty to Ethiopia this Fall of 2023.
	49	"There is an outstanding interprofessional pain program, which might benefit from greater exposure within the University and beyond."	Within the University, the University of Toronto Centre for the Study of Pain (UTCSP) fosters the interprofessional pain program and has an annual scientific day on March 20, 2023. It organized an in-person Trainee Welcome Event, revamped the UTCSP website homepage, and engages the UTCSP community through a newsletter and social media account. Beyond the University, it hosted the 2022 International Association for the Study of Pain (IASP) World Congress meeting which was held in Toronto from September 19 – 23, 2023.	**Short to medium term [6 months-2 years]:** The UTCSP Co-directors will support interprofessional research collaborations and co-develop pain education within the University, forge relationships with partner organizations such as the pan-Canadian Chronic Pain Network and use multimedia channels to disseminate the work of UTCSP. **Leads:** Co-directors of UTCSP.

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 observed that the Faculty of Dentistry is an excellent school with exceptional faculty and students, and is "renowned for its innovation and interdisciplinary programs within the research communities, nationally and internationally". They highlighted the impressive pool of student applicants and excellent scientists capable of conducting strong research programs; as well as the great mentorship program for tenure-stream faculty, and recent renovation of research infrastructure. They noted that the Faculty is the only one in Canada offering all ten dental specialty programs; and greatly emphasized its extremely significant direct service to its community, providing essential care to patients who experience access barriers. Finally, the reviewers commended the Faculty's well-established collaborations with other U of T divisions; fruitful relationships with professional organizations and the Ontario regulatory body; the vision of its advancement team; and the generally strong morale and sense of community among students, faculty and staff and alumni.

The reviewers recommended that the following issues be addressed: enhancing collaboration and communication across all programs and areas of specialization; prioritizing the development of a digital dentistry curriculum; developing a strategic vision for the undergraduate programs that emphasizes excellence in education and fostering a culture of excellence and cohesion in curriculum; strengthening collaboration between graduate programs; enhancing interdisciplinary planning in the clinical postgraduate programs, and developing systems to monitor program quality; enhancing clinical activities, and strengthening the profile and reach of the clinic; transitioning from a student-centred clinic model to one that is patient-centred; strengthening alignment between clinical operations and education; developing a strategic vision for clinical research; enhancing the structure and consistency of clinical evaluation practices; exploring strategies to broadly promote the value of the clinic; exploring ways to strengthen supports and resources for student wellness; exploring expansion of the faculty mentorship program to include teaching-stream faculty; articulating clear, strategic and measurable EDI goals and the development of an action plan; providing cultural competency and unconscious bias training to students in the undergraduate, graduate, and postgraduate programs; working with the University as appropriate to develop strategies to strengthen the Faculty's financial stability; and revisiting the recommendations of the 2021 *Re-Envisioning Dental Education at the University of Toronto* report.

The Dean's Administrative Response describes the division'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 March 2022.

6 Distribution

On June 30th 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 Dentistry, 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

Program(s) Reviewed:	**Undergraduate programs:**
	• Architectural Studies, H.B.A.: Specialist, Major
	▸ Specialist streams: Comprehensive; Design of Architecture, Landscape, and Urbanism; History and Theory of Architecture, Landscape, and Urbanism; Technology of Architecture, Landscape, and Urbanism
	• Visual Studies, H.B.A.: Specialist, Major, Minor
	▸ Specialist streams: Critical Practices; Studio
	• Certificate in Global Studies of the Built Environment (U of T Global Scholar)
	• Certificate in Sustainability of the Built Environment
	• Forestry Biomaterials: Major, Minor (*offered in association with the Faculty of Arts & Science*)
	• Forest Conservation: Specialist, Major, Minor (*offered in association with the Faculty of Arts & Science*)
	• Forest Conservation Science: Specialist, Major, Minor (*offered in association with the Faculty of Arts & Science*)
	• Visual Studies Minor (*offered in association with the Faculty of Arts & Science*)
	Graduate programs:
	• Architecture, Landscape and Design, Ph.D.
	• Master of Architecture, M.Arch.
	▸ Delivery options: 3-year; 2-year: Second-Year Advanced-Standing Option; 1-year: Post-Professional Advanced-Standing Option
	• Master of Urban Design, M.U.D.
	• Master of Visual Studies, M.V.S.
	▸ M.V.S. Fields: Curatorial Studies; Studio
	• Master of Landscape Architecture, M.L.A.
	▸ Delivery options: 3-year; 2-year: Second-Year Advanced-Standing Option; 1-year: Post-Professional Advanced-Standing Option
	• Forestry, Ph.D.
	▸ Entry options: Standard; Transfer; Direct

	• Master of Science in Forestry, M.Sc.F. • Master of Forest Conservation, M.F.C. ▸ Delivery options: Full-time; Extended Full-time; Part-time
Division Reviewed:	John H. Daniels Faculty of Architecture, Landscape and Design
Commissioning Officer:	Vice-Provost, Academic Programs
Reviewers (Name, Affiliation):	• Dorothée Imbert, Professor and Director of the Austin E. Knowlton School of Architecture, The Ohio State University • Ellen Macdonald, Professor and Chair, Department of Renewable Resources, University of Alberta • Ken Neil, Professor and Dean, School of Arts & Humanities, Royal College of Art • Brett Steele, Professor and Dean, School of the Arts and Architecture, University of California, Los Angeles
Date of Review Visit:	March 28 – April 1, 2022
Date Reported to AP&P:	February 16, 2023

Previous UTQAP Reviews

John H. Daniels Faculty of Architecture, Landscape and Design:
Date: November 5–7, 2013

Summary of Findings and Recommendations
Significant Program Strengths

- Excellent decanal leadership
- Bold vision of an integrated, interdisciplinary faculty and student body
- Conceptualization of undergraduate program as non-professional and graduate programs as professional gives the Faculty a clear and strong identity
- Outstanding recent hires position the faculty well for the future
- Impressive overall quality of the students
- Students very satisfied with programs and the level of their preparedness for practice
- New building at 1 Spadina Crescent will promote the visibility of the Faculty and the work of its faculty and students

Opportunities for Program Enhancement

- Reviewing, strengthening, and balancing the graduate programs
- Addressing issues with the Urban Design program
- Aligning the proposed Ph.D. program with the current research specializations of faculty
- Developing a recruitment strategy for the graduate programs, deepening the recruitment pool, and better integrating advanced standing students
- Deepening faculty participation in leadership roles
- Mentoring new faculty
- Finalizing the Academic Plan
- Developing a research strategy and increasing the number and range of research partnerships
- Optimizing the administrative organizational structure

Faculty of Forestry:
Date: May 4 – 6, 2016

Summary of Findings and Recommendations
Significant Program Strengths

- Long tradition of thought leadership, especially in urban forestry
- Important, high caliber research on biomaterials that taps into the bio-economy and capitalizes on Ontario's natural assets, despite the declining economic opportunities in the lumber and paper industries
- Constructive engagement with the private sector, including the important relationships with the Haliburton Forest
- Undergraduates understand the professional dimension of forestry and the attractiveness of a forestry-style, interdisciplinary systems approach to the environment • Association with Faculty of Arts & Science with respect to flexibility in combining a forestry major with other majors or minors
- Atmosphere of community created through the accessibility of faculty, their helpfulness, and the out-of-classroom enrichment opportunities in which they encourage students to participate
- MFC provides effective training for careers in diverse settings

- MFC successfully integrates students from BSc and BA backgrounds through peer-to-peer learning and a network of supportive practicing professionals that expand on faculty expertise
- MFC graduates are highly valued for their qualifications, find work easily, and have risen to key leadership positions in Ontario
- MFC quality rivals that of long-established elite programs

Opportunities for Program Enhancement
- Engaging in better coordination between the Faculty of Forestry and the Faculty of Arts & Science, specifically noting the Faculties' divergent perspectives on the specialist programs.
- Addressing students' desire for the undergraduate programs to be accredited
- Determining how the programs' structure support their learning outcomes and broader undergraduate degree level expectations
- Broadening MFC courses offered and creating more transparency around internship placements
- Increasing the Faculty of Forestry's research and curricular capacity in the social dimensions of forestry and aboriginal issues
- Identifying a sustainable budget model to maintain academic excellence and strengthen programs

Visual Studies and Architectural Studies Programs:
Date: February 23-24, 2016

Summary of Findings and Recommendations
Significant Program Strengths
- Reviewers gave strong endorsement to the programs' current activities and anticipated
- future directions.
- Faculty research very impressive, with appropriate and rich research opportunities for graduate and undergraduate students.
- Dynamic and contemporary relationship between theory and practice in the M.V.S. degree.
- Undergraduate programs curricula are well-considered, with students taking on broad questions about design within a globalized society

Opportunities for Program Enhancement
- Enhancing MVS program marketing and considering a change of name to an M.F.A.
- degree to better represent the current program
- Clarifying undergraduate programs' learning outcomes
- Adding more experiential learning and community engagement opportunities for undergraduate students
- Strengthening the advising offered to students, and encouraging that more advising be done by faculty and area coordinators
- Increasing the financial support packages offered to graduate students
- Enhancing the TA training offered to graduate students so that they can better assist with program delivery
- Enhancing relationships with both internal cognate units and external organizations, such as professional organizations

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

- Review Terms of Reference
- Site Visit Schedule
- Self-study and appendices including access to course descriptions and faculty 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, Daniels Faculty of Architecture, Landscape & Design
- Associate Dean, Academic
- Assistant Dean, Academic Planning & Governance
- Associate Dean, Research
- Strategic Research Development Officer
- Research Services Officer
- Senior Faculty
- Junior Faculty
- Sessional Lecturers
- Vice-Dean, Undergraduate, Faculty of Arts and Science
- Acting Vice-Dean, Academic Planning, Faculty of Arts and Science
- Chief Administrative Officer
- Faculty Registrar
- Director of Advancement
- Director, Technology Services
- Architecture Librarian
- Manager, External Relations & Outreach
- Acting Vice Dean, Students, School of Graduate Studies
- Administrative Staff
- Leadership in Forestry Programs (Program Director and Undergraduate Coordinator)
- Leadership in Undergraduate Honours Bachelor of Arts (Architectural Studies Director and Visual Studies Coordinator)
- Leadership in Professional Master's Degrees (Master of Architecture Director, Master of Landscape Architecture Director and Visual Studies Director)
- Leadership in Master of Urban Design, Post-Professional Master's, and Architecture, Landscape, & Design PhD programs (Master of Urban Design Director, Post Professional Master's Program Director, PhD Architecture, Landscape or Design Director)
- Vice Dean Academic Operations, Faculty of Arts and Science
- Associate Dean, Cross Disciplinary Programs, Faculty of Engineering and Applied Science
- Vice-Principal Academic and Dean, University of Toronto Scarborough

- Student Representatives: PhD Architecture, Landscape & Design; PhD Forestry; Post-Professional programs
- Student representatives: Master of Architecture, Master of Landscape Architecture, Master of Urban Design
- Student representatives: Undergraduate (B.A.) programs in Architectural Studies and Visual Studies
- Student representatives: Graduate and Undergraduate programs in Forestry
- Representatives of Professional Organisations (Ontario Professional Foresters Association, Ontario Association of Architects and Ontario Association of Landscape Architects)
- Alumni Representatives

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

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

The reviewers observed the following **strengths:**

- Objectives
  - ▸ HBA in Architectural Studies objectives are clear and consistent with international standards, and strike appropriate balance between professional and disciplinary pursuits
  - ▸ HBA in Visual Studies enjoys distinctive objectives of supporting studio practice and discursive practice in a research university
  - ▸ Undergraduate Forestry programs offered in FAS are designed to educate students about the value of forests and approaches to their conservation and management, from a social and ecological perspective; and fill an important role in U of T's broad suite of environmental studies and environmental sciences offerings
- Admissions requirements
  - ▸ Over past five years, HBA in Architectural Studies enrolment has increased by ~ 20%
  - ▸ HBA in Visual Studies admissions requirements are clear and in keeping with learning outcomes; program is popular, with promising international demand
- Curriculum and program delivery
  - ▸ HBA in Architectural Studies provides excellent grounding of professional and disciplinary training, skills and knowledge; program is clear and well-conceived, with effective range of distinct specialist streams; good balance of design- and studio-led learning modes
  - ▸ HBA in Visual Studies has clear ambitions to offer students opportunities to experiment with making and writing
  - ▸ Suite of UG Forestry course offerings spans multi-disciplinary breadth appropriate to forestry, while Arts and Science streams allows students to pursue perspectives that most interest them

- ▸ UG Forestry courses largely taught by DFALD faculty members, but programs also rely on several FAS courses
- ▸ Students in UG Forestry streams have a standard mix of lecture and lab content in courses, with a variety of assessment approaches
- Assessment of learning
  - ▸ Reviewers observe highest levels of accomplishment in both undergraduate and graduate Architecture and Urban Design programs, with regard to methods of assessing learning outcomes; students and faculty spoke favourably of fair, open and agreed-upon procedures
  - ▸ Learning outcomes for undergraduate Forestry programs are appropriate and well-designed
- Quality indicators – undergraduate students
  - ▸ Progress of students in the Honour Bachelor of Arts in Architectural Studies program is carefully tracked and monitored; no concerns were raised related to student advancement or graduation

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

- Overall quality
  - ▸ Reviewers raise concerns regarding lack of accreditation of Forestry undergraduate programs, and their "uncertain" purpose and future; concerns from FAS also noted regarding the quality and small size of these offerings
- Admissions requirements
  - ▸ Forestry programs are small, with more students in the Arts stream than Science (perhaps reflecting fewer high school science admission requirements), and very few in the Specialist stream in either Arts or Science
- Assessment of learning
  - ▸ Reviewers observe a "conspicuous" number of PLOs in the both the undergraduate and graduate Visual Studies programs, noting that "a proliferation of Learning Outcomes can challenge the clarity of connection between course and assessable components, so too the coherence of overarching academic mission of degree offerings"
- Student engagement, experience and program support services
  - ▸ Unclear what extent or type of experiential learning students in the undergraduate Forestry programs have access to

2.   Graduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▸ Broadly speaking, all architecture and urban design graduate program criteria are appropriate, well-communicated, and entirely in line with broad, international graduate standards
- Objectives
  - ▸ MArch objectives are clear and consistent with international standards, and strike an appropriate balance between professional and disciplinary pursuits
  - ▸ MUD objectives are clear and consistent with international standards; program seeks to attract international applicants based on rationale that the greater Toronto context presents urban questions that are globally applicable
  - ▸ MLA appropriately reflects the breadth of the discipline, while grounding the curriculum in the culture and place of its region and time
  - ▸ MVS is an "intimate" program offering Curatorial Studies and Studio fields
  - ▸ PhD in Architecture, Landscape, and Design has clear ambition to be an innovative, interdisciplinary offering
- Admissions requirements
  - ▸ Applications to the MArch, Post-Professional Masters and MUD all confirm to international qualification standards
  - ▸ Graduate application requirements exceed international academic expectations
  - ▸ Applications to the three-year MArch program have noticeably increased and enrolment has remained stable
  - ▸ Three-year MLA cohort is robust in comparison with other North American programs
  - ▸ MVS admissions requirements are clear and in keeping with learning outcomes
  - ▸ Admissions requirements for the Forestry graduate programs appear appropriate
  - ▸ Proportion of applicants that are offered admission to thesis-based Forestry graduate programs appears very high, but this reflects the fact that applicants connect with a potential supervisor prior to application
  - ▸ Applicants to the PhD ALD are required to have a Master's degree of a high standard and average grade. A professional degree in a design discipline is highly desirable, though the program does permit entry from related social science or humanities disciplines
  - ▸ High admissions yield to PhD ALD since inception (80% +), though from a small number of offers
- Curriculum and program delivery
  - ▸ MArch delivers, as a comprehensive, thorough, high-quality program leading to professional qualification, fully meeting international professional standards, including local license and accreditation expectations
  - ▸ MUD follows a studio-based curriculum that culminates in a thesis
  - ▸ Post-Professional Master's provides important avenues for students to pursue highly specialized areas of advanced learning and develop professional expertise

- ▸ MLA curriculum is typical of a three-year professional program, with notable opportunities for students to gain a deeper understanding of current local projects, and draw on the expertise of professionals
  - ▸ MLA curriculum is rich; offerings noted as likely to prepare students well for collaborative design and to engage professionally with a wide range of consultants
  - ▸ Knowledge of and experience with professional industries are features of the MVS curriculum
  - ▸ Professional foresters are involved in delivering the MFC program
  - ▸ Program requirements and curriculum design support the multidisciplinary basis of the PhD ALD
- Innovation
  - ▸ Addition of Justice and Action stream within the Post-Professional program a noteworthy achievement, helping to situate curriculum and program delivery at the highest international standard
- Accessibility and diversity
  - ▸ Mix of international and domestic student enrolment provides lively and vital cultural setting for learning across both MArch and Post-Professional program
  - ▸ MLA program is noteworthy for its attention to social and cultural issues, and with the Truth and Reconciliation Calls to Action
  - ▸ MLA program appears to have attracted students from a range of backgrounds and cultures
- Assessment of learning
  - ▸ Reviewers observe highest levels of accomplishment in both undergraduate and graduate Architecture and Urban Design programs, with regard to methods of assessing learning outcomes; students and faculty spoke favourably of fair, open and agreed-upon procedures
  - ▸ MLA program follows typical mix of delivery modes (design studio, lecture course, and seminar) leading to projects, papers, assignments/tests, and presentations
  - ▸ Learning outcomes for the MFC are dictated by and tied to CFAB accreditation requirements
  - ▸ Faculty anticipate good, on campus, collegial activity and profile surrounding upcoming PhD ALD thesis defenses
- Student engagement, experience and program support services
  - ▸ MLA graduates have strong reputation, and enjoy opportunities for research, a new building, a green roof lab, and good connections to professional community
  - ▸ Students in the MFC program enjoy good opportunities both for experiential learning, and to develop professional linkages to support future careers
  - ▸ MFC students feel faculty are accessible and easy to connect with
  - ▸ Faculty members supervising students in Forestry MSc and PhD have excellent scholarly records, indicating that students are very well mentored
  - ▸ PhD ALD students appreciative of the range of courses available to them, and value student-led reading groups

- ▶ "There is recognition of the importance of fieldwork research to PhD students in DFALD, with students able to audit appropriate courses to support this aspect of their dissertation work."
- ▶ PhD students in ALD and Forestry spoke positively about their experiences at DFALD
- Quality indicators – graduate students
  - ▶ Both MArch and Post-Professional programs enjoy considerable success in quality of student learning and achievement, as well as high graduation rates and strong time to degree metrics
  - ▶ Students enrolled in MLA program enjoy a high reputation, and graduate on time
  - ▶ Time-to-completion for students in research-based Forestry programs is approximately on par with norms at comparable Canadian institutions
  - ▶ Intent noted in PhD ALD to ensure students complete successfully in four years; reviewers note interesting range of student research topics and methodologies
  - ▶ Quality of PhD ALD applicants has been high, with students holding offers from other prestigious North American universities

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

- Overall quality
  - ▶ Concerns raised in recent MFC accreditation review that curriculum had not been reviewed in the context of revised accreditation standards, and regarding admissions process
  - ▶ New PhD ALD program challenged by the small number of students and the diversity of disciplines they pursue
- Admissions requirements
  - ▶ Enrollment in the MUD program remains low, and reliance on international students is acknowledged as challenging (faculty considering shortening program to 1.5 years to align it with other post-professional programs)
  - ▶ Enrolment in the three-year MLA has decreased minimally; reviewers note that the lack of a specific landscape architecture UG program may pose a challenge for attracting students to the MLA
  - ▶ The post-professional MLA attracts only a very small number of students and may be seen as diffusing the clarity of the professional MLA
  - ▶ MVS enrolments noted as low (split evenly between Studio and Curating)
  - ▶ Rates of admission offers to MFC may be higher than at other comparable programs
  - ▶ Forestry MSc is extremely small
  - ▶ Forestry PhD is relatively large, but the bulk of supervision is done by very small subset of faculty members
  - ▶ Cap on international student enrolment noted as key challenge for PhD programs
- Curriculum and program delivery
  - ▶ High number of required courses in the MLA leave few opportunities for self-directed and inter-disciplinary inquiries
  - ▶ Some MLA faculty note concerns that they are stretched thin, and have limited capacity to engage in curricular revisions or evaluate their impact

- ▸ There are no tenure stream faculty listed in the Urban Design program; only two teaching stream assistant professors
- Accessibility and diversity
  - ▸ Reviewers note some potential gaps in the MFC program, particularly regarding the relationships of the forestry industry to Indigenous communities
- Assessment of learning
  - ▸ Reviewers observe a "conspicuous" number of PLOs in the both the undergraduate and graduate Visual Studies programs, noting that "a proliferation of Learning Outcomes can challenge the clarity of connection between course and assessable components, so too the coherence of overarching academic mission of degree offerings"
- Quality indicators – alumni
  - ▸ "Review meetings with U of T DFALD alumni were relatively quiet with regard to VS graduate outcomes and impacts, and this was one of a number of indicators that signal issues of profile for the Faculty and University."
- Student funding
  - ▸ MFC students note some concerns around limited access to DFALD funding opportunities
  - ▸ Ensuring funding levels to attract and retain excellent PhD cohorts a recurrent theme in review meetings
  - ▸ "A clear challenge present is a disconnect in the mode of university funding of PhD students. In Forestry, PhD students are typically funded by supervisor's grants. In North America, Architecture PhD students are normally funded by operating funds."
  - ▸ Challenges noted in relation to sufficient stipend funding for PhD students, and the desire to transition to a model of students being supported by supervisors' grants, rather than relying only on funding provided by the Faculty
  - ▸ Reviewers note apparent possible differences in funding packages across Daniels PhD programs; they observed that differences in funding levels could be problematic

The reviewers made the following **recommendations**:

- Overall quality
  - ▸ New PhD program in ALD is still at a very early developmental stage and will require extra attention
  - ▸ The Dean may wish to consider the optimal size and scale of the MVS
- Objectives
  - ▸ "Reenvisioning the postprofessional [MLA] program as a landscape studies program with connections to urban design and forestry and strengthening the MLA program by attracting undergraduate architecture students to the Advanced Standing would clarify the position of landscape architecture within the Faculty and beyond"
- Admissions requirements
  - ▸ Consider opportunity to provide advanced standing for some graduate students as part of the Faculty's next period of strategic planning
  - ▸ Explore ways to soften the disciplinary boundaries between Architecture and Landscape Architecture so UG students see both pathways as good opportunities

- ▸ A comprehensive review of the various entry points to the MLA may further strengthen and diversify the student body
    - ▸ Online information about Visual Studies studio admissions might better highlight the distinctive academic and professional development advantages of their proximity to the disciplines of design and curatorial studies
- Curriculum and program delivery
    - ▸ "A comprehensive review of the final year MLA curriculum…as well as comparing the differences and overlaps between MLA thesis, post-professional thesis, and PhD ALD would clarify what represents mastery in the professional program."
- Accessibility and diversity
    - ▸ It would be worthwhile to structurally embed in Daniels the attention to social and cultural issues and TRC Calls to Action that are currently supported by individuals in the MLA
    - ▸ Use of external juries for MLA design projects/theses offers opportunity to diversify perspectives and cultures of academic design environment; such efforts would dovetail with goals to decolonize landscape architecture curriculum
    - ▸ "Peer- and alumni-mentoring, student organization funding, pre-semester orientation, and internship placement are a few of the measures that can help create an equitable academic and professional community"
- Student engagement, experience and program support services
    - ▸ PhD students note strong interest in enhanced connections between ALD and Forestry, and a recognition of interdisciplinary potential relating to methods, subjects, and student experience
- Student funding
    - ▸ The Daniels website should clearly state cost of attending MLA program for prospective domestic and international students
    - ▸ "The dean wants to move towards increased use of research grant funding to support students in the PhD in ALD program. University resources to assist the transition to this model are a logical next step to the inclusion of new research-oriented programs – which include those normally operating with external grant-funded support – in a Faculty with minimal levels of that activity in the past."

3. Faculty/Research

The reviewers observed the following **strengths**:

- Faculty
    - ▸ Recent Forestry-related hires have focused on cross-over among programs; this is a critical step towards re-imagining Forestry and situating it disciplinarily within DFALD
    - ▸ Forestry faculty group covers highly diverse range of specialties despite its small size

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

- Overall quality
  - ▸ Recent turnover and departure of faculty has weakened the Forestry unit, and current research funding is quite low vs Canadian comparators
- Research
  - ▸ Most subject areas suffer from low research funding and a lack of research culture
  - ▸ Research funding low overall, compared to other U of T divisions, as well as other comparable institutions
  - ▸ "The number of faculty members who do not hold PhDs is also a challenge for some sectors of DFALD"
  - ▸ Reviewers note challenges related to the relatively high number of teaching stream faculty compared to those in the tenure stream, which points to "an obvious future problem with research capacity"
- Faculty
  - ▸ "With a current and emerging interest in growing the new research (and external grant-funded) activities and opportunities within the Faculty, there is a perception by some that the tenure stream is somehow now more prestigious (and potentially, for some, an easier path for securing a continuing appointment)"
  - ▸ Widespread lack of clarity observed regarding ways in which faculty's professional activities, particularly work associated with professional studios, art and architecture design practices, is understood as a form of academic scholarship, or research
  - ▸ Concerns noted regarding academic review and advancement actions, and how these align with the tenure-stream vs. teaching-stream appointments within Daniels
  - ▸ Some faculty members feel their teaching load is heavier than colleagues in other divisions, noting class sizes and studio teaching commitments, which leaves limited time to pursue research

The reviewers made the following **recommendations**:

- Research
  - ▸ "Maintaining a research-intensive culture will require a significantly higher number of tenure stream than teaching stream faculty (some schools place that cap at 20%). Currently, there is a significant imbalance between teaching- and tenure stream in the junior faculty"
  - ▸ Ensure optimal balance of teaching loads and research funding, particularly in subject areas that are expected to be able to grow research opportunities
  - ▸ "A comprehensive study of what constitutes research in a Faculty with scientific and design output (in addition to scholarly publications) would be worthwhile"
  - ▸ "There is a need to build the research culture. Faculty members need support to develop proposals and recruit graduate students."
  - ▸ Strategic Research Development Officer will play critical role in supporting faculty members and helping to build DFALD's research enterprise

- Faculty
  - ▸ "Clear guidelines for Promotion and Tenure and formal mentoring are essential to support and grow the faculty, whether tenure-track or teaching-track. The Daniels Faculty is particularly diverse in terms of disciplines and modes of scholarly activity, and thus faculty members will have to vote on cases that lay outside their disciplinary expertise. There is a need for a robust yet flexible Promotion and Tenure document that can provide clarity to faculty members. This document should be widely distributed and be available on the website"
  - ▸ It will be essential to clarify the balance between teaching and research for faculty, given the expanded breadth of potential faculty pursuits, and professional activities
  - ▸ Clarify tenure, promotion and advancement processes related to academic review and advancement of individual faculty members
  - ▸ Establish formal mentoring process for junior faculty beginning at appointment, as a part of academic review and advancement processes
  - ▸ Careful review of the teaching and administrative load for faculty delivering the MA program, and adjustment where appropriate may help increase productivity
  - ▸ Reviewers note potential to bolster faculty expertise in the social dimensions of Forestry and Indigenous issues
  - ▸ Consider future hiring in social forestry to align with urban forestry and urban design

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
  - ▸ Faculty, students and staff have worked together to carefully and successfully manage myriad challenges presented by the COVID-19 pandemic
  - ▸ Interim management leading to the arrival of the new Dean was especially successful at leading and engaging the entire Faculty during a period of considerable change
  - ▸ There is clear support and goodwill for new Faculty leadership and colleagues appear optimistic about the future of DFALD
  - ▸ Faculty members are enthusiastic about the new opportunities for cross-disciplinary collaborations at Daniels
  - ▸ Landscape architecture has cultivated a relationship with forestry through ecology, and the overlap between architecture, building science, and mass timber is promising
  - ▸ Mass Timber Institute noted as good example of productive cross-divisional and cross-disciplinary collaboration

- ▸ Students enthusiastic about access to multidisciplinary communities of academic interest in DFALD
- ▸ Good involvement of practitioners as sessionals
- ▸ Faculty has made deep and lasting connections with many external, community, professional and alumni/ae groups
- ▸ 1 Spadina Crescent noted as superb working environment, and great connector to the University and city
- ▸ Large and active alumni population who provide a strong foundation for connection to community and growing philanthropic support; new Dean has made good efforts to engage with this group
- ▸ Members of professional organizations and alumni comment very positively on Daniels' outward presence and programming
- Organizational and financial structure
  - ▸ U of T has made considerable recent investments in the Daniels Faculty, including a range of new facilities and physical resources and significant new building at 1 Spadina Crescent; new building very impressive and offers good space for teaching, research and connection to community
  - ▸ Reviewers note benefits of having three regulated professions in one Faculty
  - ▸ Excellent administrative team and staff, who demonstrate extraordinary abilities, experience and commitment
  - ▸ Faculty enjoys a high level of staffing positions allocated on a per-student basis, compared to international standards
  - ▸ Overall budgetary situation of the Daniels Faculty appears very positive
- Long-range planning and overall assessment
  - ▸ The Faculty has "undergone tremendous growth and change in the past decade, with the development of undergraduate programs, the incorporation of visual studies and forestry, and the creation of the new ALD doctoral degree. These changes and the increased undergraduate enrollment clearly address the University's aspirations."
  - ▸ Addition of Forestry and new doctoral program ALD should bolster transdisciplinary research and faculty-student collaborations and enhance recruitment
  - ▸ Impressive management of a period of significant organizational change and growth, including a physical reorganization and relocation, leadership changes, and the absorption of new subject areas and programs
  - ▸ Arrival of Forestry programs is a considerable strength for the ways in which it broadens disciplinary and professional knowledge and expertise within the Faculty, and gives Daniels unique potential to engage in interesting and collaborative approaches to "some of the defining challenges of our times"
  - ▸ Arrival of Visual Studies programs, and undergraduate programs in Architectural studies have been effectively accomplished and well-integrated in school operations

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

- Relationships
  - ▸ Large relative size of undergraduate Architectural studies program may be causing issues with other programs "feeling sidelined or receiving less attention, resources, opportunities"
  - ▸ Issues around coordination between Daniels and FAS on undergraduate Forestry programs that were raised in last review of Forestry have not been resolved
  - ▸ Reviewers note that the pandemic and lack of in-person attendance on campus had likely hampered the integration of Forestry students into DFALD
  - ▸ Given considerable size differentials between various offerings, some programs (such as Visual Studies and Forestry) seem to struggle with being part of the larger culture/presence within the Faculty
  - ▸ Reviewers note limited interaction between MFC students and those in the thesis-based graduate programs at Daniels
  - ▸ Achieving Faculty ambitions to connect the PhD ALD community to the range of resources available at the divisional and University levels, and with external museums, galleries, architectural centres and civic institutions noted as "an upcoming challenge"
- Organizational and financial structure
  - ▸ "[Changes] in the portfolio of subject areas and programs recently added to the Faculty have yet to be fully aligned with the administrative organization of the school"
  - ▸ Concerns raised that Directors of various programs needed more support; some report feelings that they are unduly burdened by administrative work
  - ▸ Suite of activities handled by the Dean seemed very high
  - ▸ Unclear whether all programs and faculty/staff in Daniels enjoy the benefits of the new building
  - ▸ Registrar's office was organizationally remote from main Faculty operations, which could be hampering students feeling a part of the Daniels community
- Long-range planning and overall assessment
  - ▸ The growth of programs and disciplinary streams presents a number of challenges (along with opportunities), such as aligning Faculty teaching needs with opportunities to build out research programs, drawing on resources, perceived hierarchy and diffusion of Daniels' identity
  - ▸ "The review committee was struck…by the minimal extent to which progress is being achieved on the Faculty's goals related to equity, diversity, inclusion and inclusivity"
  - ▸ Reviewers note some access-related challenges related to significant fee level variations for domestic vs. international students in both the undergraduate and graduate programs; they also note that international students might benefit from additional support as they adjust to living and studying in Toronto
  - ▸ Forestry Biomaterials program has declined in size to the point that it is now suspended; reviewers note location in FAS leaves it disconnected from both Forestry and Engineering

- Forestry programs overall have become extremely small, with only grad programs offered at Daniels, and five faculty members
- International comparators
  ▸ International comparisons are challenging for Visual Studies offerings, because of their unique position between B/MFA and liberal arts degrees

The reviewers made the following **recommendations**:

- Relationships
  ▸ The Faculty is well-positioned to take advantage of interdisciplinary and multidisciplinary collaborations with the diversity of disciplines and programs in the Faculty; reviewers note significant potential to enhance opportunities for crossover between subject areas for both faculty and students
  ▸ Pursue programming (symposia, exhibitions, workshops) to take full advantage of 1 Spadina Crescent's potential, and enhance the Daniels Faculty's internal and external public presence
  ▸ Opportunities are noted for Visual Studies to strengthen connections with relevant urban creative industries, and build a profile for the program that is distinct from more traditional BFA and MFA offerings
  ▸ Opportunities noted for Forestry to enhance collaborations outside of Daniels, for example with FASE on biomaterials and mass timber; with the School of Cities on urban forestry; and with Geography and Planning
  ▸ More might be done to involve sessional practitioners in the Faculty's broader teaching network
  ▸ Alumni note strong interest in continuing to contribute to the Faculty's future directions
  ▸ Ambitions noted to establish endowed Professorships and strategic Fellowships for teaching and research, to increase DFALD's international appeal
- Organizational and financial structure
  ▸ With new programs and subject areas now added to the Faculty, reviewers highlight importance of administrative support being appropriately allocated, and encourage leadership to review current structures to ensure that they are optimally effective and/or best enable strategic aims
  ▸ "There is a need to carefully consider the Executive-level structure in the Faculty, particularly as there are no department Chairs."
  ▸ Need identified to align student advising processes for all programs
  ▸ Review levels of administrative support available to Teaching assistants and heads of larger programs
  ▸ Additional research facilities will likely be required to support the growing research programs
- Long-range planning and overall assessment
  ▸ Current breadth of Daniels subject areas provides a unique and considerable opportunity for the Faculty, which will require careful attention to individual program curricula

- "A comprehensive review of types of degrees, program titles and duration, criteria for admission (specifically in architecture and landscape architecture) would help identify efficiencies and areas of growth (or reduction)."
- Opportunities noted to create projects or modify curricular assumptions in programs to achieve 'crossovers' evident in many other international schools. Possible suggestions include the creation of mass timber design studios; establishment of urban forestry; or offering a wider range of sustainability and energy courses that allow participation by students from different subject areas.
- New programs (Visual Studies, Forestry, PhD ALD) require strategic planning and careful assessment
- Addition of Forestry programs presents opportunity to diversify the Faculty's approach to pedagogy and research
- Reviewers note both potential benefits and disadvantages of keeping Forestry undergraduate programs at FAS, or moving them to Daniels, indicating that this issue warrants careful consideration and collegial discussion
- Given recent low enrolment in MUD, consider possibility of reinvention as a new post-professional program with thematic foci (such as urban forestry, housing, etc.)
- The future of the Forestry Biomaterials program requires careful thought; if it remains at FAS, efforts will be required to strengthen profile, enrolment and ties to other disciplinary areas at Daniels. Reviewers also note potential benefits of situating the program at Engineering.
- "The Faculty should build a clear overall research agenda; one able to clarify the role and presence of research-based programs, including the PhD ALD", in order to enable effective decisions relating to budget and operations
- "The variety of programs (PhD in Forestry and ALD, professional and post-professional Masters) and different types of research (design or science) call for conversations on the nature of research in such a diverse academic environment and on how to assess scholarship/creative practice in path to promotion."
- Future hires in the tenure stream needed to build DFALD's research enterprise and support thriving PhD programs; "Some hires at the Associate or even full Professor level in strategic areas could be warranted."
- Building upon and strategically enhancing considerable University investments in the Daniels Faculty, in particular through the development of a renewed Academic Plan, will be essential for capitalizing on considerable Faculty efforts to take Daniels "into a new era"
- Review committee recommends development of transparent and equitable multi-year transitional planning frameworks, which emphasize larger strategic aims
- "A clear and cohesive vision of the Faculty will be critical for developing a fundraising campaign in future"
- "A hiring plan for continuing to grow a diverse faculty and student body in support of Daniels Faculty's mission is of great importance, as is filling the vacant position for an Assistant Dean EDI. The Daniels Faculty should continue to take advantage of the provost-sponsored programs for Black or Indigenous faculty hires."

- ▸ Faculty should work to establish a recruitment plan to identify an optimal balance of domestic and international students, and incorporate "clear strategies for addressing associated challenges surrounding international versus local student experience."

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March 7, 2023

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

Dear Professor McCahan,

I am writing in response to your letter, dated October 24, 2022, regarding the 2022 external review of the John. H. Daniels Faculty of Architecture, Landscape, and Design.

The review took place from March to April of this past year, which was a transitional period at the Daniels Faculty in many respects. During this time both the Faculty and the University were navigating the return to in-person operations on campus for the Fall of 2022. In addition, the Daniels Faculty had recently emerged from a period of significant organizational change, following its merger with Forestry. As such, the UTQAP review process presented a good opportunity for the Faculty to be broadly consultative and inclusive, by involving participation from faculty, staff and students, in its self-study process. Many of the insights from this process reflected on the Faculty's strengths, opportunities and challenges—and these will continue to provide a strong foundation for the development of our academic plan, set to launch in 2023. In this respect, the external reviewers' comments were very timely.

We are very appreciative of the contributions of the external reviewers. Their report was distributed within the Daniels Faculty and shared with the Decanal leadership at the Faculty of Arts & Science (A&S) as it relates to the delivery of the associated undergraduate programs—in particular Forestry. The issues and suggestions identified by the external reviewers were discussed in detail by the academic leadership team at the Daniels Faculty, which includes the two Associate Deans (Research and Academic) as well as the Academic Directors for each of the programs under review.

We appreciated the opportunity to hear from the external reviewers, who comprehensively examined our background materials and spent five days visiting the Daniels Faculty, meeting with our stakeholders and giving us their thoughtful advice on how we can improve further. Their comment that the "Daniels Faculty is well-positioned to take advantage of interdisciplinary and multidisciplinary collaborations with the diversity of disciplines and programs in the Faculty" closely aligns with our own thinking and priorities.

Below, please find our responses to each of the areas raised by the reviewers as outlined in your letter requesting an administrative response, with the corresponding prompts quoted below.

UNIVERSITY OF TORONTO
JOHN H. DANIELS FACULTY OF
ARCHITECTURE, LANDSCAPE, AND DESIGN

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A. Strategic Interdisciplinary Collaborations

The reviewers noted that the Daniels Faculty's current breadth of subject areas presents a considerable and singular opportunity for the Faculty, and recommended continued strategic consideration of how to best leverage the unique combination of programs and faculty, and encourage greater interdisciplinary teaching, learning and research opportunities for faculty and students.

We are cognizant of the Faculty's unique multidisciplinary structure and offerings, and plan to leverage this for innovation in teaching and learning, as well as research and impact. We intend to advance innovations in pedagogy and research by bridging the previously siloed studies of the built and natural environments, achieving parallel goals in the process. Each of the academic programs under our umbrella could be further strengthened through the addition of specialized or shared courses from other disciplines. There is already a strong vertical connection and coordination between our undergraduate and our professional and research-based masters programs. We anticipate that, as the ALD PhD program matures, the same will be true about the relationship between our professional masters programs and research programs. New disciplinary crossovers could result in creative combinations of study and research areas required to address the complex social, environmental and political challenges facing the world today. It is our collective aspiration and mandate to foster this dynamic culture going forward, building on our strengths and instilling new ones.

Short term

- Conduct a lesson-learned analysis of existing collaborative programming, including the collaborative first-year undergraduate studio course with engineering; the recently developed Working with Wood course; the undergraduate design-build studio on the grounds of the forestry camp site in Haliburton; and the graduate collaborative programs that are currently most popular with our students
- Conduct consultations and discussions within the Faculty and among other stakeholders about opportunities for further cross-disciplinary collaboration across our programs, including but not limited to cross-listed courses
- Conduct research-sharing workshops across the disciplines to promote further awareness of faculty members' research interests and plans

Leads: Associate Dean Academic, Associate Dean Research

Medium term

- Establish seed funding for collaborative and interdisciplinary teaching and learning projects
- Establish seed funding for collaborative and interdisciplinary research projects
- Facilitate interdisciplinary consultation between graduate programs to determine opportunities for creating new collaborative specializations and interdisciplinary programs of study

- Develop summer study-abroad courses for undergraduate students in both architecture and visual studies, as well as graduate electives and field courses in our MLA, MUD, MARC, MVS and MFC programs that are open to all eligible students across our professional programs

Leads: Dean; Associate Dean Academic; Associate Dean Research

Long term

- Focus faculty hires on interdisciplinary expertise and areas of research that contribute to all of our programs, including but not limited to Indigenous knowledge, environmental history, mass timber, design and health, and embodied energy
- Explore the establishment of a new interdisciplinary undergraduate degree program that includes the disciplines of architecture, landscape architecture, urban design, visual studies and forestry
- Explore the establishment of a new interdisciplinary research program that reflects the potential for collaborative research at the graduate level and potentially supplements our existing PhD programs in forestry and in architecture, landscape and design
- Work with the Office of the Vice-Provost, Academic Programs (VPAP) to explore new flexible graduate programs that accommodate the needs of contemporary, international learners

Leads: Dean, Associate Dean Academic, Associate Dean Research

B. Individual Programs Review

B1. General

The reviewers observed that the current multitude of programs and disciplines, different sizes of programs, and different metrics for research might be seen as diffusing the identity of the Daniels Faculty. They recommended undertaking a comprehensive review of the types of degrees, program titles and duration, and criteria for admission (particularly in architecture and landscape architecture) to help identify efficiencies and potential areas of growth or reduction.

As the Faculty has recently emerged from a period of significant growth, currently hosting more diverse disciplines and scales of program, we will be working to better articulate and update the identity of the Daniels Faculty, including reviews of our disciplinary offerings, an overhaul of our communications strategy via analogue and digital channels, and discussions and consultations with students, faculty and other internal as well as external communities and stakeholders.

Much of this work will be in conjunction with the development of the Faculty's current academic planning process, which will be further outlined later in this document in response to the specific reviewer comments on the development of the Faculty's new five-year Academic Plan. Overall, applications and yield have been robust in both our professional degree programs in architecture and landscape architecture; at the same time, applications and admissions to our graduate forestry conservation and visual studies programs have been waning, so we will continue to improve our recruitment strategies while working to enhance the profile of both

programs in our communications. While the response and implementation plan corresponding to reviewers' comments on specific programs are further outlined below, plans for all programs are listed here:

Short term

- Organize discipline-specific workshops to better articulate and improve the identities and profiles of each of our disciplines and associated programs
- Review and improve the recruitment strategies and admissions process for each program

Leads: Associate Dean Academic, all Program Directors

Medium term

- Identify areas of efficiencies and potential reductions, such as consolidation of the post-professional programs
- Work with external consultants as well as create new positions in Faculty's own communications and outreach team, for the purposes of recalibrating Faculty identity, as well as each disciplinary identity

Leads: Dean, Associate Dean Academic

Long term

- Revisit the branding of the Faculty and the channels through which we disseminate our work, including a revamping of our website and collateral material

Leads: Dean, all Academic and Administrative Leaders

B2. Forestry Programs

The reviewers also made a number of observations and potential suggestions related to specific offerings, noting that, while the move of Forestry graduate programs to the Daniels Faculty has been a positive development, the programs do not yet seem to feel a part of the larger Faculty. To remedy this, they recommended developing projects and modifying curricular assumptions, where necessary, in order to enhance integration. They also noted issues raised during the recent MFC accreditation process, as well as potential gaps around the forestry industry and Indigenous communities. And they reflected on a number of possible approaches to the support of the undergraduate Forestry programs going forward.

We note that the programs in forestry include long-standing research-stream graduate programs (PhD and MScF), the professional-stream Masters in Forest Conservation (MFC), and a set of undergraduate programs that are currently administered through A&S. Integration of these programs into the broader Daniels Faculty thus varies among the specific programs. A&S has been consulted on the development of these plans and the discussions of future supports of the undergraduate Forestry programs.

One specific area of support the reviewers noted for Forestry was the need for updated research labs and rooftop greenhouses. Attention to our physical spaces beyond the boundaries of the Daniels Building at 1 Spadina Crescent is an ongoing project and priority, and one that has been hindered by two years of a pandemic. The Faculty is currently prioritizing accessibility updates to its older buildings and will then turn its attention to the research facilities in the Earth Sciences Building (home of Forestry), recognizing that these are critical to the delivery of our programs and their anticipated future expansion.

Short term

- The MFC accreditation process has been completed as of February 2023, and issues raised during the prior review, including gaps related to the forest products industry and Indigenous communities, have been substantively addressed in this context.
- In part to address the integration of forestry programs into the broader Daniels Faculty, we have initiated a series of workshops and open discussions to enhance research culture and cross-disciplinary collaboration.

Lead: Forestry Program Director

Medium term

- Work with the Faculty of Arts & Science to find new ways to support the undergraduate Forestry programs, which currently reside in A&S. The two Faculties will work together, with guidance from the VPAP, to find the best possible model for administering the programs. Discussions regarding the undergraduate Forestry curriculum will engage cognate units in both Divisions and will consider how best to address the possibility of ongoing connections with A&S and new synergies with the Daniels Faculty.
- Emphasize urban forestry in our upcoming faculty hires and introduce collaborative coursework in this area across our programs.
- Make the necessary improvements to the research facilities in the Earth Sciences Building, including a review and revitalization of the greenhouses and green-roof spaces within the Daniels Faculty. These will be done in concert to ensure alignment and integration of the research endeavours across our buildings in this space.

Leads: Dean, Forestry Program Director, A&S Vice-Deans for Academic Planning & Academic Operations

Long term

- Draw on Forestry's rich history in the area of urban forestry, bringing it to the foreground with faculty hires and curriculum renewal in the coming years
- Explore collaborations with units outside of the Faculty with a particular emphasis on climate change and urban ecosystems
- Explore better and more efficient ways to utilize our office and research spaces, which may include minor renovations across our physical facilities

Leads: Dean, Associate Deans, Forestry Program Director, A&S Vice-Deans for Academic Planning & Academic Operations

B3. Master of Urban Design/Post-Professional Programs

The reviewers observed that Master of Urban Design enrolment has been low in recent years, and made some potential recommendations related to addressing this, including considering the development of advanced standing options, exploring the creation of pathways in the undergraduate programs, and/or assessing whether the MUD might be reimagined as a new post-professional program.

The Faculty is considering organizing all post-professional architecture and design degree programs within an umbrella program. With regard to the development of advanced standing options, the undergraduate program in architectural studies is not a pre-professional program; it provides a broad-based liberal arts education with an emphasis on design thinking, with students going on to pursue myriad career pathways, including professional graduate study in design. While it is true that some of our very talented undergraduate students receive advanced standing in these programs both within Canada and abroad, and equally true that there might be some curriculum redundancy between our undergraduate and graduate teaching that needs to be more closely monitored, we do not wish to transform our undergraduate program into a pipeline into our graduate program by providing advanced standing to our own students.

Short term

- Identify redundancies within undergraduate and graduate teaching
- Re-examine MUD curriculum with an emphasis on program length and course requirements, as well as balancing local/international content

Leads: MUD Program Director, Associate Dean Academic

Medium term

- Develop a more specific identity for the MUD program for communications and other strategies
- Develop recruitment strategies to enhance the diversity of the student body

Leads: MUD Program Director, Associate Dean Academic, Dean

Long term

- Investigate MUD as a potential umbrella program for all post-professional degree programs in architecture and design
- Enlist more senior and tenured faculty members to guide and teach in the program

Leads: MUD Program Director, Associate Dean Academic, Dean

B4. Master of Landscape Architecture Program

The reviewers suggested that a comprehensive review of the various entry points into the Master of Landscape Architecture program might help to further strengthen and diversify the student body, and that an assessment of the final-year MLA curriculum could potentially identify

overlaps and differences among the MLA thesis, post-professional thesis, and PhD ALD, helping to clarify what represents mastery in the professional program. They also recommended structurally embedding in the Faculty the attention to social and cultural issues and the Truth and Reconciliation Calls to Action that are currently supported by individuals in this program.

We agree that a review of the admissions criteria and process could further strengthen and diversify the student body of the MLA program. The elimination of the third-year fall "options studio", an elective studio course, in favour of a year-long thesis sequence in the new shortened MARC program meant that this elective studio – once common with programs in the Master of Urban Design and Master of Landscape Architecture – was subsequently limited to Master of Architecture students. In 2024-2025, a new model for thesis will signal a return to offering interdisciplinary elective studios in the fall of the terminal year across all three programs. Until then, we intend to utilize our relatively new visiting faculty positions to bring multidisciplinary voices into both the core and advanced research studios in both programs. The design outcomes of an MLA thesis are quite distinct from those of a year-long independent post-professional thesis or a dissertation.

Efforts to address socio-cultural issues and the Truth and Reconciliation Calls to Action are Faculty-wide and included in other degree programs, in addition to the MLA Program. New courses and content within the MLA program and overlapping with the other disciplinary programs continue to be developed. The continued promotion of and advocacy toward Truth and Reconciliation and the Calls to Action in all the programs of the Faculty is outlined later in this document within "Section E: Academic Plan Process."

Short term

- Examine admissions criteria and process to further strengthen the diversity of the student body
- Develop retention strategies among the Faculty's large undergraduate student body for those with an interest in pursuing landscape architecture for graduate studies

Leads: MLA Program Director, Associate Dean Academic

Medium term

- Reassess the final-year MLA curriculum in relation to the re-establishment of the options studio and the MLA thesis
- Review the MLA advanced standing option and the post-professional degree program in Landscape Architecture

Leads: MLA Program Director, Associate Dean Academic

Long term

- Explore more substantive teaching and research partnerships with other disciplines in the Faculty
- Continue to develop and strengthen the program's emphasis on advocating for Truth and Reconciliation and the Calls to Action

Leads: MLA Program Director, Dean

B5. Visual Studies Program

The reviewers highlighted opportunities to clarify and communicate the specific academic and professional development advantages in the Visual Studies program that come from crossover with and proximity to other disciplines within the Daniels Faculty. They also noted potential ways to grow connections with relevant urban creative industries, and to build a profile for the program that is distinct from more traditional BFA and MFA offerings.

More can be done from a development and communications perspective to further distinguish the Master of Visual Studies program from the more familiar Master of Fine Arts programs found elsewhere. We agree that one potential area of strength for the Curatorial Studies stream may include focusing on the design disciplines, whose inclusion is still relatively new within galleries, museums and art institutions. In addition, we are working to grow connections between students and faculty in VIS programs with other programs, such as hosting a Fall exhibition of the undergraduate work within the Visual Studies program in the first-floor gallery and commons area of the Daniels Building, where architecture, landscape architecture and urban design programs are housed.

Short term

- Further articulate and communicate the unique strengths of the VIS undergraduate program, with teaching and learning activities intersecting with the architecture program
- Review and clarify existing and further potential advantages of the graduate VIS program conducted in proximity to other disciplines within the Daniels Faculty

Lead: VIS Program Director

Medium term

- Explore differences and strengths between the Visual Studies program and more traditional BFAs/MFAs within the program and Faculty, as well as with external communities and stakeholders
- Develop external communications strategies to build a more clear and distinct profile for the VIS programs
- Develop further opportunities for cross-learning between VIS and other disciplines through exhibitions and events in the different buildings across the Faculty

Leads: VIS Program Director, Associate Dean Academic

Long term

- Explore and encourage further collaborations and partnerships with relevant urban creative organizations and industries
- Conduct renovations of physical spaces and infrastructure for the VIS Programs' Borden Building, to further strengthen profile and partnership opportunities

Leads: VIS Program Director, Dean

C. Research Culture

C1. The reviewers made a number of observations and recommendations related to increasing research intensity within the Daniels Faculty. They strongly recommended that the Faculty build a clear overall research agenda that clarifies the role and presence of research-based programs, including the new PhD in Architecture, Landscape, and Design.

We are currently working to update the Faculty's research agenda and create ways to further support faculty members to improve and increase research intensity, activities, outcomes and impacts. In addition to improving research grant and publications support, we are taking measures to ensure that design research and creative professional activity has a higher profile in the dissemination of research outputs, as this is a core area of strength within the Faculty. We also plan to review established and new research-based programs to further examine areas of improvements and innovation. Currently the Architecture, Landscape, and Design (ALD) PhD is in its third year and reflects the increasing research strengths of our faculty, particularly in building science and computation. In addition to input from PhD supervisors in the Faculty, students in the ALD PhD program are actively working with faculty from cognate disciplines to pursue their research. Where appropriate, seminars and other events are being held jointly with the long-standing PhD program in Forestry.

Short term

- Organize sharing sessions and open discussions to enhance research culture and cross-disciplinary collaboration within the Faculty
- Better articulate and communicate funding opportunities for faculty members in all streams and contract types (not only those in tenured/research streams)
- Organize workshops on research funding sources and grant writing/applications that are available to all faculty to support their work.
- Implement early feedbacks on grant proposals though the Research Office to support enhanced grant success.

Lead: Associate Dean Research

Medium term

- Building on University resources, organize discipline-specific information on relevant grants and funding opportunities with due dates and links to guidelines for both faculty and students in our advanced research programs
- Develop a strategic research plan as a key component of the Faculty's forthcoming Academic Plan
- Recruit and hire senior faculty members with research and administrative experience for leadership and guidance of the research programs
- Establish funding and international collaborative partners for annual PhD students conference

Leads: Associate Dean Research, Dean

Long term

- Explore new research-stream master's program in Architecture, Landscape, and Design to increase research capacity of the Faculty and provide additional flexibilities in the graduate programs
- Enhance communication strategy within the University and externally to improve disseminating the Faculty's research activities and impacts
- Establish Daniels Faculty publication series on the various forms of research and scholarship
- As there are currently limited venues for publication of peer-reviewed articles on "design as research" in architecture, landscape and design, explore the establishment of a new academic journal in this area in collaboration with peer institutions

Leads: Associate Dean Research, Dean

C2. The reviewers observed an overall lack of clarity regarding the ways in which professional activities (such as work associated with professional studios and art and architecture design practices) are understood as a form of academic scholarship or research. They emphasized the necessity of undertaking conversations on the nature of research in such a diverse academic environment, as well as discussions on how to assess scholarship and creative practice in the path to promotion and tenure, and how mentorship and guidance for Daniels faculty might be enhanced.

While the University of Toronto has a standing policy on defining creative professional activities as forms of academic scholarship and research (1984 Hollenberg Report on Creative Professional Activity), we recognize the need for the Daniels Faculty, working with the relevant University offices, to update and develop further guidelines on the evaluation of creative professional activities in assessing excellence and innovation.

Short term

- Organize workshops and discussions on the recognition and evaluation of creative professional activity as it relates to more traditional forms of academic scholarship and research in the diverse fields within the Faculty
- Review the Faculty's annual PTR process, including the AAR form, PTR reporting and evaluation process, with a specific emphasis on standardizing the inclusion of creative professional works

Leads: Associate Dean Research, Associate Dean Academic

Medium term

- Update the AAR form and PTR guidelines on PTR for consultation and for approval for the following academic year
- Establish a research mentorship program to help junior faculty, particularly those engaged in creative professional activity, navigate the research funding landscape and

to promote creative professional activity that contributes to both academic discourse and professional practice

Leads: Associate Dean Research, Dean

Long term

- Collaborate with Office of the Vice-Provost, Faculty and Academic Life to ensure support for and understanding of Daniels Faculty's creative professional activities
- Expand Daniels Faculty practices on the evaluation of research and academic scholarship through creative professional activities

Leads: Associate Dean Research, Associate Dean Academic, Dean

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C3. *The reviewers highlighted concerns around the balance of teaching and tenure stream faculty at Daniels, noting that the current high proportion of early career faculty in the teaching stream presents the strong potential for future issues with research capacity. They recommended continuing to monitor the optimal balance of teaching and tenure stream faculty, and emphasized that future tenure stream hires might be warranted, in order to help build the Faculty's research capacity and support its PhD programs.*

We acknowledge that our faculty complement at the junior level relies heavily upon those in the teaching stream. We plan to implement a clearer system of mentorship, a more equitable approach to course release for administrative responsibilities, and a renewed emphasis on research-focused hiring.

Short term

- Mentor current cohort of junior members in the stream to support their trajectory into continuing status
- Re-evaluate the process of teaching stream hires

Lead: Associate Dean Academic

Medium term

- Revisit workload policy to ensure that the relatively large cohort of teaching stream members still has time to support its own creative professional activity and research
- Reviewing academic administration, which currently relies heavily upon teaching stream members

Leads: Associate Dean Academic, Dean

Long term

- Develop faculty complement planning on prioritizing tenure stream faculty positions

Lead: Dean

D. Truth and Reconciliation; Equity, Diversity and Inclusion

The review panel "was struck...by the minimal extent to which progress is being achieved on the Faculty's goals related to equity, diversity, inclusion and inclusivity." They emphasized that the articulation of clear, strategic and measurable EDI goals and plans will be a critical first step towards making much-needed advancements in this area. They strongly recommended creating a plan for continuing to grow and support a diverse faculty and student body.

As the Faculty solidifies its alignment with the University's commitments to engage and include members of historically underrepresented communities and identities, several key staff positions have now been filled, and we look forward to sharing future outcomes of the appointment of both a First Peoples Leadership Advisory Group and a Decanal Advisor on Indigenous Knowledge, as well as the addition of an Assistant Dean, Equity, Diversity and Inclusion.

In the evolving and ongoing effort to raise awareness of Indigenous histories and centre the need for individual and collective acts of reconciliation, the Faculty continues to mark the National Day for Truth and Reconciliation through a formal gathering led by Indigenous community members. Additionally, the Faculty has continued its collective learning journey by organizing a series of workshops facilitated by the Office of Indigenous Initiatives. An initiative of awareness and reconciliation is also reflected in the large-scale public mural on the north facade of the Daniels Building: An Indigenous artist was commissioned to create a temporary installation that would serve to raise the awareness of members of the Daniels Faculty community as well as the public at large.

In terms of enhancing awareness of and access to the design curriculum at Daniels, the Faculty initiated two pilot programs: Building Black Success Through Design (BBSD) and Engage-Design-Build (EDB), both of which are funded through the University's Access Program University Fund (APUF). These programs are aimed at creating pathways from high schools to Daniels Faculty undergraduate and graduate programs. The programs engage different cohorts at the Faculty: Engage Design Build engages MUD students, while BBSD engages Black design students at Daniels in various undergraduate and graduate programs. Engage Design Build engages youth in two TDSB schools, while BBSD is open to youth in Grades 9-12 across the GTA.

The Faculty intends to further develop and implement thoughtful and sustainable measures to enhance the sense of belonging, and to contribute towards truth and reconciliation as well equity, diversity and inclusion, through curriculum integration, inclusive pedagogy, community engagement, awareness raising and capacity building. All of this will be met through application of the principles of anti-racism, anti-colonialism and anti-oppression.

Actions already taken

- Expanded the role of First Peoples Leadership Advisor to the Dean into a multi-person First Peoples Leadership Advisory Group consisting of diverse Indigenous perspectives and knowledge
- Hosted Indigenous Awareness sessions offered to students, faculty and staff, facilitated by the University's Office of Indigenous Initiatives

- Participated in the University-wide matching funding program to support the hiring of racialized faculty members
- Hosted Awareness, Training, Outreach and Engagement initiatives to facilitate inclusion, such as an inaugural event in November 2022 to mark Transgender Awareness Week, which provided an opportunity to centre trans identities on campus and the wider community, reflect on the heightened vulnerability of this community, and strategize ways to stand in solidarity with and support trans students, faculty and staff
- In the effort to intentionally centre Black identity and create space for reflection and engagement of Black-identifying students, staff and faculty, February 2023 was marked by a series of events under the banner of Black Futures Month. The Black Futures Series strives to engage, reflect and promote conversations surrounding Blackness in design between its varied stakeholders, from communities and practitioners to students and educators. As noted in the University Commitment in the Scarborough Charter, the work of Black flourishing and thriving "should be informed, shaped and co-created by communities."
- A Community for Belonging Reading Group was initiated by the Faculty Librarian and the Assistant Dean, Equity, Diversity and Inclusion with the intention of creating a platform for awareness and engagement of underrepresented voices and perspectives in architecture and design
- Recently met with female principals in the design professions to discuss relevant mentorship programs for students and recent alumni

Short term

- Increase efforts to recruit and retain faculty whose identities have historically been underrepresented in the disciplines of the Faculty's programs
- Develop further supports for Indigenous students at the Faculty
- Collaborate with Indigenous communities to further recruit and support Indigenous students
- Access the current University-wide matching funding program to support the hiring of Indigenous and Black faculty
- In recognition of the international student, staff and faculty community at the Faculty, ongoing financial and emotional support will be provided to those who are impacted by geopolitical issues such as recently at play in Ukraine, Iran and other home countries of our international students
- Establish a Daniels-specific orientation program for international students that includes peer-to-peer mentoring and opportunities for creating community among our students before they enter the classroom
- Explore online peer- and alumni-mentoring platforms to match our enthusiastic alumni community with current and prospective students

Leads: Assistant Dean, Equity, Diversity and Inclusion; First Peoples Leadership Advisory Group and Decanal Advisor on Indigenous Knowledge; Dean

Medium term

- Recruit Indigenous faculty to improve the advocacy and integration of Indigenous knowledge at the Faculty
- Review the Faculty's admissions processes and consider a data-driven holistic application process for Black students, as recommended by the University's Anti-Black Racism report
- Support inclusive excellence in community engagement by developing pathways for access to higher education for Black students, including promoting student outreach with local, regional, national and international communities, as recommended by the Include Black academics in research teams, research chairs and fellowships, and other forms of research recognition that celebrate excellence
- In the effort to promote and sustain an environment of inclusion and belonging for students of all faiths and identities, the Faculty will ensure that the Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances is consistently applied
- Review and restructure our Writing Centre and consider hiring staff with ESL training to better serve our international student cohort, revisit the position of Learning Strategist within the Faculty and consider the possibility of creating an academic resource centre that includes the Writing Centre and technical skills-based support for those who need it

Leads: Assistant Dean, Equity, Diversity and Inclusion; Decanal Advisor on Indigenous Knowledge; Dean; Associate Dean Academic; Associate Dean Research

Long term

- Continue to address any concerns of inclusion among students, staff, faculty and alumni
- Develop pedagogical strategies to be responsive to and reflective of Indigenous histories, knowledge and ways of being in our teaching methods and curriculum as well as research activities
- Formalize the collection and analysis and reporting of disaggregated data on student enrolment data and use this data to prioritize access programming. This data will feature prominently in the Faculty's consideration of ways in which to not only incorporate BBSD and Engage-Design-Build with coursework, but also to sustain clear pathways of access to this programming for members of communities who are underrepresented
- Review admissions processes and consider a data-driven holistic application process for Black students, who remain one the of the least represented groups of students on campus. This admissions review process should also consider initiatives to actively recruit students of Black African descent throughout the African diaspora in addition to enhancing access for Black students in Canada
- Strategize ways of supporting inclusive excellence in community engagement by developing pathways for access to higher education for Black students, including promoting student outreach with local, regional, national and international communities and providing robust "wrap-around" support. Formal expansion and sustainability of the existing pilot programs Building Black Success through Design and Engage.Design.Build will meet the spirit and letter of this recommendation.
- Assign more staff support to graduate-level recruitment and international recruitment efforts, as well as actively enlist more faculty in these efforts, as they (and our alumni) are the Faculty's best ambassadors

- Actively explore additional fundraising efforts for both domestic and international students

Leads: Assistant Dean, Equity, Diversity and Inclusion; First Peoples Leadership Advisory Group and Decanal Advisor on Indigenous Knowledge; Dean; Associate Dean Academic

E. Academic Plan

The reviewers highlighted considerable University investments in the Daniels Faculty in recent years, and emphasized that the development of a renewed Academic Plan presents a key opportunity to capitalize and strategically build on these investments and to take the Faculty "into a new era."

We have commenced work on the development of a five-year Academic Plan for the Faculty. The Daniels Faculty Academic Plan 2023-2028 will mark the first time that the Faculty has developed such a plan in two decades. Currently larger and more diverse than ever, the Daniels Faculty has an opportunity to create a comprehensive visioning document outlining immediate goals for next five years as well as a long-view perspective for the decades to come. The Faculty's goals in the areas of truth and reconciliation, equity, diversity, inclusion, and the facilitation of a more robust sense of belonging for students, staff and faculty will be a central part of the academic plan. Alumni relations, community outreach, and professional bodies engagement will also be a key planning and goals setting aspect of the Academic Plan. Our anticipated academic plan will be closely linked to both the Faculty's advancement efforts and the strategic goals of our engagement with the University's recently launched "Defy Gravity" campaign.

Short term

- Consult with academic program leaders on identifying program-development goals and visions
- Establish themes/topics of the Academic Plan frameworks with academic and administrative team leaders
- Design an open consultation process and engagement plans with internal communities and external stakeholders

Leads: Dean with Academic and Administrative Leads

Medium term

- Conduct consultations through interviews, small group roundtables, workshops and digital surveys
- Complete and submit Academic Plan to Faculty and University committees for review and approval
- Establish the Faculty's Advancement Plan in accordance with the academic priorities established in the Academic Plan

Leads: Dean with Associate Deans, Assistant Dean EDI, Advancement Director and Chief Administrative Officer

Long term

- Disseminate and share Academic Plan with community stakeholders, supporters, alumni and professional organizations, as well external national and international partners
- Conduct assessment and review of progress and stated goals to prepare for reporting and next round of five-year planning

Lead: Dean; Academic and Administrative Team Leaders

F. Staff Organization

The reviewers observed that the Faculty enjoys a high level of staffing positions allocated on a per student basis, and encouraged leadership to review the current structures to ensure that they are optimally effective and/or best enable strategic aims.

Currently the Daniels Faculty staff to student ratio is 1:27, lower than the University of Toronto average of 1:18, and considerably lower than most other faculties of similar size and organizational structure.   We will review the activities and composition of our staff organization to better reflect the growth and changes in the Faculty.

As part of this ongoing organizational review, an examination of support and distribution of responsibilities across academic support teams is already underway. This includes reviewing the level of support and management of portfolios within the Programs Office, and the Office of the Registrar and Student Services (ORSS). The new model of support within the Programs Office will support the academic directors and allow them to better develop academic processes and strategic goals.

Short term

- Review the activities of the Programs Office and the Office of the Registrar & Student Services to better reflect both the cyclical activities and specific program needs that arise to better support the program directors
- Conduct cross-training in these areas to ensure enough redundancy in skills to cover times of high demand and/or absences

Leads: Associate Dean Academic, Registrar

Medium term

- Conduct discussions and workshops for all staff aimed to improve workplace culture and climate
- Organize staff leadership training and establish team building practices

Leads: Dean, Chief Administrative Officer, Assistant Dean EDI

Long term

- Develop multi-year long-term planning to enhance staff efficiencies and teamwork
- Create culture shift within the Faculty to drive the operational and financial decisions based on updated academic priorities

Leads: Dean, Chief Administrative Officer, Staff Team Directors

G. Student Funding in the PhD Programs

The reviewers made an observation about an apparent difference in funding packages per capita for students across PhD programs, and how such discrepancies could impact students in these various programs.

The funding packages per capita for students in the Faculty's two PhD programs currently differ between five to 10 percent. The discrepancy per capita noted by the reviewers derives from the higher numbers of students enrolled in the Forestry PhD in the later years, and the data provided heavily focused on admissions awards.

To clarify, the funding packages per capita for students between the two PhD programs are as follows:

Forestry:

- PhD Domestic students receive $17,500 base funding plus $8,055 tuition/fees, which equals $25,555 per year for four years
- PhD International students receive $17,500 base funding plus $8,811 tuition/fees, which equals $26, 311 per year for four years

Architecture, Landscape, and Design (ALD):

- PhD Domestic students receive $19,500 base funding plus $8,055 tuition/fees, which equals $27, 555 per year for four years
- PhD International students receive $19,500 base funding plus $8,811 tuition/fees, which equals $28, 311 per year for four years

It is also worth noting that the ALD PhD funding was only recently increased from $17,500 to $19,500 for the 2022-23 academic year. The Forestry PhD funding is currently under review, with the intention to align the funding amounts between the two programs.

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In closing, we appreciate the thoughtfulness and diligence with which the external reviewers conducted their work and welcome their recommendations. The reviewers identified several challenges and opportunities for the Daniels Faculty, along with our recent achievements. We hope that this response addresses the main concerns raised, and clearly lays out our short-, medium- and long-term plans and priorities.

On behalf of the Daniels Faculty community, I would like to also take this opportunity to thank you and the VPAP Office staff for the excellent support and advice provided to us during the review process.

Sincerely,

Juan Du
Dean, John H. Daniels Faculty of Architecture, Landscape, and Design
University of Toronto

2021-22 UTQAP Review of The John H. Daniels Faculty of Architecture, Landscape, and Design - 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 Ontarios 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 *verbatim from the request*	Rec. #	Recommendations from Review Report *verbatim from the review report*	Dean's Response
The reviewers noted that Daniels' current breadth of subject areas presents a considerable and singular opportunity for the Faculty, and recommended continued strategic consideration of how to best leverage the unique combination of programs and faculty, and encourage greater interdisciplinary teaching, learning and research opportunities for faculty and students.	1	"The growth of programs and disciplinary streams presents a challenge (drawing on resources, perceived hierarchy, diffusion of identity) and an opportunity (cross-disciplinary connections, particularly with forestry). Each addition (Visual Studies, Forestry, PhD) requires strategic planning and careful assessment."	We are cognizant of the Faculty's unique multidisciplinary structure and offerings, and plan to leverage this for innovation in teaching and learning, as well as research and impact. We intend to advance innovations in pedagogy and research by bridging the previously siloed studies of the built and natural environments, achieving parallel goals in the process. Each of the academic programs under our umbrella could be further strengthened through the addition of specialized or shared courses from other disciplines. **Actions already taken** Discussions are underway and ongoing about opportunities for cross-disciplinary collaboration with our newer (and smaller) programs, including but not limited to: - cross-listed courses - opportunities for specializations and certificates between programs; - joint field courses and study abroad opportunities; and, - eventually, the potential for interdisciplinary programs of study, specifically at the graduate level **Short term** Discipline-specific workshops will be led by each responsible Program Director to delve more deeply into the Visual Studies, Forestry and PhD programs following the UTQAP review and will prepare program specific strategies for future growth.

Request Prompt *verbatim from the request*	Rec. #	Recommendations from Review Report *verbatim from the review report*	Dean's Response
			Medium term Interdisciplinary consultation between graduate programs will be facilitated by the Associate Dean, Academic to determine opportunities to create new collaborative specializations and interdisciplinary programs of study.
	2	"Create ways to allow greater crossover, including potentially more collaborative, interdisciplinary teaching, learning and research opportunities, for faculty and students. The breadth of subject areas provides a unique and considerable opportunity for Daniels Faculty, which will in turn require careful attention to, and review of, individual program curricula."	**Short term** - Conduct a lesson-learned analysis of existing collaborative programming, including the collaborative first-year undergraduate studio course with engineering; the recently developed Working with Wood course; the undergraduate design-build studio on the grounds of the forestry camp site in Haliburton; and the graduate collaborative programs that are currently most popular with our students. - Conduct consultations and discussions within the Faculty and other stakeholders about opportunities for further cross-disciplinary collaboration across our programs, including but not limited to cross-listed courses - Conduct research–sharing workshops across the disciplines to promote further awareness of faculty members' research interests and plans **Medium term** - Establish seed funding for collaborative and interdisciplinary teaching and learning projects - Establish seed funding for collaborative and interdisciplinary research projects - Facilitate interdisciplinary consultation between graduate programs to determine opportunities for creating new collaborative specializations and interdisciplinary programs of study - Develop summer study-abroad courses for undergraduate students in both architecture and visual studies, as well as graduate electives and field courses in our MLA, MUD, MARC, MVS and MFC programs that are open to all eligible students across our professional programs. **Long term** - Focus faculty hires on interdisciplinary expertise and areas of research that contributes to all of our programs, including but not limited to Indigenous knowledge, environmental history, mass timber, design and health, and embodied energy

Request Prompt *verbatim from the request*	Rec. #	Recommendations from Review Report *verbatim from the review report*	Dean's Response
			• Explore the establishment of a new interdisciplinary undergraduate degree program that includes the disciplines of architecture, landscape architecture, urban design, visual studies and forestry • Explore the establishment of a new interdisciplinary research program that reflects the potential for collaborative research at the graduate level and potentially supplements our existing PhD programs in forestry and in architecture, landscape and design • Work with the Office of the Vice-Provost, Academic Programs to explore new flexible graduate programs that accommodate the needs of contemporary, international learners
	3	"Daniels Faculty is well-positioned to take advantage of interdisciplinary and multidisciplinary collaborations with the diversity of disciplines and programs in the Faculty…all of this, the review committee recommends, should be undertaken in ways that also greatly elevate the school and university's broader public impact - and presence."	In this period of growth, the faculty has been somewhat less attentive to the collective identity of the school and the dissemination of the activities of its programs. This will require an extensive period of consultation that includes a significant overhaul of our communications strategy via analog and digital channels. **Short term** Create hires within our communications team, and plan to revisit the identity and branding of the Faculty. The academic planning is now underway and is the first step toward addressing these concerns. **Medium term** • Identify areas of efficiencies and potential reductions, such as consolidation of the post-professional programs • Work with external consultants as well as create new positions in Faculty's own communications and outreach team, for the purposes of recalibrating Faculty identity, as well as each disciplinary identity **Long term** • Revisit the branding of the Faculty and the channels through which we disseminate our work, including a revamping of our website and collateral material
	4	"Research labs in forestry are in need of update and the rooftop greenhouses are badly in need of improvements; these are critical for any students	Attention to our physical spaces beyond the boundaries of 1 Spadina Crescent is an ongoing project and priority, and one that has been hindered by two years of a pandemic. Current areas under review for improvements include: • updates to the forestry research labs and greenhouses;

Request Prompt *verbatim from the request*	Rec. #	Recommendations from Review Report *verbatim from the review report*	Dean's Response
		working with plants - likely important to forestry students and landscape architecture students as well."	• accessibility updates and the addition of shared exhibition and gathering space in the Borden buildings; • updating the facade of the Borden buildings; • classroom and office updates in the Earth Science Building; • the addition of a guardrail in our Architecture and Design Gallery; and • HVAC updates throughout our facilities. Once the accessibility updates to the Borden Buildings are complete, we will prioritize the necessary improvements to the research facilities in the Earth Sciences Building, recognizing that these are critical to the delivery of our programs and their anticipated future expansion. As part of our effort to foster a greater sense of community between our disparate programs, we will work to effectively utilize office space across our three buildings and to create a culture of shared classroom and amenity space to reinforce the idea that our Faculty occupies a trio of buildings and not just 1 Spadina. **Short term** • Complete the accessibility updates to the Borden Buildings. A newly acquired space within the Borden is undergoing renovations to include additional studio space that assists in the expansion of the research and creative works within the Visual Studies Program. **Medium term** • Make the necessary improvements to the Forestry program's research facilities in the Earth Sciences Building, including a planned review and revitalization of the greenhouses and green roof spaces within Daniels Faculty. These will be done in concert to ensure alignment and integration of the research endeavours across our buildings in this space. **Long term** • Explore better and more efficient ways to utilize our office and research spaces, which may include renovations and upgrades across our physical plant
The reviewers observed that the current multitude of programs and disciplines, different sizes of programs, and different metrics for research might be seen as diffusing the identity of the Daniels Faculty. They recommended undertaking a	5	"A comprehensive review of types of degrees, program titles and duration, criteria for admission (specifically in architecture and landscape architecture) would help identify efficiencies and areas of growth (or reduction). Currently, the multitude of programs and disciplines, different sizes of programs, and different metrics for research seem to diffuse the identity of Daniels Faculty.	As the Faculty has recently emerged from a period of significant growth, currently hosting more diverse disciplines and scales of program, we will be working to better articulate and update the identity of the Daniels Faculty, including reviews of our disciplinary offerings, an overhaul of our communications strategy via analogue and digital channels, and discussions and consultations with students, faculty and other internal as well as external communities and stakeholders.

Request Prompt *verbatim from the request*	Rec. #	Recommendations from Review Report *verbatim from the review report*	Dean's Response
comprehensive review of the types of degrees, program titles and duration, and criteria for admission (particularly in architecture and landscape architecture) to help identify efficiencies and potential areas of growth, or reduction. They also made a number of observations and potential suggestions related to specific offerings: • The reviewers noted that while the move of Forestry graduate programs to Daniels has been a positive development, the programs do not yet seem to feel a part of the larger Faculty. They recommended developing projects and modifying curricular assumptions where necessary, in order to enhance integration. They noted issues raised		The MARC program was reduced from 3.5 to 3 years to be more competitive; shorter MUD and post-professional MARC and MLA may improve enrollment. Finally, assessing overlaps or redundancies between programs may lead to novel dual degrees by shifting (not adding) resources."	Much of this work will be in conjunction with the development of the Faculty's current academic planning process, which will be further outlined later in this document in response to the specific reviewer comments on the development of the Faculty's new five-year Academic Plan. Overall, applications and yield have been robust in both our professional degree programs in architecture and landscape architecture; at the same time, applications and admissions to our graduate forestry conservation and visual studies programs have been waning, so we will continue to improve our recruitment strategies while working to enhance the profile of both programs in our communications. While the response and implementation plan corresponding to reviewers' comments on specific programs are further outlined below, plans for all programs are listed here: **Short term** • Organize discipline-specific workshops to better articulate and improve the identities and profiles of each of our disciplines and associated programs • Review and improve the recruitment strategies and admissions process for each program **Medium term** • Identify areas of efficiencies and potential reductions, such as consolidation of the post-professional programs • Work with external consultants as well as create new positions in Faculty's own communications and outreach team, for the purposes of recalibrating Faculty identity, as well as each disciplinary identity **Long term** • Revisit the branding of the Faculty and the channels through which we disseminate our work, including a revamping of our website and collateral material
during the recent MFC accreditation process, as well as potential gaps around the forestry industry and Indigenous communities. They also reflected on a number of possible approaches to the support of the	6	"While there is significant potential for innovative and revitalized forestry programs to emerge from [the] merger, significant work is still to be done to realize this."	We note that the programs in forestry include long-standing research-stream graduate programs (PhD and MScF), the professional-stream Masters in Forest Conservation (MFC), and a set of undergraduate programs that are currently administered through A&S. Integration of these programs into the broader Daniels Faculty thus varies among the specific programs. A&S has been consulted on the development of these plans and the discussions of future supports of the undergraduate Forestry programs. One specific area of support the reviewers noted for Forestry was the need for updated research labs and rooftop greenhouses. Attention to our physical spaces beyond the boundaries of the Daniels Building at 1 Spadina Crescent is an ongoing project and priority, and one that has been hindered by two years of a pandemic. The Faculty is currently prioritizing accessibility updates to

Request Prompt *verbatim from the request*	Rec. #	Recommendations from Review Report *verbatim from the review report*	Dean's Response
undergraduate Forestry programs going forward. • The reviewers observed that MUD enrolment has been low in recent years, and made some potential recommendations related to addressing this, including considering the development of advanced standing options, exploring the creation of pathways in the undergraduate programs, and/or assessing whether the MUD might be reimagined as a new post-professional program. • The reviewers suggested that a comprehensive review of the various entry points into the MLA program might help to further strengthen and diversify the student body, and that an assessment of the final year MLA curriculum could potentially identify overlaps and differences among the MLA thesis, post-professional thesis, and PhD ALD, and help to clarify what represents mastery in the professional program. They also recommended structurally			its older buildings and will then turn its attention to the research facilities in the Earth Sciences Building (home of Forestry), recognizing that these are critical to the delivery of our programs and their anticipated future expansion. **Short term** • The MFC accreditation process has been completed as of February 2023, and issues raised during the prior review, including gaps related to the forest products industry and Indigenous communities, have been substantively addressed in this context. • In part to address the integration of forestry programs into the broader Daniels Faculty, we have initiated a series of workshops and open discussions to enhance research culture and cross-disciplinary collaboration. **Medium term** • Work with the Faculty of Arts & Science to find new ways to support the undergraduate Forestry programs, which currently reside in A&S. The two Faculties will work together, with guidance from the VPAP, to find the best possible model for administering the programs. Discussions regarding the undergraduate Forestry curriculum will engage cognate units in both Divisions and will consider how best to address the possibility of ongoing connections with A&S and new synergies with the Daniels Faculty. • Emphasize urban forestry in our upcoming faculty hires and introduce collaborative coursework in this area across our programs. • Make the necessary improvements to the research facilities in the Earth Sciences Building, including a review and revitalization of the greenhouses and green-roof spaces within the Daniels Faculty. These will be done in concert to ensure alignment and integration of the research endeavours across our buildings in this space. **Long term** • Draw on Forestry's rich history in the area of urban forestry, bringing it to the foreground with faculty hires and curriculum renewal in the coming years • Explore collaborations with units outside of the Faculty with a particular emphasis on climate change and urban ecosystems • Explore better and more efficient ways to utilize our office and research spaces, which may include minor renovations across our physical facilities

Request Prompt *verbatim from the request*	Rec. #	Recommendations from Review Report *verbatim from the review report*	Dean's Response
embedding in the Faculty the attention to social and cultural issues and the Truth and Reconciliation Calls to Action that are currently supported by individuals in this program. • The reviewers highlighted opportunities to clarify and communicate the specific academic and professional development advantages in the Visual Studies program that come from crossover with and proximity to other disciplines within the Daniels Faculty. They also noted potential ways to grow connections with relevant urban creative industries, and build a profile for the program that is distinct from more traditional BFA and MFA offerings.	7	"Forestry faculty members could benefit from synergies and collaboration from placement in DFALD. For example, learning to communicate with the public and in the area of urban forestry, broadly construed. There are some other opportunities for forestry to collaborate outside the Faculty; e.g., with engineering (biomaterials, mass timber), School of Cities (in the urban forestry area), geography and planning."	We will explore further collaborative research and teaching between forestry and other programs within the Faculty, as well as continued existing and new collaborations externally with the Faculties of Arts and Science and Engineering. Further see implementation plan above.
	8	"Opportunities […] are also available to increase crossover of faculty between subject areas; i.e., Visual Studies, Forestry or Landscape faculty teaching design studies and/or other courses in Architectural Studies, and vice versa. There are similar opportunities with teaching assistants, and visiting academics or other roles. Other opportunities here could relate to more deliberate efforts to create projects/modify curricular assumptions in programs that more directly achieve 'crossovers', of the kind evident in many other international schools: the creation of mass timber design studios; establishment of urban forestry; a wider range of sustainability and energy courses that allow participation by students from different subject areas, etc."	This year we have inaugurated both visiting faculty positions and teaching fellowships to bring new voices into our faculty complement for a minimum of one year. While this has had the most visible impact in our studio curriculum, efforts are underway to achieve more "crossover" in our programs through open enrolment in our graduate electives and interdisciplinary field courses. Our teaching assistant positions are also open to graduate students from all disciplines and we regularly have, for example, students from geography, planning, education, visual studies, art history, engineering, and our own design programs fulfilling this role within our undergraduate programs. We successfully conducted a collaborative studio and hosted an international conference on mass timber several years ago and would welcome the opportunity to do so again with our forestry colleagues. Further see implementation plan above.
	9	"With [the biomaterials program] now located in Arts & Science it is disconnected from both forestry and engineering. The future of this program clearly requires careful thought. It might be better situated in the Faculty of Engineering. If it remains in Arts and Science with key contributions from DFALD faculty, meaningful efforts are needed to increase its profile and increase enrollment. Efforts also should be made to better integrate it with forestry and the other disciplinary areas represented in DFALD."	As part of the Academic Plan, and in consultation with the Faculty of Arts & Science and the Faculty of Applied Science and Engineering, we will be reviewing the many degree programs within forestry and mapping out a plan for a more sustainable future for these offerings.
	10	"Such low enrollment [in the MUD] over the past five years begs the question of whether urban design should be reinvented as a new post-professional program,	We are reviewing all post-professional programs in urban design, architecture and landscape architecture, including possibilities of organizing within one umbrella program. Enrollment in MUD is consistent with other Master of Urban Design programs in North America. Being mindful of the

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		perhaps thematically focused (on topics such as urban forestry, housing, etc.)"	quality of the applicant pool in the recent past, we currently have no plans to increase enrolment in this program. Further planned program enhancements below: **Short term** • Identify redundancies within undergraduate and graduate teaching • Re-examine MUD curriculum with an emphasis on program length and course requirements, as well as balancing local/international content **Medium term** • Develop a more specific identity for the MUD program for communications and other strategies • Develop recruitment strategies to enhance the diversity of the student body **Long term** • Investigate MUD as a potential umbrella program for all post-professional degree programs in architecture and design • Enlist more senior and tenured faculty members to guide and teach in the program
	11	"The opportunity to provide advanced standings for some graduate students, achievable through minor adjustments in the undergraduate programs, for example, is something for the Faculty to review as part of a next period of strategic planning."	The undergraduate program in architectural studies is not a pre-professional program. It provides a broad-based liberal arts education with an emphasis on design thinking, and our students go on to pursue myriad career pathways, including professional graduate study in design. While it is true that some of our very talented undergraduate students receive advanced standing in these programs both within Canada and abroad, and equally true that there might be some redundancy in curriculum between our undergraduate and graduate teaching that needs to be more closely monitored, we do not wish to transform our undergraduate program into a pipeline into our graduate program by providing advanced standing to our own students.
	12	"more could be done to soften the disciplinary boundaries between Architecture and Landscape Architecture so students see both pathways as good opportunities."	The elimination of the third-year fall "options studio", an elective studio course, in favour of a year-long thesis sequence in the new shortened MARC program meant that this elective studio – once common with programs in the Master of Urban Design and Master of Landscape Architecture – was subsequently limited to Master of Architecture students. In 2024-2025, a new model for thesis will signal a return to offering interdisciplinary elective studios in the fall of the terminal year across all three programs.
	13	"A comprehensive review of the various entry points in the [MLA] program may further strengthen and diversify the student body"	This process is underway as part of the discussions around our Academic Plan. Further planned development of the MLA program as below: **Short term** • Examine admissions criteria and process to further strengthen the diversity of the student body

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			• Develop retention strategies among the Faculty's large undergraduate student body for those with an interest in pursuing landscape architecture for graduate studies **Medium term** • Reassess the final-year MLA curriculum in relation to the re-establishment of the options studio and the MLA thesis • Review the MLA advanced standing option and the post-professional degree program in Landscape Architecture **Long term** • Explore more substantive teaching and research partnerships with other disciplines in the Faculty with regard to urban ecosystems and climate change • Continue to develop and strengthen the program's emphasis on advocating for Truth and Reconciliation and the Calls to Action
	14	"Expanding the [MLA admission] criteria to include students with an undergraduate degree in architecture would bring a different skill set (typically advanced digital representation) to the cohort and likely increase enrollment. This increase would guarantee a stable two-section cohort with the desired faculty to student ratio of 1:15. A rethinking, or at least a renaming, of the post-professional MLA program appears in order, now that there is a doctoral degree in Architecture, Landscape, Design."	Please see above.
	15	"Re-envisioning the post-professional program as a landscape studies program with connections to urban design and forestry and strengthening the MLA program by attracting undergraduate architecture students to the Advanced Standing would clarify the position of landscape architecture within the Faculty and beyond."	Please see above.
	16	"Another aspect that distinguishes the Daniels Faculty MLA program from others is the attention to social and cultural issues, with Truth and Reconciliation Calls to Action. It would be worthwhile to structurally embed these efforts within Daniels Faculty as opposed to	Efforts to address socio-cultural issues and the Truth and Reconciliation Calls to Action are Faculty-wide and are included in other degree programs in addition to the MLA Program. New courses and content within the MLA program and overlapping with the other disciplinary programs continue to be developed. The continued promotion of and advocacy toward Truth and Reconciliation and the Calls to Action in all the programs of the Faculty is outlined later in this document within "Section E: Academic Plan Process."

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		relying on an individual's initiative (MLA Program Director)."	
	17	"A comprehensive review of the final year in the MLA curriculum, particularly the pairing of advanced visual communications with research methods leading to a capstone project (thesis), as well as comparing the differences and overlaps between MLA thesis, post-professional thesis, and PhD ALD would clarify what represents mastery in the professional program."	The design outcomes of an MLA thesis are quite distinct from those of a year-long independent post-professional thesis or a dissertation. We do have share concerns about any overlap between the three outcomes.
	18	"[Visual Studies] website materials on admissions might make more of the specific academic and professional development advantages to Studio that will come from crossover with, and proximity to, the disciplines of Architecture and Curating, as distinctive of the DFALD offer."	More can be done from a development and communications perspective to further distinguish the Master of Visual Studies program from the more familiar Master of Fine Arts programs found elsewhere. We agree that one potential area of strength for the Curatorial Studies stream may include focusing on the design disciplines, whose inclusion is still relatively new within galleries, museums and art institutions. In addition, we are working to grow connections between students and faculty in VIS programs with other programs, such as hosting a Fall exhibition of the undergraduate work within the Visual Studies program in the first-floor gallery and commons area of the Daniels Building, where architecture, landscape architecture and urban design programs are housed. **Short term** • Further articulate and communicate the unique strengths of the VIS undergraduate program, with teaching and learning activities intersecting with the architecture program • Review and clarify existing and further potential advantages of the graduate VIS program conducted in proximity to other disciplines within the Daniels Faculty Lead: VIS Program Director **Medium term**

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			• Explore differences and strengths between the Visual Studies program and more traditional BFAs/MFAs within the program and Faculty, as well as with external communities and stakeholders • Develop external communications strategies to build a more clear and distinct profile for the VIS programs • Develop further opportunities for cross-learning between VIS and other disciplines through exhibitions and events in the different buildings across the Faculty Leads: VIS Program Director, Associate Dean Academic **Long term** • Explore and encourage further collaborations and partnerships with relevant urban creative organizations and industries • Conduct renovations of physical spaces and infrastructure for the VIS Programs' Borden Building, to further strengthen profile and partnership opportunities Leads: VIS Program Director, Dean
	19	"There appears to be welcome potential to scope possible partnerships with creative industries in the city to seek mutual advantage with some of the refurbished spaces in the North Borden Building slated for attention in the summer of 2022. This could yield positive outcomes for the appeal of the Visual Studies offer as conspicuously connected to cognate industries, again building a profile distinct from traditional BFA and MFA offers."	Please see above.
The reviewers made a number of observations and recommendations related to increasing research intensity within the Daniels Faculty, and clarifying the role and presence of its research-based programs: • The reviewers strongly recommended that the Daniels faculty build a clear overall research agenda	20	"The arrival and expansion of new research opportunities (including the pursuit of funded research within the Faculty) is a notable opportunity, but one that has yet to be the basis for a clear and deliverable plan for the pursuit of external research funding. Most subject areas suffer from low research funding and a lack of research culture; a better balance of teaching loads and research funding will be required, at least, in specific subject areas expected to be able to grow research opportunities."	We are currently working to update the Faculty's research agenda and create ways to further support faculty members to improve and increase research intensity, activities, outcomes and impacts. In addition to improving research grant and publications support, we are taking measures to ensure that design research and creative professional activity has a higher profile in the dissemination of research outputs, as this is a core area of strength within the Faculty. We also plan to review established and new research-based programs to further examine areas of improvements and innovation. **Short term** • Organize sharing sessions and open discussions to enhance research culture and cross-disciplinary collaboration within the Faculty

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that clarifies the role and presence of research-based programs, including the new PhD in Architecture, Landscape, and Design. • The reviewers observed an overall lack of clarity regarding the ways in which professional activities (such as work associated with professional studios, and art and architecture design practices) are understood as a form of academic scholarship or research. They emphasized the necessity of undertaking conversations on the nature of research in such a diverse academic environment, as well as discussions on how to assess scholarship and creative practice in the path to promotion and tenure, and how mentorship and guidance for Daniels faculty might be enhanced. (In preparing your response you may wish to consult with the Office of the Vice-Provost, Faculty and Academic Life.)			• Better articulate and communicate funding opportunities for faculty members in all streams and contract types (not only those in tenured/research streams) • Organize workshops on research funding sources and grant writing/applications that are available to all faculty to support their work. • Implement early feedbacks on grant proposals though the Research Office to support enhanced grant success. **Medium term** • Building on University resources, organize discipline-specific information on relevant grants and funding opportunities with due dates and links to guidelines for both faculty and students in our advanced research programs • Develop a strategic research plan as a key component of the Faculty's forthcoming Academic Plan • Recruit and hire senior faculty members with research and administrative experience for leadership and guidance of the research programs • Establish funding and international collaborative partners for annual PhD students conference **Long term** • Explore new research-stream master's program in Architecture, Landscape, and Design to increase research capacity of the Faculty and provide additional flexibilities in the graduate programs • Enhance communication strategy within the University and externally to improve disseminating the Faculty's research activities and impacts • Establish Daniels Faculty publication series on the various forms of research and scholarship • As there are currently limited venues for publication of peer-reviewed articles on "design as research" in architecture, landscape and design, explore the establishment of a new academic journal in this area in collaboration with peer institutions
	21	"The Faculty should build a clear overall research agenda; one able to clarify the role and presence of research-based programs, including the PhD ALD program."	We agree that the overall research agenda of the Faculty should be clarified, and a renewed mandate for the Research Office as well as discussions underway to launch a new research masters program will contribute to this elucidation and amplification.

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• The reviewers highlighted concerns around the balance of teaching and tenure stream faculty at Daniels, noting that the current high proportion of early career faculty in the teaching stream presents the strong potential for future issues with research capacity. They recommended continuing to monitor the optimal balance of teaching and tenure stream faculty, and emphasized that future tenure stream hires might be warranted, in order to help build Daniels' research capacity and support its PhD programs.	22	"There is a need to continue working to build [the PhD in ALD] and figure out what a PhD in this disciplinary area looks like to support the diversity of disciplinary specialisms invited. The current approach of taking advantage of experienced supervisors in related disciplines from other faculties will be helpful."	Currently the Architecture, Landscape, and Design (ALD) PhD is in its third year and reflects the increasing research strengths of our faculty, particularly in building science and computation. In addition to input from PhD supervisors in the Faculty, students in the ALD PhD program are actively working with faculty from cognate disciplines to pursue their research. Where appropriate, seminars and other events are being held jointly with the long-standing PhD program in Forestry. Students in in the program are already actively working with faculty from cognate disciplines to pursue their research. As this is the first year that the program has been able to convene in person, it remains to be seen whether our efforts to build a sense of social cohesion among a diverse (and small) group of students gains traction. Plans are also underway for an annual PhD conference with students engaged in like-minded research in other institutions and more formalized collaborative relationships with other international research programs..
	23	"Clarifying [the] balance between teaching and research (like balances across the faculty in the pursuit of externally-funded research, alongside others leading external design or other practices) is essential, given the recently expanded breadth of potential faculty pursuits, and professional activities."	The advising of students is equally weighted across all of our graduate programs but it is also true that the expectations for faculty advisors to support doctoral advisees with their own research funding is uneven. We did anticipate this in the formulation of the ALD PhD because of the interdisciplinary nature of the program and the fact that funding models differ between the humanities and the sciences. However, we anticipated and have seen evidence of students applying with a more hybrid approach to research and methods that fall in-between these cultures, thereby suggesting that this may become a moot point as the program reaches maturity.
	24	"The variety of programs (PhD in Forestry and ALD, professional and post-professional Masters) and different types of research (design or science) call for conversations on the nature of research in such a diverse academic environment and on how to assess scholarship/creative practice in path to promotion."	A series of workshops and discussion around this subject are currently being conducted by the Associate Dean Research and the Research Office that will do some of the work in clarifying this issue and complement workshops already provided by VP-FAL and UTFA.
	25	"A current weakness observed across the Faculty, potentially affecting the entire professoriate, is a lack of clarity regarding the ways in which professional activities of all kinds, especially that work associated with professional studios, art and architecture design practices, is understood as a form of academic scholarship, or research. Again, with a faculty of the expanded breadth of Daniels Faculty, this will be an important feature to clarify both within the school, and current faculty, as they continue to advance and have academic teaching and research reviewed as part of academic careers. It will continue to be important, as well, as the Faculty works to conform to university	While the University of Toronto has a standing policy on defining creative professional activities as forms of academic scholarship and research (1984 Hollenberg Report on Creative Professional Activity), we recognize the need for the Daniels Faculty, working with the relevant University offices, to update and develop further guidelines on the evaluation of creative professional activities in assessing excellence and innovation. **Short term** • Organize workshops and discussions on the recognition and evaluation of creative professional activity as it relates to more traditional forms of academic scholarship and research in the diverse fields within the Faculty • Review the Faculty's annual PTR process, including the AAR form, PTR reporting and evaluation process, with a specific emphasis on standardizing the inclusion of creative professional works

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		requirements and expectations relating to the kind(s) of work that are included in academic dossiers that are reviewed as part of academic merit and advancement actions."	• **Medium term** • Update the AAR form and PTR guidelines on PTR for consultation and for approval for the following academic year • Establish a research mentorship program to help junior faculty, particularly those engaged in creative professional activity, navigate the research funding landscape and to promote creative professional activity that contributes to both academic discourse and professional practice • **Long term** • Collaborate with Office of the Vice-Provost, Faculty and Academic Life to ensure support for and understanding of Daniels Faculty's creative professional activities • Expand Daniels Faculty practices on the evaluation of research and academic scholarship through creative professional activities
	26	"the opportunity presented by the addition of Forestry programs to the Daniels Faculty could offer a good mechanism to diversify the Faculty's approach to pedagogy and research"	Through formal and informal teaching and research sharing meetings and workshops, the rest of the Faculty is gaining much from the approach of its Forestry colleagues to fieldwork, advising, and laboratory work. We anticipate that over time the increased collaboration between the graduate design programs and the MFC and MScF will provide yet another tangible mechanism through which to foster this exchange.
	27	"Clear guidelines for Promotion and Tenure and formal mentoring are essential to support and grow the faculty, whether tenure-track or teaching-track. The Daniels Faculty is particularly diverse in terms of disciplines and modes of scholarly activity, and thus faculty members will have to vote on cases that lay outside their disciplinary expertise. There is a need for a robust yet flexible Promotion and Tenure document that can provide clarity to faculty members. This document should be widely distributed and be available on the website."	Having recently drafted and disseminated a similar document related to the annual PTR process, we will now consult and produce a robust and flexible document to guide Promotion and Tenure in both the teaching and research streams. **Short term** We will reconsider our approach to the Promotion and Tenure as well as the annual PTR process to allow for more transparency and more detailed feedback. **Medium term** We will produce a Faculty Promotion and Tenure document that is specific to our disciplines and implement a formal mentorship program for teaching stream and tenure stream faculty. **Long term** We will work to correct the current imbalances in the professoriate to ensure that we have a diverse faculty complement.

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	28	"A careful review of the faculty's teaching and administrative load and a potential correction may also help increase productivity."	As identified elsewhere in the report, we recognize that much of the responsibilities of academic administration are currently falling upon faculty members in the teaching stream. This may warrant a revisiting of our still relatively new workload policy, which was ratified and publicly disseminated after a year of consultation with members from both streams but at a time when our academic leadership was primarily drawn from the tenure stream.
	29	"The addition of teaching stream faculty ensures continuity in instruction, builds a strong community, and integrates practitioners in design and art curricula. It should not, however, replace tenure-track research-focused hiring. Maintaining a research-intensive culture will require a significantly higher number of tenure stream than teaching stream faculty (some schools place that cap at 20%). Currently, there is a significant imbalance between teaching- and tenure stream in the junior faculty."	We acknowledge that our faculty complement at the junior level relies heavily upon those in the teaching stream. We plan to implement a clearer system of mentorship, a more equitable approach to course release for administrative responsibilities, and a renewed focus upon research-focused hiring. A renewed focus upon research must also include teaching outcomes, including having research-stream faculty play a key role in the classroom across our programs, whether that is in undergraduate instruction or PhD supervision. **Short term** - Mentor current cohort of junior members in the stream to support their trajectory into continuing status - Re-evaluate the process of teaching stream hires **Medium term** • Revisit workload policy to ensure that the relatively large cohort of teaching stream members still has time to support its own creative professional activity and research • Reviewing academic administration, which currently relies heavily upon teaching stream members **Long term** • Develop faculty complement planning on prioritizing tenure stream faculty positions
	30	"If DFALD hopes to build the research enterprise and support thriving PhD programs, future hires will need to be in the tenure stream. Some hires at the Associate or even full Professor level in strategic areas could be warranted."	**Actions already taken** The majority of our current and planned hires are tenure track, and distributed between Assistant and Associate/full Professor levels. We will continue to be strategic about hiring advanced scholars in our upcoming searches.
	31	"The Strategic Research Development Officer will play a critical role in helping build the research enterprise in DFALD. Faculty members require support for preparing grant applications and establishing partnerships (e.g., industry, NGOs). Additional research facilities will likely	**Actions already taken** Our hope is that the recent addition of a Strategic Research Development Officer will help in the support of both grant-writing and the establishment and maintenance of partnerships.

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		also be required to support the growing research programs."	
The review panel "was struck...by the minimal extent to which progress is being achieved on the Faculty's goals related to equity, diversity, inclusion and inclusivity". They emphasized that the articulation of clear, strategic and measurable EDI goals and plans will be a critical first step towards making much-needed advancements in this area. They strongly recommended creating a plan for continuing to grow and support a diverse faculty and student body.	32	"The Faculty should continue to take advantage of the Provost's university-wide program that provides matching funding (equating to 50% of overall faculty position funding) to support the hiring of BIPOC faculty."	As the Faculty solidifies its alignment with the University's commitments to engage and include members of historically underrepresented communities and identities, several key staff positions have now been filled, and we look forward to sharing future outcomes of the appointment of both a First Peoples Leadership Advisory Group and a Decanal Advisor on Indigenous Knowledge, as well as the addition of an Assistant Dean, Equity, Diversity and Inclusion. In the evolving and ongoing effort to raise awareness of Indigenous histories and centre the need for individual and collective acts of reconciliation, the Faculty continues to mark the National Day for Truth and Reconciliation through a formal gathering led by Indigenous community members. Additionally, the Faculty has continued its collective learning journey by organizing a series of workshops facilitated by the Office of Indigenous Initiatives. An initiative of awareness and reconciliation is also reflected in the large-scale public mural on the north facade of the Daniels Building: An Indigenous artist was commissioned to create a temporary installation that would serve to raise the awareness of members of the Daniels Faculty community as well as the public at large. In terms of enhancing awareness of and access to the design curriculum at Daniels, the Faculty initiated two pilot programs: Building Black Success Through Design (BBSD) and Engage-Design-Build (EDB), both of which are funded through the University's Access Program University Fund (APUF). These programs are aimed at creating pathways from high schools to Daniels Faculty undergraduate and graduate programs. The programs engage different cohorts at the Faculty: Engage Design Build engages MUD students, while BBSD engages Black design students at Daniels in various undergraduate and graduate programs. Engage Design Build engages youth in two TDSB schools, while BBSD is open to youth in Grades 9-12 across the GTA. The Faculty intends to further develop and implement thoughtful and sustainable measures to enhance the sense of belonging, and to contribute towards truth and reconciliation as well equity, diversity and inclusion, through curriculum integration, inclusive pedagogy, community engagement, awareness raising and capacity building. All of this will be met through application of the principles of anti-racism, anti-colonialism and anti-oppression. **Actions already taken** • Participated in the University-wide matching funding program to support the hiring of racialized faculty members • In the effort to intentionally centre Black identity and create space for reflection and engagement of Black-identifying students, staff and faculty, February 2023 was marked by a series of events under the banner of Black Futures Month. The Black Futures Series strives to engage, reflect and promote conversations surrounding Blackness in design

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			between its varied stakeholders, from communities and practitioners to students and educators. As noted in the University Commitment in the Scarborough Charter, the work of Black flourishing and thriving "should be informed, shaped and co-created by communities." • A Community for Belonging Reading Group was initiated by the Faculty Librarian and the Assistant Dean, Equity, Diversity and Inclusion with the intention of creating a platform for awareness and engagement of underrepresented voices and perspectives in architecture and design **Short term** • Increase efforts to recruit and retain faculty whose identities have historically been underrepresented in the disciplines of the Faculty's programs • Access the current University-wide matching funding program to support the hiring of Indigenous and Black faculty **Medium term** • Review the Faculty's admissions processes and consider a data-driven holistic application process for Black students, as recommended by the University's Anti-Black Racism report • Support inclusive excellence in community engagement by developing pathways for access to higher education for Black students, including promoting student outreach with local, regional, national and international communities, as recommended by the Scarborough Charter • As noted in the Scarborough Charter (recommendation 2.2.2.1), the commitment to inclusive excellence in research can be supported by including Black academics in research teams, research chairs and fellowships, and other forms of research recognition that celebrate excellence **Long term** • Continue to seek and address experience of inclusion/exclusion among students, staff, faculty and alumni • Recommendation A.2 of the Anti-Black Racism report speaks to the need to report on numbers of Black students in the program and use this data to prioritize access programming. Hence this data will feature prominently in the Faculty's consideration of ways in which to not only incorporate BBSD and Engage-Design-Build with coursework, but also to sustain clear pathways of access to this programming for members of communities who are underrepresented (Recommendation A.3)

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			• Closely connected to Access is the issue of Admissions. Recommendation A.5 of the Anti-Black Racism report requires that faculties review their admissions processes and consider a data-driven holistic application process for Black students, who remain one the of the least represented groups of students on campus. This admissions review process should also consider initiatives to actively recruit students of Black African descent throughout the African diaspora in addition to enhancing access for Black students in Canada. • Recommendation 2.4.1 of the Scarborough Charter speaks to ways of supporting inclusive excellence in community engagement by developing pathways for access to higher education for Black students, including promoting student outreach with local, regional, national and international communities and providing robust "wrap-around" support. Formal expansion and sustainability of the existing pilot programs Building Black Success through Design and Engage.Design.Build will meet the spirit and letter of this recommendation.
	33	"A hiring plan for continuing to grow a diverse faculty and student body in support of Daniels Faculty's mission is of great importance, as is filling the vacant position for an Assistant Dean EDI. The Daniels Faculty should continue to take advantage of the provost-sponsored programs for Black or Indigenous faculty hires."	**Actions already taken** This staff position has now been filled and we look forward to sharing the outcomes of both the addition of an Assistant Dean, Equity, Diversity and Inclusion and the appointment of both a First Peoples Leadership Advisory Group and Decanal Advisor. We will continue our efforts to recruit and hire Black and Indigenous faculty members. Please see above for further plans to increase advocacy for Truth and Reconciliation, as well as for Diversity, Equity and Inclusion.
	34	"…[external] juries also offer an opportunity to bring alternative voices and diversify the perspectives and cultures of the academic design environment (often white and male, especially in the senior ranks). Such effort would dovetail nicely with the goals to decolonize the landscape architecture curriculum."	The composition of our external juries in design reviews is already diverse and, increasingly, draws upon areas of expertise and knowledge outside of the academy. One significant lesson from the pandemic was the degree to which a virtual or hybrid form of delivery for these evaluations made them simultaneously more accessible and inclusive. We will continue to work on dismantling the hierarchical structural inequities associated with our received ideas about what a design review can be.
	35	"A formal mentorship program including female senior faculty from other schools who engage in creative practice/research would help craft pathways to promotion."	We plan to formalize a mentorship program and have recently met with female principals in the design professions to discuss other forms of mentorship of our students and recent alumni as well.

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	36	"Peer- and alumni-mentoring, student organization funding, pre-semester orientation, and internship placement are a few of the measures that can help create an equitable academic and professional community. Finally, the Daniels Faculty website should clearly state what the cost of attending is for a prospective MLA student (domestic and international)."	We are exploring an online peer- and alumni-mentoring platform to match our enthusiastic alumni community with our current and prospective students. Our professional community is regularly engaged with our students through portfolio review sessions and job fairs. The cost of attending all of our programs includes more than tuition, which is public information readily available on the University website.
	37	"The Faculty should clearly work to establish appropriate, school-level strategic aims around what they feel is an appropriate target for balancing [domestic and international student] cohorts' overall size in the larger Faculty, but as well, incorporate clear strategies for addressing associated challenges surrounding international versus local student experience"	We recognize that more needs to be done to ensure that our international students have a successful and supported experience in our programs and, also, to increase our financial support to prospective international students to ensure that they are not all coming from the same socioeconomic bracket. **Short term** • In recognition of the international student, staff and faculty community at the Faculty, ongoing financial and emotional support will be provided to those who are impacted by geopolitical issues such as recently at play in Ukraine, Iran and other home countries of our international students • Establish a Daniels-specific orientation program for international students that includes peer-to-peer mentoring and opportunities for creating community among our students before they enter the classroom **Medium term** • In the effort to promote and sustain an environment of inclusion and belonging for students of all faiths and identities, the Faculty will ensure that the Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances is consistently applied • Review and restructure our Writing Centre and consider hiring staff with ESL training to better serve our international student cohort, revisit the position of Learning Strategist within the Faculty and consider the possibility of creating an academic resource centre that includes the Writing Centre and technical skills-based support for those who need it **Long term** • Continue to seek and address experience of inclusion/exclusion among students, staff, faculty and alumni

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	38	"The communications and advancement staff should establish a clear recruitment plan to identify domestic graduate students and fundraising goals to support all students—international and domestic."	Recruitment at the graduate level and international recruitment in general are areas that require more strategic thinking and staff support. We are also working to enlist our faculty more actively in these efforts as they (and our alumni) are our best ambassadors. We are actively exploring additional fundraising efforts, for both domestic and international students.
The reviewers highlighted considerable University investments in the Daniels Faculty in recent years, and emphasized that the development of a renewed Academic Plan presents a key opportunity to capitalize and strategically build on these investments, and take the Faculty "into a new era".	39	"Building upon, even strategically enhancing, the considerable and extensive investment made by the university in recent years, most especially, with the arrival of a renewed strategic plan that the new Dean will deliver, will be an essential means for capitalizing on the considerable efforts of the Faculty to take the school into a new era."	We have commenced work on the development of a five-year Academic Plan for the Faculty. The Daniels Faculty Academic Plan 2023-2028 will mark the first time that the Faculty has developed such a plan in two decades. Currently larger and more diverse than ever, the Daniels Faculty has an opportunity to create a comprehensive visioning document outlining immediate goals for next five years as well as a long-view perspective for the decades to come. The Faculty's goals in the areas of truth and reconciliation, equity, diversity, inclusion, and the facilitation of a more robust sense of belonging for students, staff and faculty will be a central part of the academic plan. Our anticipated academic plan will be closely linked to both the Faculty's advancement efforts and the strategic goals of our engagement with the University's recently launched "Defy Gravity" campaign. **Short term** • Consult with academic program leaders on identifying program-development goals and visions • Establish themes/topics of the Academic Plan frameworks with academic and administrative team leaders • Design an open consultation process and engagement plans with internal communities and external stakeholders **Medium term** • Conduct consultations through interviews, small group roundtables, workshops and digital surveys • Complete and submit Academic Plan to Faculty and University committees for review and approval • Establish the Faculty's Advancement Plan in accordance with the academic priorities established in the Academic Plan **Long term** • Disseminate and share Academic Plan with community stakeholders, supporters, alumni and professional organizations, as well external national and international partners • Conduct assessment and review of progress and stated goals to prepare for reporting and next round of five-year planning

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	40	"The Faculty should pursue aggressive programming (symposia, exhibitions, workshops) to take full advantage of the building's potential, as the Faculty's new, excellent home building also greatly enhances the Daniels Faculty's public presence within the university and Toronto."	Symposia, exhibitions, and workshops have returned to the Faculty after a two-year hiatus precipitated by COVID. Attendance at our first fall public lecture included over 300 attendees from the University and broader community. The opening of our *Retrofitting Suburbia* exhibition (rescheduled from March 2020) was attended by more nearly 350 individuals, including many alumni and members of the professional community.

Short term
Having now returned to in-person events and with plans to expand our communications team, we will continue to host and advertise our robust programming of exhibitions, lectures, and symposia as a way of asserting the public presence of the Faculty to the broader university and city.

Medium term
We will hire an exhibitions coordinator to professionalize our gallery support and will use casual hires to fulfil the role(s) of registrar and conservator as we borrow exhibitions from other institutions. Planning is also underway to expand the staff complement supporting public events and programming with full-time positions.

Long term
We will consider to hire a gallery director to manage exhibitions in all of our exhibition spaces and we will expand our outreach efforts to complement both our exhibitions and academic activities with programming that makes the work of our disciplines accessible to a broad audience, the professional community, and our alumni. |
| | 41 | "A clear and cohesive vision of the Faculty will be critical for developing a fundraising campaign in future." | Our anticipated Academic Plan will be closely linked to both Advancement efforts and the strategic goals of our Faculty engagement with the University's recently launched "Defy Gravity" campaign. |
| | 42 | "A hire in social forestry - to align with urban forestry, urban design, etc. - would be a good addition in the future." | We are actively hiring additional forestry faculty members with experiences in social and ecological forestry. |
| | 43 | "Given that the immediate period ahead will involve considerable administrative, staffing, and resource adjustments to best support strategic needs, the review committee recommends that the new Dean include review of normal annual cycles to adjust - and make transparent and equitable – the information and processes that all of the many (and now, many more) programs will annually following in planning of upcoming financial and academic years. The review committee recommends that this includes the | **Actions already taken**
The Dean's Office has been expanded to include an Executive Assistant, Director of the Dean's Office, new Chief Administrative Officer (and Academic HR lead), Academic HR Officer, and Office Assistant. We now have the capacity to review the activities and composition of our other staff support and to think through our needs more strategically than we have in the past. Additionally, while our single-division Faculty is not comprised of program Chairs with independent budgets, we are working to make annual and longer-term strategic planning and budgets more transparent to program directors to make them more accountable to expenses, enrolment, ancillary fees, student financial support, etc. |

Request Prompt *verbatim from the request*	Rec. #	Recommendations from Review Report *verbatim from the review report*	Dean's Response
		development of multi-year transitional planning frameworks be adopted, which in turn emphasize larger strategic aims, rather than the immediate needs of a next financial or academic year."	**Short term** Associate Dean, Academic and Chief Administrative Officer working with Program Directors to establish programmatic budgets and flexibility within the programs to develop further their unique strategic goals. **Medium term** Academic Plan is underway with intention to develop multi-year implementation plans which will help shape the long-term goals and strategies teams and programs will take.
The reviewers observed that the Faculty enjoys a high level of staffing positions allocated on a per student basis, and encouraged leadership to review the current structures to ensure that they are optimally effective and/or best enable strategic aims.	44	"With new programs and subject areas all now successfully added to the Faculty, it is important now that proper administrative support is effectively allocated – or re-allocated – to better align with the current school. The new Dean should be encouraged to actively review, and propose organizational changes, to appropriately allocate these vital resources to the school."	Currently the Daniels Faculty staff to student ratio is 1:27, lower than the University of Toronto average of 1:18, and considerably lower than most other faculties of similar size and organizational structure. We will review the activities and composition of our staff organization to better reflect the growth and changes in the Faculty. As part of this ongoing organizational review, an examination of support and distribution of responsibilities across academic support teams is already underway. This includes reviewing the level of support and management of portfolios within the Programs Office, and the Office of the Registrar and Student Services (ORSS). The new model of support within the Programs Office will support the academic directors and allow them to better develop academic processes and strategic goals. **Short term** - Review the activities of the Programs Office and the Office of the Registrar & Student Services to better reflect both the cyclical activities and specific program needs that arise to better support the program directors - Conduct cross-training in these areas to ensure enough redundancy in skills to cover times of high demand and/or absences **Medium term** - Conduct discussions and workshops for all staff aimed to improve workplace culture and climate - Organize staff leadership training and establish team building practices **Long term** - Develop multi-year long-term planning to enhance staff efficiencies and teamwork

Request Prompt *verbatim from the request*	Rec. #	Recommendations from Review Report *verbatim from the review report*	Dean's Response
			• Create culture shift within the Faculty to drive the operational and financial decisions based on updated academic priorities
	45	"The new Dean should be encouraged to embrace the opportunity to lead a major review, and potential reorganization, of the extensive and supporting staffing of the Faculty to best support current and future strategic aims."	Please see above.
	46	"There is a need to carefully consider the Executive-level structure in the Faculty, particularly as there are no department Chairs. The seniority of individuals holding Executive positions in the Faculty might also bear some consideration…. A key to effective functioning for the executive team will be to have a shared vision, clear roles and responsibilities, and good communication."	We will review the leadership/executive-level team members at the Faculty to increase more senior members as well as to balance representation of the current faculty-body.
	47	"[Program Directors] should be spending more time working on aligning curricular goals, seeking opportunities for cross-program collaborations in teaching, ensuring there is good vertical structure in programs from undergrad to Professional or research-based Masters to PhD."	We will review the activities of the Programs Office and the Office of the Registrar & Student Services to better reflect both the cyclical activities and specific program needs that arise to better support the program directors. We will be rehiring a Registrar in the coming months and will undergo a period of cross-training to ensure that the Office of the Registrar and Student Services has enough redundancy in skills to cover times of high demand and/or absences.

As noted about, as a result of the staff audit, a new model has been put in place within the Programs Office to provide more support to the academic directors and afford them more time to consider strategic goals such as these. There is already a strong vertical connection between our undergraduate and professional and research-based masters programs. We anticipate that as the ALD PhD program matures, the same will be true about the relationship between our professional masters programs and research programs. |
| | 48 | "There was a mention that student advising in forestry was different than how DFALD handled it - there is a need to align the process for all programs, but perhaps this is the time to look at what worked well in each approach and take advantage of that." | There has been a period of adjustment between the more singular administration of the forestry programmes to a more team-based process of both advising and administrative support within the Daniels Faculty. Given the diversity of our programs, there are advantages to a more centralized approach to these processes and it has admittedly taken some time to get everyone on board. |

Request Prompt *verbatim from the request*	Rec. #	Recommendations from Review Report *verbatim from the review report*	Dean's Response
The reviewers made an observation about an apparent difference in funding packages per capita for students across PhD programs, and how such discrepancies could impact students in these various programs. (In preparing your response we encourage you to clarify the details surrounding the data provided to the reviewers.)	49	"The student funding spreadsheet the review committee was given showed an average of $28k per capita for students in the PhD Arch program but only $14.5k per capita for students in the PhD in Forestry. This may have been an aberration due to the low enrollment in the programs, but if this difference in funding among PhD students in DFALD is actually the case, it will lead to problems among students in the future."	The funding packages per capita for students in the Faculty's two PhD programs currently differ between five to 10 percent. The discrepancy per capita noted by the reviewers derives from the higher numbers of students enrolled in the Forestry PhD in the later years, and the data provided heavily focused on admissions awards. To clarify, the funding packages per capita for students between the two PhD programs are as follows: Forestry: • PhD Domestic students receive $17,500 base funding plus $8,055 tuition/fees, which equals $25,555 per year for four years. • PhD International students receive $17,500 base funding plus $8,811 tuition/fees, which equals $26, 311 per year for four years. Architecture, Landscape, and Design (ALD): • PhD Domestic students receive $19,500 base funding plus $8,055 tuition/fees, which equals $27, 555 per year for four years. • PhD International students receive $19,500 base funding plus $8,811 tuition/fees, which equals $28, 311 per year for four years. It is also worth noting that the ALD PhD funding was only recently increased from $17,500 to $19,500 for the 2022-23 academic year. The Forestry PhD funding is currently under review, with the intention to align the funding amounts between the two programs.
Other recommendations not prioritized in the Request for Administrative Response	50	"There is good involvement of practitioners as Sessionals - but perhaps more might be done to make them feel connected to the larger teaching network in the faculty"	**Actions already taken** Program directors regularly hold meetings with their teaching staff that include both sessional and part-time faculty. The Dean has moved to invite the full teaching cohort to our faculty and faculty council meetings as well. This was welcomed by members of our community. **Short term** We have expanded the membership of our faculty meetings to include sessional instructors, and program directors already regularly hold meetings that include all members of the teaching community. **Medium term** In our efforts to make the promotions process more transparent to tenure and teaching stream faculty, we will also provide more regular communication to our sessional instructors about

Request Prompt *verbatim from the request*	Rec. #	Recommendations from Review Report *verbatim from the review report*	Dean's Response
			advancement in that pool. We have also started to include sessional instructors in service (with compensation) to include them in the activities of the Faculty outside of teaching. **Long term** The undergraduate programs in particular are dependent upon sessional instruction and we will work to make more hires in the coming years to ensure that there is continuity in our core teaching and opportunities for advancement for long-serving members of our sessional teaching community.
	51	"There is an opportunity to strengthen relationships with alumni by more clearly articulating their role in DFALD. It would, perhaps, be helpful to have an official alumni council."	We agree that it would be helpful to have an official alumni council. There is much work that can be done to engage our alumni, particularly those who have graduated in the last decade but also those who are now mid-career and have gained some giving capacity. There was a great deal of momentum and enthusiasm around the Faculty's 125th anniversary, including a reception with more than 800 alumni and community members at the Royal Ontario Museum; we did not capitalize upon this moment but hopefully there will be other opportunities to do so. **Actions already taken** We have recently added an Alumni and Development Officer to our Advancement team. While planning is in the early stages, we are considering having an event around the time of June Convocation to invite the cohort of students who graduated during the pandemic back to campus as alumni. **Short term** We will work to make stronger connections with our alumni community, particularly those who have graduated in the last five to 25 years through mentorship programs, through the efforts of our recently hired Alumni and Development Officer and an online platform that connects students and alumni through the backbone of LinkedIn. **Medium term** We will establish an alumni association and begin data collection about the activities of our alumni to have a sense of where they career paths have led them and where their degrees have brought them geographically. **Long term** We will engage our enthusiastic alumni community locally, and globally, through alumni events, recruitment opportunities, mentorship programs, and regular alumni-specific communications.

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 Daniels Faculty's considerable successes in navigating and managing a period of significant organizational change and growth, including a physical re-organization and occupation of new buildings and spaces, multiple changes in leadership, and the Faculty's absorption of new subject areas and programs. They highlighted that the addition of Forestry programs to the Faculty lends considerable strength: broadening disciplinary and professional knowledge and expertise within Daniels, and creating opportunities for interesting and important collaborations. They emphasized the strong positive standing of Daniels and considerable recent investments in the Faculty by the University, evidenced by the range of new facilities and physical resources, including the completion of the new Faculty building at One Spadina Crescent. Finally, reviewers commended the exceptional depth and breadth of connections between the Daniels Faculty and its many surrounding communities, and noted that the Faculty has carefully and successfully managed the numerous challenges presented by the COVID-19 pandemic.

The reviewers recommended that the following issues be addressed: engaging in continued strategic consideration of how to best leverage the unique combination of programs and faculty, and encourage greater interdisciplinary teaching, learning and research opportunities for faculty and students; undertaking a comprehensive review of the types of degrees, program titles and duration, and criteria for admission (particularly in architecture and landscape architecture) to help identify efficiencies and potential areas of growth, or reduction; developing projects and modifying curricular assumptions where necessary, in order to enhance integration of the Forestry programs; exploring possible approaches to the support of the undergraduate Forestry programs going forward; exploring approaches to addressing low enrolment in the MUD; undertaking a review of entry points into the MLA and assessing the final year of its curriculum; structurally embedding in the Faculty the attention to social and cultural issues and the Truth and Reconciliation Calls to Action that are currently supported by individuals in the MLA; clarifying and communicating the specific academic and professional development advantages in the Visual Studies program that come from crossover with and proximity to other disciplines within the Daniels Faculty, and growing connections with relevant urban creative industries; increasing research intensity within the Daniels Faculty, and clarifying the role and presence of its research-based programs; undertaking conversations on the nature of research in such a diverse academic environment, as well as discussions on how to assess scholarship and creative practice in the path to promotion and tenure, and how mentorship and guidance for Daniels faculty might be enhanced; continuing to monitor the optimal balance of teaching and tenure stream faculty; articulating clear, strategic and measurable EDI goals

and plans; developing a renewed Academic Plan; reviewing current administrative structures to ensure that they are optimally effective and/or best enable strategic aims; and addressing reviewer observations about the apparent differences in funding packages across PhD programs.

The Dean's Administrative Response describes the division'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 April 2022.

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 John H. Daniels Faculty of Architecture, Landscape, and Design, 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 <mark>- DRAFT</mark>

1   Review Summary

Program(s) Reviewed:	Undergraduate programs: • Fundamental Genetics and its Applications, HBSc: Specialist, Major • Global Health, HBSc: Specialist, Major • Health & Disease, HBSc: Specialist, Major • Human Biology, HBSc: Major • Neuroscience, HBSc: Specialist, Major
Division Offering Program(s):	Faculty of Arts and Science
Commissioning Officer:	Dean, Faculty of Arts and Science
Reviewers (Name, Affiliation):	• Professor Steven Harris, Department of Plant Pathology and Microbiology, and Department of Entomology, Iowa State University • Professor Craig A. Mandato, Department of Anatomy and Cell Biology, McGill University
Date of Review Visit:	March 28, 2022 (conducted remotely)
Date Reported to AP&P:	April 13, 2023

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Previous UTQAP Review
Date: March 20–21, 2014

Summary of Findings and Recommendations

Significant Program Strengths
- Unique interdisciplinary nature of the programs
- Strong student demand for programs
- High quality, geographically diverse students
- The Faculty of Medicine's contributions to teaching in the programs

Opportunities for Program Enhancement
- Re-assessing the program offerings, guided by academic rationale
- Examining the quality and academic rigour of the programs
- Reviewing the impact of high student enrolment on the programs
- Supporting faculty in balancing teaching and research activities
- Ensuring strong support for the programs
- Exploring opportunities for suitable faculty and administrative space and laboratories

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Current Review: Documentation and Consultation

Documentation Provided to Reviewers

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

Consultation Process

Faculty, students, administrative staff, and senior program administrators as well as members of relevant cognate units as determined by the commissioning officer.

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

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

The reviewers observed the following **strengths:**

- Overall quality
  - ▸ Human Biology has made great strides since its last review to improve the overall quality of the program

- ▸ Program has been significantly streamlined since previous review, through the reduction of the number of programs administered by HMB from twelve to nine, reducing redundancy in course offerings and increasing pedagogical standards
- Objectives
  - ▸ Learning outcomes for all nine programs very clearly defined in the Self Study, consistent across programs, and fully aligned with the FAS degree-level expectations
- Admissions requirements
  - ▸ HMB enrolment numbers have remained generally strong over past several years
  - ▸ Enrolment requirements are appropriate and appear to be maintaining the overall rigour of the programs, while also ensuring that learning outcomes are achieved
  - ▸ Quality of applicants has remained steady over the past 7 years, with incoming grades fluctuating around 90%
  - ▸ Constant and steady increase in number of students admitted to Specialist
- Curriculum and program delivery
  - ▸ Streamlining of programs in conjunction with addition of new Teaching Stream faculty has facilitated delivery of an improved curriculum and helped ensure that learning outcomes are achieved
  - ▸ Intensive curriculum mapping exercise was initiated in 2021; "Learning Outcome" maps are very informative and effectively capture timelines for assessment of LOs
  - ▸ Flexibility is a clear attribute of the HMB program, allowing students considerable freedom in tailoring their curriculum while still mastering PLOs
  - ▸ HMB curriculum broadly reflects the state of the disciplines covered by the program, and is effectively delivered and assessed
  - ▸ Current faculty complement teaches 82% of HMB courses, which is a substantial improvement over the 60% coverage at the time of the previous review, and is "presumably due in large part to recently hired CTLAs"
- Accessibility and diversity
  - ▸ HMB has focused on curricular enhancements and increased accessibility for their students as a result of the pandemic, or perhaps due to the changing demographics of incoming student cohorts; examples of changes include delivering content online in hybrid and flipped classrooms, using universal design principles, and providing lecture recordings
  - ▸ An EDI committee has recently been struck to examine the delivery mode of the curriculum with the goal of increasing opportunities and enhancing the learning experience of all HMB students
- Assessment of learning
  - ▸ Types of assessment evolve as students move through the program, and depth of knowledge increases
- Student engagement, experience and program support services
  - ▸ Students emphasized in review meetings and surveys the overall quality of their learning experience in HMB
  - ▸ Major students have considerable access to research opportunities, particularly in the Department of Cell and Systems Biology, and the Temerty Faculty of Medicine

- ▸ Recent recruitment of a faculty member with extensive international experience will likely result in additional attractive study abroad opportunities
- ▸ Specific courses available that enable student engagement with local seniors in long-term care facilities and with regional indigenous communities; reviewers noted importance of such opportunities, which merit increased consideration for available resources
- Quality indicators – undergraduate students
  - ▸ The rate of completion and time to completion of students in the Specialist program are comparable to other programs offered by the Faculty of Arts & Science
- Student funding
  - ▸ 29 undergraduate awards available for students with the highest achievements in HMB courses

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

- Admissions requirements
  - ▸ Unclear why Human Biology major has open enrolment, unlike the other HMB programs
  - ▸ Number of admitted students to FAS has increased 15% over the past 7 years, however the Human biology program has seen a decrease of 18% (which is mostly attributed to the Major program)
- Curriculum and program delivery
  - ▸ Issues noted regarding content-heavy nature of courses (although this is common to most biology programs)
- Student engagement, experience and program support services
  - ▸ Unclear how broadly HMB learning outcomes have been disseminated to current and prospective students
  - ▸ Students report some potential challenges with "pathfinding" through the curricular requirements for each program
  - ▸ Issues noted around ensuring student awareness of available research opportunities, the value of these experiences, and how to secure them
  - ▸ General lack of student engagement noted as an issue; students appear to be neglecting extracurricular opportunities that would enrich their experience within the program, because they are so heavily focused on their courses
  - ▸ Majority of HMB students are commuters, which places constraints on the types of activities that can be implemented to improve overall student engagement

The reviewers made the following **recommendations**:

- Admissions requirements
  - ▸ Could be worthwhile to consider an open enrolment policy for programs with lower numbers, such as Fundamental Genetics

- Curriculum and program delivery
    - ▸ Reviewers strongly support HMB intentions to undertake more detailed mapping of the Global Health program, to streamline curriculum and encourage better coordination with cognate units such as the Dalla Lana School of Public Health and the Faculty of Medicine
- Student engagement, experience and program support services
    - ▸ Make learning outcomes available on the HMB website
    - ▸ Consider augmenting "program pathways tool" on the HMB website with a visual flow chart, to provide further assistance to students seeking guidance
    - ▸ Explore student mentorship opportunities with HMB alumni to facilitate student pathfinding
    - ▸ Consider compilation of a "research opportunities" database specifically for HMB students
    - ▸ Exploring more intentional efforts to create time for extracurricular activities could be beneficial for faculty and students, as well as undertaking additional efforts to make students aware of experiential learning opportunities in research labs
    - ▸ Consider providing additional program and academic advising options for students

2.   Graduate Program(s) n/a

3.   Faculty/Research

The reviewers observed the following **strengths**:

- Research
    - ▸ Data for Research and Scholarly Activity presented consistent with a ranking of #1 in U15 and within the top four in North America
- Faculty
    - ▸ New faculty are outstanding
    - ▸ A number of hires have been made (continuing appointments and CLTAs) to address quality concerns raised in the previous review related to the small faculty complement

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

- Research
    - ▸ Most faculty interested in conducting discipline-based education research or research into the scholarship of teaching do not appear to have the time or support to do so; some faculty also expressed concerns that pedagogy research "is not held in the same regard as classical lab-based research"; reviewers observed that these issues represent potential retention issues

- Faculty
    - ▸ Lack of formal and/or EDI-matched mentoring for junior faculty noted as potential future issue
    - ▸ Established faculty noted that the absence of programed professional development for their rank left some uncertainty regarding future directions
    - ▸ Little formal mentoring in place for new faculty to aid in navigating different career steps; lack of mentoring around EDI-related issues

The reviewers made the following **recommendations**:

- Faculty
    - ▸ Although junior faculty noted that informal collegial mentoring does occur and is helpful, "the availability of a formal mentoring program would be a beneficial contribution to their success"

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
    - ▸ Faculty at all levels genuinely excited for future of the program and proud of its past
    - ▸ Enrolment trends suggest that HMB is well known, and sufficiently visible to prospective students and stakeholders
    - ▸ HMB staff and faculty are highly dedicated to the success of the program and its students
    - ▸ Staff very positive about recent recruitment of new faculty and the increased levels of TA support; staff morale seems high
    - ▸ After a period of considerable turnover, leadership of HMB appears stable and effective
    - ▸ HMB has developed productive partnerships with local and regional organizations to provide experiential learning opportunities for students, such as work with long-term care facilities and Indigenous communities
    - ▸ International opportunities highlighted, including those related to global health in Greece and management of dementia patients in the Netherlands
- Organizational and financial structure
    - ▸ HMB makes generally effective use of its human resources
    - ▸ HMB's annual budget adequately supports current program operations
    - ▸ Previous leadership and current administrative staff have made many improvements to management of the annual budget

- Long-range planning and overall assessment
  - ▸ Much progress has been made in response to the previous review of HMB programs, including an increase in the faculty complement and new laboratory infrastructure
  - ▸ Other prominent positive developments include the establishment and implementation of learning outcomes that serve as a scaffold for the entire curriculum; an increase in experiential learning opportunities for students; greater recognition of faculty teaching and pedagogical accomplishments; and integration of EDI considerations
  - ▸ "Curricular changes have been improving the learning experiences of HMB students and show the HMB is moving in the correct direction"
  - ▸ New hires have greatly increased the pedagogical rigor of the program
  - ▸ HMB has made terrific progress in aligning its long-range planning with that of both the University and the Faculty of Arts and Science
- International comparators
  - ▸ HMB has made significant improvements in its performance relative to comparator programs in recent years
  - ▸ Overall, HMB quality indicators are similar to those of biological, biomedical and neuroscience programs at comparator Canadian institutions

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

- Relationships
  - ▸ "Perhaps the most concerning aspect of the visit was the observed lack of engagement with the current students. We fully recognize that this could be a lingering effect of the pandemic. The students were disconnected from the program and this was deemed to [be] a lost opportunity."
  - ▸ Conversations with the student leaders suggest that HMB students could be better connected to the program and its available supports
  - ▸ General disconnect noted between student leaders and the program administrators, though reviewers acknowledge this may be due to the very large size of the HMB student population
  - ▸ Some dissatisfaction noted with previous frequent turnover of program leadership
  - ▸ Pandemic restrictions have limited opportunities for the new leadership to engage with faculty and staff
  - ▸ Reviewers noted lack of apparent strong connection between HMB and its alumni
- Organizational and financial structure
  - ▸ Administrative support has not kept up with the rapid growth of the program; "present staff is overworked and spread too thin"
  - ▸ Lack of adequate office space near HMB greatly adds to potential future faculty retention issues
  - ▸ "There is presently a space crisis for the HMB, which is presently housed in New College. On the cyclical review visit, the lack of adequate space for administrative staff, storage and communal meeting places for student and staff dominated our conversations"

- Long-range planning and overall assessment
    - "Despite the greater reliance on their own faculty complement, there are still critical concerns within the program. These include the exceedingly high ratio of FCE per FTE, which is substantially higher than other Science programs. This may ultimately impact teaching quality and undoubtedly also contributes to the lack of time that HMB faculty have available for research. A related concern is the reliance on CTLAs and sessional instructors for much of the teaching that occurs within the HMB"
    - Leadership is hindered by daily program operations, leaving little time to address broader issues and opportunities
    - Lack of clarity around whether there is a desired balance of continuing or tenure-stream and CLTAs; current CLTAs indicate ongoing stress regarding their positions and status

The reviewers made the following **recommendations**:

- Relationships
    - Reviewers recommend implementing regular "townhall" meetings between students and HMB leadership and program administrators
    - Strengthening connections with alumni could enhance program promotion
    - Development of a student/alumni mentorship program could elicit stronger engagement from both groups and alleviate student concerns regarding mentorship, without imposing on overburdened staff or faculty
    - Reviewers recommend further efforts to develop and sustain external partnerships
- Organizational and financial structure
    - Reviewers supportive of plans to potentially shift HMB faculty appointments from the Department of Ecology and Evolutional Biology to the Department of Cell and Systems Biology, noting that this switch "will likely lead to more effective management of the program"; and has strong potential to foster greater collaboration between HMB and CSB, as well as to facilitate matching students with robust research opportunities
    - "There appears to be a pressing need for additional administrative staff given the size of the HMB and its advising needs"
    - Space planning committee for New College strongly encouraged to place a high priority on reasonably accommodating the space requirements of HMB (needs identified for faculty office space, dedicated storage for documents and equipment, and meeting space for students and staff)
    - Allocating offices where all faculty are in close proximity would greatly aid in encouraging informal faculty mentorship
- Long-range planning and overall assessment
    - "The new Director has a real opportunity to improve this already strong program"
    - The recruitment of continuing teaching stream faculty could facilitate lowering the FCE:FTE ratio, while also providing all HMB faculty with time for pedagogical advancement and scholarly research

UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

March 6, 2023

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

Dear Prof. McCahan,

RE: UTQAP cyclical review of the Human Biology Program (HMB)

I write in response to your letter of January 6, 2023, regarding the March 28, 2022, UTQAP cyclical review, held remotely, of the undergraduate Human Biology Program (BSc: Fundamental Genetics and its Applications: Specialist, Major; Global Health: Specialist, Major; Health & Disease: Specialist, Major; Human Biology: Major; Neuroscience, Specialist, Major) and requesting our Administrative Responses.

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers, Profs. Steven Harris, Iowa State University, and Craig A. Mandato, McGill University for their very comprehensive review of the Human Biology Program. We would also like to thank the director, faculty, administrative staff, and all those who contributed to the preparation of the self-study. We also wish to thank the many staff, students, and faculty members who met with the external reviewers and provided thoughtful feedback. The UTQAP cyclical review process is an invaluable exercise that affords us the opportunity to take stock of our academic units and programs, to recognize achievement and identify areas for improvement.

The review report was finalized on June 17, 2022, after which the director shared it widely with faculty, staff, and students in HMB. We are extremely pleased with the reviewers' positive assessment of the overall strength of HMB, its continued evolution in the undergraduate programs, and its outstanding, productive faculty. The reviewers noted that "the staff and faculty of the HMB are highly dedicated to the success of the program and its students" and commended the HMB on its clearly defined and consistent program learning outcomes, a curriculum that broadly reflects the state of the disciplines within the program and is effectively delivered and assessed, flexibility in the program's offerings for students, high morale among staff, and productive partnerships with local and regional organizations to provide experiential learning opportunities for students. The review report also raised several issues and challenges and identified areas for enhancement, including lack of student engagement, more student advising on

pathfinding through the program, the overreliance on CTLAs and sessional instructors for much of the teaching, the need for additional administrative staff, and space constraints.

Each of these recommendations has been addressed in the attached Review Recommendations Table that outlines the Program's response, the Dean's response, and an Implementation Plan identifying action items and timelines for each recommendation. My Administrative Response and Implementation Plan was developed in consultation with the HMB director and with the Associate-Dean, Unit-Level Reviews, and senior leadership within my office. The Implementation Plan provided identifies timeframes of immediate- (six months), medium- (one to two years), and longer- (three to five years) term actions and who (Faculty, Dean, unit) will take the lead in each area. I also identified any necessary changes in organization, policy, or governance where appropriate, as well as any resources, financial or otherwise, that will be provided, and who will provide them.

The next UTQAP cyclical review of HMB will take place no later than 2029-30. My office monitors progress on Implementation Plans through periodic meetings with directors. I also acknowledge that your office will request a brief Interim Monitoring Report midway between the 2021-22 UTQAP cyclical review and the year of the next site visit in 2029-30 to report on progress made on the Implementation Plan, as outlined in the accompanying Review Recommendations Table.

Thank you very much for the opportunity to respond to the review report. The reviewers' comments and recommendations will help inform the future priorities of the Human Biology Program undergraduate programs.

Sincerely,

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

cc.
Melody Neumann, Director, Human Biology Program, Faculty of Arts & Science
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

2021-22 UTQAP Review of the FAS Human Biology 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

Request Prompt *verbatim from the request*	Rec. #	Recommendations from Review Report *verbatim from the review report*	Program Response	Dean's Response
The reviewers observed that despite Human Biology's increased reliance on their own faculty complement, there remain critical concerns around program delivery and sustainability, including the "exceedingly high" ratio of FCE per FTE, and dependence on CLTAs and sessional lecturers for much teaching.	1	"Despite the greater reliance on their own faculty complement, there are still critical concerns within the program. These include the exceedingly high ratio of FCE per FTE, which is substantially higher than other Science programs. This may ultimately impact teaching quality and undoubtedly also contributes to the lack of time that HMB faculty have available for research. A related concern is the reliance on CTLAs and sessional instructors for much of the teaching that occurs within the HMB. The recruitment of permanent Teaching Stream faculty to fulfill these roles would facilitate lowering of the FCE:FTE ratio while also providing all HMB faculty with time for pedagogical advancement and scholarly research."	**Short Term:** Permission recently given by FAS to hire an Assistant Professor, Teaching stream with a joint appointment in HMB (67%) and DSS (33%). Faculty search is currently underway. It is expected that the successful candidate will contribute teaching to existing HMB courses, design their own course(s), and contribute to laboratory course teaching depending on their research discipline. The successful candidate is expected to also teach courses in the Department of Statistical Sciences. **Medium-Long Term:** Four faculty line requests are expected to be made over the next 1-3 years for HMB teaching stream faculty to reduce reliance on CLTAs, reduce FCT:FTE ratios, facilitate curriculum renewal, and provide more teaching faculty for the large Human Biology and Health and Disease majors in particular. Requests have been submitted to the Faculty Appointments Committee in the current cycle for two joint	**Short-term:** Arts & Science (A&S) recently approved a requested position for an Assistant Professor, Teaching Stream. This is a joint appointment between HMB (67%) and the Department of Statistical Sciences (33%). **Intermediate to Long-term:** Program/Departmental hiring priorities do not necessarily translate into teaching-stream positions because new teaching-stream positions are allocated at the Faculty level. All requests for new positions across the Faculty are submitted to the Faculty Appointments Committee (FAC), which includes representation across its sectors (Humanities, Social Sciences and Sciences) and from the Colleges. The FAC reviews all requests for new positions and makes recommendations to the Dean regarding which requests should be granted. The FAC takes into consideration the FCE to FTE ratios of units requesting new faculty lines.
	2	"The HMB Director also expressed a preference that faculty positions in the program not be contractually limited appointments. We concur with this point and encourage a shift towards a complement consisting of continuing-stream teaching faculty."		

| | | | faculty positions. One of these is a joint position with the Department of Indigenous Studies with a focus on Indigenous perspectives within the Health and Disease specialist and major and Human Biology major programs and the other teaching stream faculty line is joint with the Health Studies program at University College with a focus on both the Health and Disease and Global Health programs. One faculty line request would be directed towards the Neuroscience major to relieve enrolment pressure on this program and could be coordinated to align with CSB faculty and curriculum renewal activities in the Animal Physiology program that has neuroscience connections. A fourth faculty position is expected to be needed for the growing Fundamental Genetics and its Applications programs, particularly considering the rising demand by students for work-integrated learning opportunities that require considerable efforts by faculty to recruit and maintain partnerships in the private sector and related organizations. Students in the Health & Disease specialist and major as well as Human Biology major could choose these courses too. Please also see staffing request plan to complement HBP faculty efforts in experiential learning under Rec#3-7.

If faculty requests and recruitment efforts are successful, this would increase HMB FTE from 7.67 to 12.34, provide significant curriculum renewal opportunities, provide additional faculty for student academic advising, including research project placement, reduce FCE:FTE ratios thereby reducing enrolment | Longer-term complement planning is included as part of the A&S Unit-level planning (ULP) exercise. Following a UTQAP review, each unit is asked to create a 5-year plan that includes goals for research, curriculum, faculty support, administrative staff support, and complement planning. As part of this process, HMB will be asked to outline their complement needs over the next five years. This plan, which will be commissioned in May-June 2023 and is expected to be completed in the Fall/Winter of 2024, will be reviewed by the Dean and Vice-Deans in line with the A&S ULP process. The ULP for HMB will inform the unit's requests to the FAC. |

			pressures for students, and free up faculty to better engage in pedagogical research and HMB program initiatives aimed at improving the student experience. In all cases, new faculty will be expected to teach and develop laboratory courses, augment existing experiential or community-based learning opportunities within HMB, and/or integrate Human Biology-specific examples of data science and artificial intelligence research strategies into the curriculum. The director is taking the lead on making the faculty line requests, would conduct the faculty searches in conjunction with EEB, and oversee development and integration of new faculty into the HMB program.	
The reviewers noted significant concerns that students appear unengaged with the program (though acknowledge that this could in part be a lingering pandemic effect). They made a number of possible suggestions around increasing student engagement, e.g., through enhanced communication about research opportunities, improved alumni and student mentoring, further development of experiential learning, and initiating other program supports.	3	"The issue of communicating opportunities to students is significant and was highlighted in our discussions with them. Perhaps compilation of a curated "research opportunities" database specifically for HMB students would facilitate such communication."	**Short term:** Starting in July 2022, Director has implemented online Orientation and Re-orientation workshops aimed at HMB course selection and program enquiries prior to the start of course enrolment. The annual BBQ hosted by the HMB program was re-started in June 2022. A new program called "HMB Hourlies" began in December 2022 to provide students with online and in-person opportunities where students can meet each month with an HMB faculty member including HMB leadership to ask questions about programs, discuss career goals, learn about Indigenous research opportunities and other research opportunities, learn about experiential including community-based learning opportunities, and provide general academic counselling and recommendations for individual academic counselling.	**Short-to-Medium:** The Dean's response acknowledges that HMB is pursuing several initiatives to facilitate student engagement. The A&S Office of Experiential Learning & Outreach Support (ELOS) remains available to HMB instructors to provide pedagogical, administrative and partnership development support for faculty interested in or already offering experiential learning opportunities. HMB will join the new Arts & Science Internship Program, coordinated by ELOS, in Fall 2024, which will provide immersive co-op opportunities for HMB students.
	4	"it does appear that some students are either unaware of research opportunities (or the importance of these experiences) and may also be unfamiliar with how to secure them. Improved guidance or student mentoring could help alleviate this problem."		
	5	"we suggest regular 'townhall' meetings (e.g., one per term) whereby students are invited to a "Q & A" session with the HMB Director and other program administrators"		
	6	"we encourage the development of a student/alumni mentorship program that would connect current HMB students with program alumni who are; (i) willing to provide their time, and (ii) properly vetted to serve as mentors. Creation of		

		such a program would likely elicit stronger engagement from both groups while also alleviating student concerns regarding mentorship without imposing on already overburdened staff or teaching faculty"	**Medium-Long term:** Director to take lead and request new staff position that would have the following responsibilities: • Maintain and grow research opportunities for undergraduate students in HMB496/499Y Research Project courses and HMB394/396Y International Research project courses, and a new research project course proposal for equity deserving students.
	7	"The social impact of outreach activities integrated into the HMB curriculum was not directly assessed in the self-study or commented upon during our meetings. Nevertheless, it is evident though specific courses that enable student engagement with local seniors in long-term care facilities and with regional indigenous communities. These efforts are increasingly important and merit increased consideration for available resources."	Responsibilities would include: student recruitment and enrollment, supervisor recruitment, create, maintain and communicate opportunities database, student advising and mentoring, and support for administration of courses. Currently we have over 200 students in these opportunities with a goal of doubling this number, which will necessitate significantly increased staff support • Establish alumni mentoring program and manage outreach, recruitment, matching, and administration and recognition of alumni mentoring activities • Create administrative support structure for existing partner-based experiential learning courses, facilitate their expansion and support the creation of new experiential learning courses to assist in accomplishing the FAS goal that "every student has a meaningful experiential learning opportunity prior to graduation". Responsibilities will also include: ○ liaising with ELOS office for external partnership development/outreach to

			secure placements and opportunities, coordinate pedagogical support for course instructors, facilitate faculty wide collaborations and coordinate HMB communications to access ELOS student supports ○ providing specific support for growth and sustainability of EL courses not provided by ELOS including student communication, recruitment, balloting, selection and enrollment in courses, administrative support with HMB and course-related communications to partners, administrative support for instructors/students for risk management, agreements, mandatory student preparation for EL (e.g. vaccinations, police checks, orientation, professionalism), support for accessibility, equity/diversity/inclusion, supporting accommodations for students, recognition and impact for students and partners, co-curricular programming (i.e. lab bootcamp), supplement support to maintain and grow International and Indigenous course modules, coordinate experiential learning TAships, and coordinate recognition initiatives/events within HMB	
The reviewers observed some student difficulty with navigating curricular requirements, and made some suggestions around augmenting supports for students seeking "pathfinding" guidance.	8	"Although program requirements and outlines are available, we recommend that learning outcomes also be made available on the HBP website."	**Short-Medium:** Creation of an HMB website committee charged with overseeing the updating and redevelopment of the HMB website to improve programmatic wayfinding and include learning outcomes. Development of graphical tools to improve wayfinding while connecting with existing tools available at the Divisional level. Director to lead with	**Short-to-Medium:** The Faculty notes that once HMB determines appropriate student content to help improve academic wayfinding, the unit can engage the A&S offices of Communications and Information & Instructional Technology (IIT) for advice on how to implement this on their website.
	9	"While advisors are available and the 'program pathways tool' is available on the HBP website, augmenting the latter with a visual 'flow chart' might provide further assistance to students seeking guidance."		

			possibilities of funding through work study and/or summer ASIP positions.	_____
The reviewers strongly endorsed plans to streamline the Global Health program curriculum, in order to enhance coordination with cognate units, including the Dalla Lana School of Public Health and the Temerty Faculty of Medicine.	10	"It was noted by the Director and others that the Global Health program is still in need of a more detailed mapping exercise that would streamline its curriculum and lead to better coordination with other relevant units such as the Dalla Lana School of Public Health and the Faculty of Medicine. This should be strongly encouraged and would undoubtedly be beneficial to all stakeholders including students."	**Short to Medium:** Extensive curricular design conducted by the Public Health subgroup of the Health Sciences Working group that includes both the HMB Director plus Decanal representatives (including an HMB faculty member) has been completed. The outcome of this new program proposal will inform the next steps for better coordination and streamlining of the HMB Global Health Major and Specialist programs with the Dalla Lana School of Public Health and the University College Health Studies Program.	**Short-to-Medium:** The Vice-Dean, Academic Planning, is working with the Health Sciences Working Group to address the role of public health, global health, and health studies programming in the Faculty of Arts and Science. This working group includes faculty engaged in the Global Health program in HMB, and the Curriculum Development Specialist in the office of the Vice-Provost, Innovations in Undergraduate Education. The working group consultations have included discussions around how best to streamline the Global Health program and integrate it with other health-related programming. The working group is expected to complete its deliberations in May, 2023.
The reviewers observed a lack of clarity around why only the Human Biology major has open enrolment, and suggested that it might be useful to consider a similar practice for other programs with lower enrolments.	11	"It wasn't entirely clear why the Human Biology major has an open enrollment program unlike the others in HMB. This doesn't appear to be limiting the quality of incoming students or their overall performance. If these trends continue, it might be worthwhile to consider a similar enrollment policy for programs with lower numbers (i.e., Fundamental Genetics)."	**Short-Medium:** The Human Biology Major has traditionally been the core program for HMB and thus has remained an open enrolment program despite the unpredictability of student demand as a result of significant fluctuations from year-to-year based on factors beyond control (i.e., enrolment in First Year Life Sciences). The Human Biology Major is the most flexible open major offered by HBP, making it very popular with students who combine this major with majors offered by other departments. With the exception of the Neuroscience Major, all HMB Majors are open enrolment programs, so it seems there might have been a slight misunderstanding here. For example, Fundamental Genetics and its Applications Major is a smaller and growing program but	**Short-to-Medium:** The Vice-Dean Undergraduate and Vice-Dean Academic Planning will work with HMB on program enrolment issues and any proposal program changes.

			is an open enrolment program already. Enrolment in the FGA major and specialists is expected to continue to grow due to the curricular renewal efforts of HMB faculty that have differentiated this program from others by an emphasis on work-integrated learning in the biotechnology sector that begins early in the program. The unit will explore the possibility of additional credentials for the FGA program that could include the development of a focus or certificate that would prove attractive to students. In addition, the feasibility of a name-change for the program to make it more clear to students what subject areas the program includes may also be beneficial. **Medium-Long:** Increases to the HMB faculty complement would provide opportunities to increase laboratory course offerings as well as the recruitment of additional 4th year research project supervisors. All of this would then enable the unit to offer more qualified students a spot in some highly-sought HMB specialist programs.	
The reviewers were generally supportive of the possibility of shifting HBP faculty appointments to the Department of Cell Systems Biology, noting that this could further facilitate matching students with robust research opportunities.	12	"Historically, the administrative home for the HMB faculty was the Department of Ecology and Evolutionary Biology (EEB), which was rationalized to be a 'marriage of convenience'. During the time of writing this report, discussions are underway to explore the possibility of moving the administrative home of faculty appointments to the Department of Cell and Systems Biology (CSB), which makes a lot more sense. Indeed, discussions with chairs of the relevant departments indicated that this would be a more natural fit with strong potential to foster more collaborations between the HBP and CSB."	**Medium-Long term:** Discussions put on hold by the pandemic now continue about the possibility of moving the administrative home of faculty appointments to CSB. The unique role of the HMB program as an undergraduate program completely dedicated to undergraduate student learning and experiences within the Life Sciences within Faculty of Arts and Science should be maintained. The HMB Director and CSB Chair will lead discussions to explore possibilities for greater connections. CSB faculty take on	**Medium- to Long-term:** The Vice-Dean, Faculty and Academic Life, and the Vice-Dean, Academic Planning, will work with the Director of HMB, along with the Chairs of CSB and Ecology and Evolutionary Biology (EEB) to address the possibility that CSB is a more appropriate home than EEB for HMB faculty appointments.

	13	"the possible switch to CSB as the administrative home for HMB faculty will likely lead to more effective management of the program."	HMB program students for research experiences and courses already, but discussions between the units could further enhance opportunities for HMB students in CSB research labs and provide for more discipline-based interactions between HMB and CSB faculty.	
	14	"The [desire for enhanced student research experiences] will potentially be addressed with the possible shift of HMB faculty appointments to the Department of Cell and Systems Biology as an administrative home for these faculty, given that the research directions of this department are better aligned with the HMB curriculum."		
The reviewers reported faculty desire for enhanced mentorship opportunities, and professional development supports. Faculty also noted concerns around limited time available to engage in discipline-based education research, or research into the scholarship of teaching, as well as uncertainty regarding how this is valued in the context of their development. (In developing your response you may wish to consult with the Office of the Vice-Provost, Faculty and Academic Life).	15	"The new faculty hires are not being mentored adequately. Although, there is informal mentoring and new faculty said they could reach out if they had specific questions and were fully supported when they asked the right questions, but there was little formal mentoring in place to aid in navigating different career steps. Specifically, there was a lack mentoring from people with shared life experiences (EDI related issues)."	**Short-Medium:** All faculty at the Assistant Professor level (CLTAs or positions aimed at continuing status) have been formally assigned HMB faculty mentors at the Associate Professor, Teaching Stream level and these mentors meet regularly with their mentees. Director will engage in discussions with faculty to talk about mentoring relationships, discipline-based education research and pedagogical research and its role in their teaching positions. HMB also has a monthly faculty check-in and chat group on Teams and an annual HMB Faculty retreat. The pandemic put the faculty retreat into an online-only format, but since 2022, the retreat is now in-person to facilitate team building and informal conversations. In addition, the Director is providing a Multiple Choice test design workshop in February 2023 and will continue to offer pedagogical strategy workshops that are specific to the HMB program and complement those offered by CTSI and will continue with the SoTL journal club that the previous Director implemented. A Share-Point folder with materials aimed at professional development for established	**Short-to-Medium:** The Vice-Dean, Faculty and Academic Life, will work with the Director of HMB to address issues around mentoring in the unit. As well, A&S will support HMB's mentoring initiatives and make them aware of events and supports available for new faculty.
	16	"Established faculty noted that the absence of programed professional development for their rank left some uncertainty regarding their best path forward."		
	17	"Position descriptions for HMB faculty permit them to engage in research activities. Although not an explicit expectation, these [activities] could encompass discipline-based education research or research into the scholarship of teaching. In reality, most faculty interested in doing this do not appear to have the time or support for this."		

			faculty will be created to augment current notifications provided by FAS and VPFAL. HMB is a relatively diverse, but small unit that has limited capacity to provide EDI-related issue mentoring from people with shared life experiences. Nevertheless, the Director has discussed with Vice-Dean of Faculty Life and has been made aware of https://people.utoronto.ca/inclusion/get-involved/ and will make sure faculty are also made aware. A current faculty search is already following new university requirements aimed at increasing EDI and it is expected that the EDI faculty complement will grow.	
The reviewers acknowledged the unique and complex context for space allocation relative to HBP. They underscored the importance of finding creative ways to reallocate space in order to meet the needs of faculty, students and staff, in a way that encourages community-building and mentorship.	18	"Need for additional space continues with the lack of storage in New College. There is presently no dedicated space for storage of documents or equipment and there was a perceived need for meeting space for students and staff alike."	**Short-Med term**: Discussions between CSB, New College and the HMB Director continue to temporarily meet space needs for HMB faculty in the midst of significant and complex renovations in CSB and high priority needs for space by new departments housed in New College. **Long term**: Discussions with the Vice-Dean, Research and Infrastructure within FAS to come up with a longer term plan for space for HMB faculty and staff together with a space for HMB students to help them have a better point of attachment with the HMB program, faculty and staff. In addition, HMB student study space that HMB students as one of the largest FAS programs could call their own would improve connections with each other and would likely lead to enhanced student experiences and alumni involvement in HMB programs. Faculty need to be located closer	**Short- to Long-term:** In the short-term, the Vice-Dean Research and Infrastructure will work with the Director to identify new office space for faculty and staff. Current efforts are aimed at providing a test fit on a potential space (single floor in a different academic building) where faculty and staff would be co-located. Longer-term options are also being explored. For example, several new capital projects are underway on the UTSG campus, and we are investigating opportunities to relocate HMB in a permanent new location as these space plans evolve.
	19	"from our understanding office allocations are renewed on an annual basis. It appears that New College has a space planning committee that will be tasked with looking into these issues listed above. We strongly encourage that this committee place a high priority on reasonably accommodating the space needs of the HMB."		
	20	"while recognizing that current space limitations are a challenge, we recommend prioritization of an HMB student gathering space that could promote a greater sense of program community"		
	21	"An over-arching theme of this review is the need to reallocate space to fit the current needs of the HBP. Space for faculty, program staff, and student advising has not changed much since the previous review. Specifically, the new faculty hired recently		

		were not given office space in New College with their senior colleagues."	to HMB administration and the offices of their colleagues so that informal mentoring known to have such a positive impact upon junior faculty can take place.	
	22	"Allocating offices where all the faculty (new and senior) are in close proximity would greatly aid in the informal mentoring program as it would help with random/chance meetings which could be the best opportunities for mentoring experiences."		
Other recommendations not prioritized in the Request for Administrative Response	23	"The new Director has a real opportunity to improve this already strong program. Nevertheless, she is being hindered by the day-to-day milieu of the daily operations, which leaves little time for addressing bigger issues and opportunities. The director needs [administrative] support."	**Short-Med term:** Director has requested management level staff support to assist with organizational, logistical, and staff HR requirements and duties that cannot be delegated to current unionized staff. **Short-Med term:** Director requested and received permission to make a .5 FTE financial assistant position full-time and this has resulted in freeing up some time for the Business Officer to assist the Director with some aspects of Academic HR. Director has begun making preparations to request an additional .5 FTE lab technician position to expand lab course enrolments and offerings (e.g., additional spaces in evening and/or summer). Hotelling of lab technician computer stations will be necessary to accommodate an additional 0.5 FTE lab technician. In addition, an HMB student work experience and lab mentorship program will be started so that HMB students can develop additional laboratory skills by assisting course lab technicians with teaching lab prep, setup and maintenance during critical periods of the academic year.	**Immediate- to Medium-term:** The A&S Administrative Human Resource Services office will continue to work with the Director on solutioning the options of management level staff to oversee the business, research and teaching administration for the unit. In 2022, the Administrative Human Resource Services office worked with the Director and completed the transition of the Financial Assistant role from part-time/0.5 FTE to full-time/1.0 FTE. The Administrative Human Resource Services office will continue to work with the Director on addressing additional staffing needs.

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 noted that great strides have been made since the last review to streamline and improve the overall quality of the program; positive developments include the reduction of degree programs offered, curricular improvements to help ensure achievement of learning outcomes, an increase in faculty complement, and new laboratory infrastructure. They observed that new hires have greatly increased the pedagogical rigor of the program, and the curriculum broadly reflects the state of the disciplines covered; they highlighted that students have considerable freedom to tailor their curricula while still mastering program learning outcomes, and undergraduate majors also enjoy considerable access to student research experiences. They noted the steady high quality of applicants to the program in recent years and an increase in specialist enrolment; they commended the dedication of HBP staff and faculty to the success of the program and its students, as well as the productive partnerships with local and regional organizations; finally, the reviewers highlighted the updates that have been made to the curriculum to increase accessibility for students, and the work of the new EDI committee to examine curriculum delivery mode and enhance student learning experience.

The reviewers recommended that the following issues be addressed: addressing critical concerns around program delivery and sustainability, including the "exceedingly high" ratio of FCE per FTE, and dependence on CLTAs and sessional lecturers; increasing student engagement with the program; augmenting supports for students seeking "pathfinding" guidance; streamlining the Global Health program curriculum to enhance coordination with cognate units; consider open enrolment for programs with lower numbers; pursuing plans to shift HBP faculty appointments to the Department of Cell Systems Biology; addressing faculty desire for enhanced mentorship opportunities, and professional development supports; and finding creative ways to reallocate space in order to meet the needs of faculty, students and staff, in a way that encourages community-building and mentorship

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

5 Monitoring and Date of Next Review

The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than the midway point between the 2021-22 site visit and the next scheduled review on the status of the implementation plans, when requested by the office of the Vice-Provost, Academic Programs.

The next review will be commissioned no later than the 2029-30 review cycle.

6 Distribution

On June 30th 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 unit/program leadership.

UTQAP Cyclical Review: Final Assessment Report and Implementation Plan <mark>- DRAFT</mark>

1 Review Summary

Program(s) Reviewed:	**Undergraduate programs:** • Indigenous Studies, HBA: Specialist, Major, Minor
Unit Reviewed:	Centre for Indigenous Studies
Commissioning Officer:	Dean, Faculty of Arts & Science
Reviewers (Name, Affiliation):	• Chris Andersen, Professor and Dean, Faculty of Native Studies, University of Alberta • Christopher B. Teuton, Professor, Department of American Indian Studies, University of Washington
Date of Review Visit:	May 9-10, 2022 (conducted remotely)
Date Reported to AP&P:	April 13, 2023

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Previous (Pre-UTQAP) Review
Date: March 29, 2010

Summary of Findings and Recommendations
Significant Program Strengths
- Concentration on language and availability of community-based instructors has had the advantage of providing a base for the integration of community-based cultural perspectives in the curriculum
- Relations between the program and First Nations House, and the services it provides, are regarded uniformly to be of major benefit to the program
- The formation of much of the program's core around Aboriginal culture and perspectives distinguishes the program and is both a defining and valued feature

Opportunities for Program Enhancement
- Undertake a curriculum review that considers core courses, the breadth of the curriculum the program is able to offer, the alignment between the academic program and access programs, and the degree to which the program prepares students for employment and/or further study
- Address and integrate the role of research and research faculty more fully into the mission and curriculum
- Consider structural issues related to governance and community engagement

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Current Review: Documentation and Consultation

Documentation Provided to Reviewers
Terms of reference; Self-study and appendices; Previous review report including the administrative response(s); Access to all course descriptions; Access to the curricula vitae of faculty.

Consultation Process
Faculty, current and former students, administrative staff and senior program administrators as well as members of relevant cognate units as determined by the commissioning officer.

Current Review: Findings and Recommendations

1. Undergraduate Program(s)
Unless otherwise noted, all bulleted comments apply to all programs reviewed.

The reviewers observed the following **strengths:**

- Overall quality
  - ▶ Reviewers remarked that the Centre for Indigenous Studies (CIS) at the University of Toronto "is clearly an academic unit in the midst of exciting growth and transformation"

- ▶ Conversations with CIS faculty, staff and students demonstrates the unit's commitment to the quality of its degree programs, and a clear plan to enhance and develop them
- Objectives
  - ▶ Indigenous Studies (INS) programs are interdisciplinary and meant to provide an opportunity for Indigenous and non-Indigenous students to "learn and think about Indigenous knowledges in creative, transformative and critical ways."
  - ▶ Recent commitments to the growth of CIS, including its transition to an EDU: A unit, are in accordance with both the University's mission and the Faculty of Arts & Sciences' academic plans, particularly as they relate to responding to the TRC Final Report's Calls to Action
- Admissions requirements
  - ▶ Reviewers found CIS admissions requirements to be "inclusive and in alignment with the mission of CIS and PLOs [program learning outcomes] of the Indigenous Studies programs."
- Curriculum and program delivery
  - ▶ CIS has a core curriculum with a focus on Indigenous language, thought, and philosophy. In partnership with other units, CIS offers courses in history, politics, and the environment
  - ▶ Program areas of strength include Indigenous language instruction, and interdisciplinary scholarship "with a diversity of theoretical perspectives, methodological approaches, and empirical contexts offered through a strong and well-planned curriculum."
  - ▶ Learning outcomes are well-defined, align with course offerings, and reflect the field of Indigenous studies as well as the unit's current faculty composition
  - ▶ Reviewers found each degree program to have an appropriate balance between required and elective courses
  - ▶ Coursework is designed to foster "rigorous and respectful understanding of Indigenous peoples' languages, knowledges, cultures, histories, politics, arts, intellectual traditions, and research methodologies."
  - ▶ Courses reflect the multidisciplinarity of CIS' instructors, and the unit regularly evaluates its curriculum, developing and eliminating course offerings with fluctuations in staffing
  - ▶ Reviewers highlighted the Specialist and Major requirement to complete 1.0 FCE in either Anishinaabemowin or Kanien'keha as a unique feature, reflecting the University's commitment to "ensuring Anishinaabemowin and Kanien'keha courses were taught by full-time faculty who are recognized experts in those respective languages."
  - ▶ Students are provided with community-engaged learning, work-integrated learning, and volunteer opportunities through some CIS upper year courses
  - ▶ The Specialist capstone course, which includes a 30-hour community-based service-learning project that may focus either on research or service with an Indigenous organization, "require[s] a significant amount of oversight and coordination between

faculty, staff, and host organizations. CIS is to be commended for this curriculum requirement as it represents a deep commitment to student learning"

▸ The acquisition of research skills is embedded in the PLOs for CIS. Both Specialists and Majors have required courses covering Indigenous research methods, theory, and ethics

- Innovation
  ▸ Reviewers found "CIS' support of learning beyond the classroom to be innovative and demonstrative of a strong commitment to student learning in practice within Indigenous community contexts."

- Accessibility and diversity
  ▸ A variety of access pathways to CIS have been established, including the Transitional Year Program (TYP) and Academic Bridging Program offered through Woodsworth College. Reviewers noted this is stated in the Centre's self-study: "These admission pathways are very important to the University's commitment to social justice, increasing Indigenous student access and support, and prioritizing Indigenous education and research for all students."

- Assessment of learning
  ▸ Assessments vary across the curriculum but are "designed to maximize students' strengths and accommodate individual learning styles and experience."
  ▸ Core courses are designed to assess depth and breadth of knowledge and are scaffolded in such a way that students build on knowledge acquired in previous courses
  ▸ CIS faculty are encouraged to integrate Indigenous pedagogies at the level of assessment as well as through learning outcomes

- Student engagement, experience and program support services
  ▸ Self-study reports indicate positive student engagement with CIS programs, with 61% of students reporting a very positive experience and 33% a positive experience
  ▸ Students shared positive comments with the reviewers regarding program structures, faculty, staff and courses. They perceived CIS faculty and staff "to be welcoming and supportive, presenting innovative and timely material in accessible and collaborative ways that helped build a sense of community among students."
  ▸ The wide range of teaching and learning methods exhibited through courses demonstrates a strong degree of pedagogical thought and care for student engagement and learning
  ▸ Students appear engaged, thoughtful, articulate and enthusiastic about the courses CIS faculty teach (including the instructional quality), and clear and consistent about the direction they hoped CIS would move towards

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

- Curriculum and program delivery
  ▸ Reviewers identified room for growth in crucial areas of Indigenous Studies; currently appears to be no courses in Indigenous visual arts, either art historical or studio-based. One course each on mass media, museums, and Indigenous music are part of the curriculum

- ▸ Course scheduling was perceived to sometimes be an issue, with courses booked in overlapping time slots that prevents students from enrolling in multiple courses.
- ▸ The development of research practices does not appear to be supported outside of the classroom or in faculty-student mentoring of research coursework, though reviewers acknowledge this may very well be occurring in "Independent Research" coursework

The reviewers made the following **recommendations**:

- Admissions requirements
  - ▸ As part of CIS' shift to an EDU: A, reviewers recommended creating a plan to advertise the Indigenous Studies program with the aim of increasing enrolments
- Curriculum and program delivery
  - ▸ Reviewers observed that as CIS continues to grow, additions of faculty and courses in Indigenous arts, art history, material cultures, digital media, museology and other disciplines will strengthen the breadth and alignment of the curriculum
  - ▸ Consider expanding Indigenous Studies programming to include more experiential (including online and land-based) teaching, research, and internship opportunities for students in all degree programs to better serve career preparation and training in Indigenous research methodologies
  - ▸ Reviewers advised that the University and CIS clarify their commitments to teaching Inuktitut in light of the University being unable to hire an instructor for Inuktitut courses since 2014
  - ▸ Include more 100 level courses for first-year students and expand variety of courses, including courses engaging Indigeneity in a global context
  - ▸ Reviewers commented that CIS would greatly benefit from added base funding for staff support to coordinate student-learning, volunteer and internship opportunities, as well as in support of land-based teaching
  - ▸ Commit funding to support undergraduate research practicums in CIS, "including faculty-student research mentoring and participation in community-driven research projects"
- Accessibility and diversity
  - ▸ "FAS and the UofT should see a greater investment in CIS as one among several means of increasing Indigenous student enrolment, which appears low relative to peer institutions. The review committee notes that anecdotal evidence suggests universities with prominent and well-supported Indigenous studies programs have correspondingly greater success at recruiting and retaining Indigenous students"
- Student funding
  - ▸ Reviewers encouraged FAS and its advancement team to work with CIS to increase fundraising for its two existing scholarships, and to develop other scholarships for CIS students

2. Graduate Program(s) n/a

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▸ CIS has a range of faculty members on different rungs of the promotion and experience ladder, several of whom are quite well known in their discipline
- Research
  - ▸ Faculty members are highly productive, engaging in a wide range of relational research activities with Indigenous communities and organizations
  - ▸ Faculty research activities "span the wide array of disciplinary training they possess and their theoretical, methodological and empirical positionings likewise reflect these training and intellectual investments"
  - ▸ Research activities and projects broadly in line with those seen in national and international comparator units
- Faculty
  - ▸ Reviewers remarked that CIS has made a number of new and exciting Indigenous studies hires
  - ▸ Faculty members actively engage in a diverse array of pedagogical and curricular innovation
  - ▸ CIS faculty "center Indigenous pedagogies through their teaching and use a variety of innovative and creative delivery strategies and engagement opportunities, including the use of instructional technology, experiential learning, storytelling, guest lectures, work-integrated learning, and high impact practices (HIPs)."

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

- Faculty
  - ▸ Reviewers observed "room for growth in faculty mentoring of CIS students in research either germane to faculty interests (language study, or Indigenous politics, for example) or arising out of relationships with community organizations."
  - ▸ Cross-appointed CIS faculty expressed concerns regarding potential "double-service" expectations from two units
  - ▸ "The Faculty and the University of Toronto as a whole appears to have committed little in the way of expertise or resources either to ensure succession training or, for that matter, foster leadership support."

The reviewers made the following **recommendations**:

- Faculty
  - ▸ As part of the move to an EDU: A, reviewers recommended "a cluster of at least three full-time UTFA hires in CIS" to fulfill CIS' research, teaching and administrative responsibilities in a sustainable way

- ▸ "Should CIS be granted a cluster hire as recommended by this review committee, its members will need to prioritize its most pressing areas of research and teaching needs."
- ▸ Reviewers advised splitting cross-appointed faculty hires FTE (and tenure home) 60/40 so that the expectation of service exists only in one unit, preferably the one that matches their tenure home
- ▸ CIS and FAS should plan for leadership succession and provide ongoing administrative training and mentorship for interested faculty in order to build up the leadership capacity of the team
- ▸ "Given the highly competitive market for scholars trained in Indigenous Studies, the review committee recommends CIS and the FAS administration consider posting open field and open-ranked searches to cast as wide a net as possible for qualified candidates. In addition, these searches should remain open until filled."

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
    - ▸ Glowing reports of the Director's willingness to build mutually beneficial relationships, and willingness to provide wise counsel when needed
    - ▸ The Director's current role as President of the Native American and Indigenous Studies Association (NAISA) has "not only raised the profile of the Centre for Indigenous Studies, but which allowed for the further development of relationships with other Indigenous studies units, particularly in the context of the labour involved in bringing the annual NAISA meetings to Toronto"
    - ▸ Reviewers remarked that among the distinctive characteristics of CIS are the ways in which some of its courses "expand beyond the classroom to educational opportunities with Indigenous organizations in Toronto and neighboring communities, as well as on surrounding lands and waters."
    - ▸ The unit has key allies in important locales on the University of Toronto campuses
- • Organizational and financial structure
    - ▸ Reviewers noted that CIS is fortunate to be led by a capable, competent, relational director "who has ably stewarded the unit since she took up her appointment in 2017."
    - ▸ The Centre's staff also includes a coordinator, described in similarly glowing terms
    - ▸ CIS has experienced significant growth in the past ten years and now has a formal curriculum committee in place. This puts CIS in a good position "to continue to shape the INS curriculum in a thoughtful and deliberative way as it moves to EDU: A

status, hires new faculty, and potentially has its current faculty shift parts of their tenure lines to CIS."

- Long-range planning and overall assessment
  - ▸ The Centre is in the midst of an exciting transformation both local and institution wide that includes: the transition from an EDU: B to an EDU: A status; the potential transition of tenure lines; growth of student expectations regarding the future potential of CIS
  - ▸ "Given appropriate leadership in the Dean's Office in the Faculty of Arts and Science as well as the appropriate university-wide portfolios, CIS is poised to take a place among the upper tier of Indigenous Studies units in Canada and North America"
- International comparators
  - ▸ "[t]he CIS self-study compares itself to the Department of Indigenous Studies at the University of Melbourne (given the relative prestige of the university that it is located in) and we would agree, pointing out in particular the resonances between the units' thriving language program, numerous cross-appointed professors…"

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

- Relationships
  - ▸ Reviewers noted that similar to many Indigenous studies units, CIS is not well known by "outsiders" in terms of who they are or what they do
  - ▸ "Indigenous Studies is thus regularly conflated with 'Indigenization' or 'decolonization', and though these may reflect central goals of any given Indigenous Studies unit, such oversimplified understandings diminish the complexity of the forms of research, teaching and service that Indigenous studies faculty and staff undertake as they contribute to growing the discipline of Indigenous Studies."
  - ▸ Reviewers observed that academic department chairs did not have a strong grasp of the discipline of Indigenous Studies
  - ▸ Faculty and staff are doing well "but the last five years of assisting with the U of T's response to the TRC has taken its toll in terms of their service workload, but also in terms of their feelings about the inequitable duties imposed upon them regarding what the University of Toronto is willing to let them carry, even without adequate resources to do so."
- Organizational and financial structure
  - ▸ Faculty and staff "emphasized the inequitable expectations of the limited resources offered (in particular the limited number of people and fiscal capacity) to undertake duties that other academic units in the faculty and at the University of Toronto as a whole enjoyed a far higher baseline level of support to undertake."
  - ▸ Reviewers noted that CIS has had to contend with "limited HR support, particularly within the unit but also as it relates to a 'share' of HR support in the Faculty of Arts and Science office."
  - ▸ Reviewers remarked that the work being undertaken is unsustainable with the level of administrative capacity the unit currently possesses

- ▶ "CIS faces serious issues concerning space. Not only does it share space with other units, but even with expected renovations CIS has no space to accommodate incoming faculty offices or labs."
- International comparators
  - ▶ "CIS is underfunded and over 'subscribed'. In a Canadian context, this is due (at the moment) to the labour of being asked to act as a moral compass for the University of Toronto's response to the Truth and Reconciliation Commission Final Report's Calls to Action. This is reflected in the disproportionate service loads of many of its affiliated faculty members."

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Dedicate resources to grow CIS and assist with its promotion and outreach across the campus and the region
  - ▶ In addition to an increase in base funding, reviewers recommended the University set aside one-time support (funding/personnel/expertise) to promote the unit as it transitions to an EDU: A: "As a small unit at a large university, CIS would benefit from a boost in profile but we presume that they lack the fiscal wherewithal to do this without assistance"
- Organizational and financial structure
  - ▶ "The review committee recommends the U of T and FAS support an increase in staffing and management of CIS, allocating funds to hire at least one full-time administrative staff hire as well as support for a CIS Associate Director, which should include an administrative stipend and course releases to compensate for this service."
  - ▶ "CIS's move to a 'full' academic unit will require a base budget increase. We would not presume to understand the complexities of the University of Toronto's budget model, but 'full' departmental status is necessarily associated with numerous ongoing strategic and operational goals and outcomes requiring further funding"
  - ▶ Reviewers suggested exploring online courses (micro courses, credit, and not-for-credit) as possible revenue streams. "If CIS and U of T decides to go this route, the Faculty of Arts and Science and any administrative portfolios that specialize in online course development must ensure that CIS course construction is properly funded, and their operation is properly resourced."
- Long-range planning and overall assessment
  - ▶ "As part of the unit's move from an EDU: B to an EDU: A, we recommend a name change from the Centre of Indigenous Studies to the Department of Indigenous Studies… department branding would better foreground their disciplinary distinctiveness"
  - ▶ Reviewers strongly encouraged FAS and U of T to make the building of a permanent home for CIS and First Nations House (FNH) a top priority. "The importance of an intellectual and cultural home for Indigenous peoples and knowledges at the UofT cannot be overstated, as the lack thereof impacts Indigenous communities on

campus and is commonly perceived by local Indigenous communities as a sign of disrespect for Indigenous sovereignty and disregard for Indigenous knowledges."

▸ "The natural next step for CIS, following the addition of faculty members as well as the widespread support for the unit's growth from allies across UofT's campuses, is the creation of a graduate program. This will require additional resources (including both personnel and funding for graduate students)"

▸ FAS and the University should work with CIS to develop a fundraising plan. "This plan should not look only to Indigenous communities as the primary sources of funding, but seek support from as wide an array of supporters as would any other academic unit at U of T"

UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

March 6, 2023

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

RE: UTQAP cyclical review of the Centre for Indigenous Studies

Dear Prof. McCahan,

I write in response to your letter of December 5, 2022, regarding the May 9-10, 2022, UTQAP cyclical review, held remotely, of the Centre for Indigenous Studies and its undergraduate programs (Indigenous Studies, Specialist, Major, Minor) and requesting our Administrative Responses.

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers, Profs. Chris Andersen, University of Alberta, and Christopher B. Teuton, University of Washington, for their very comprehensive review of the Centre for Indigenous Studies. We would also like to thank the director, faculty, administrative staff, and all those who contributed to the preparation of the self-study. We also wish to thank the many staff, students, and faculty members who met with the external reviewers and provided thoughtful feedback. The UTQAP cyclical review process is an invaluable exercise that affords us the opportunity to take stock of our academic units and programs, to recognize achievement and identify areas for improvement.

The review report was finalized on July 18, 2022, after which the director shared it widely with faculty, staff, and students in the Centre for Indigenous Studies. We are extremely pleased with the reviewers' positive assessment of the overall strength of Centre for Indigenous Studies, its continued evolution in the undergraduate programs, and its outstanding, productive faculty. The reviewers noted that the Centre "is clearly an academic unit in the midst of exciting growth and transformation" and commended the Centre's leadership, affirming that the curriculum represents important currents in the discipline, and that CIS's support of learning beyond the classroom is innovative, demonstrating a strong commitment to student learning in practice within Indigenous community contexts. The review report also raised several issues and challenges and identified areas for enhancement, including expanding faculty, securing more space, and increasing the capacity for teaching, interning, and researching with Indigenous communities.

Each of these recommendations has been addressed in the attached Review Recommendations Table that outlines the Program's response, the Dean's response, and an Implementation Plan identifying action items and timelines for each recommendation. My Administrative Response and Implementation Plan was developed in consultation with the director and with the Associate-Dean, Unit-Level Reviews, and senior leadership within my office. The Implementation Plan provided identifies timeframes of immediate- (six months), medium- (one to two years), and longer- (three to five years) term actions and who (Faculty, Dean, unit) will take the lead in each area. I also identified any necessary changes in organization, policy, or governance where appropriate, as well as any resources, financial or otherwise, that will be provided, and who will provide them.

The next UTQAP cyclical review of Centre for Indigenous Studies will take place no later than the 2029-30 review cycle. My office monitors progress on Implementation Plans through periodic meetings with the director and through the unit's five-year unit-level academic planning process, which will begin at the conclusion of the cyclical review. I also acknowledge that your office will request a brief Interim Monitoring Report midway between the 2021-22 UTQAP cyclical review and the year of the next site visit in 2029-30 to report on progress made on the Implementation Plan as outlined in the accompanying Review Recommendations Table.

Thank you very much for the opportunity to respond to the review report. The reviewers' comments and recommendations will help inform the future priorities of the Centre for Indigenous Studies and its undergraduate programs.

Sincerely,

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

cc.
Cheryl Suzack, Acting Director, Centre for Indigenous Studies, Faculty of Arts & Science
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

2021-22 UTQAP Review of the FAS Centre for Indigenous 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 *verbatim from the request*	Rec. #	Recommendations from Review Report *verbatim from the review report*	Program Response	Dean's Response
The reviewers noted student interest in a greater number and variety of courses, especially at the 100 level, and observed that "As CIS grows, the addition of faculty and courses in Indigenous arts, art history, material cultures, digital media, museology and other disciplines important to Indigenous peoples will strengthen the curriculum's breadth and alignment with important sub-fields of teaching in Indigenous studies."	1	"INS students would like to see the curriculum include more 100 level courses for first-year students and a greater variety of courses, including courses engaging Indigeneity in a global context."	With the absence of key members of our core faculty on administrative leave or reduced teaching this term, we are still working towards developing a detailed implementation plan. What follows are the short-term and long-term proposals that will be undertaken and proposed plans to initiate long term consultations in response to the recommendations.

Under its current EDU:A status, the expansion of the curriculum to first-year course offerings represents an important opportunity for the Centre's growth. Discussions will be undertaken this spring to investigate the development of first-year course offerings and curriculum redesign as the Centre also undertakes the development of a graduate curriculum.

A committee will be struck this fall to investigate the possibility of offering first-year courses by the fall of 2026. | **Short-to-medium:**

The Vice-Dean Undergraduate will work with CIS on new courses proposals in the coming year, as core faculty return from leave. New course proposals go through a formal governance process, and are discussed at the regular Undergraduate Curriculum Committee meetings or at sectoral Undergraduate Curriculum Committee meetings for the Faculty of Arts and Science. |
| | 2 | "As CIS grows, the addition of faculty and courses in Indigenous arts, art history, material cultures, digital media, museology and other disciplines important to Indigenous peoples will strengthen the curriculum's breadth and alignment with important sub-fields of teaching in Indigenous studies." | | |

The reviewers noted that the University has been unable to hire an instructor for Inuktitut courses since 2014, and recommended that the University and CIS clarify their commitments to teaching Inuktitut at U of T.	3	"the University has been unable to hire an instructor for Inuktitut courses since 2014. In light of this circumstance, the review committee advises the University and CIS to clarify their commitments to teaching Inuktitut at the University of Toronto."	The Acting Director will consult this spring to investigate the retirement of Inuktitut course offerings and the reallocation of resources to its core language offerings in Kanien'keha and Anishinaabemowin.	The Vice-Dean Undergraduate and Associate Dean, Teaching & Learning will work with CIS on proposed course changes.
The reviewers reflected on potential approaches to growing CIS offerings, "given the increasing popularity of Indigenous content courses in credentialized and non-credentialized forms." They made a number of related suggestions, that would potentially extend the reach and profile of CIS, including exploring the expansion of online and/or continuing education content, and considering the development of a graduate program.	4	"given the increasing popularity of Indigenous content courses in credentialized and non-credentialized forms, CIS and the University of Toronto more generally would benefit from a discussion about investing resources into building additional revenue streams in the form of an asynchronous, online course with an emphasis on local-to-Toronto content that UofT students could enrol in a credentialized version of, while those interested in professional development could enrol in a non-credentialized "badge" course. "	Recognizing that online courses require tremendous resources, discussions will be held to determine the suitability of these recommendations for the Centre. The Centre is currently meeting with faculty and staff to develop a graduate programme. CIS is currently focused on addressing the recommendations with respect to the undergraduate program, and is not considering new micro-credentials or not-for-credit offerings at this time.	The Vice-Dean Undergraduate and the Associate Dean Teaching & Learning will work with CIS on any proposals for new online courses. The Vice-Dean, Graduate, and the Vice-Dean, Academic Planning, will work with CIS on any future proposals for new graduate programs and indeed, early discussions have already begun. Consultations will include discussions around resources and funding. The A&S Office of Professional & Lifelong Learning is available to provide guidance on the development, approval process and delivery of not-for-credit programs and courses, should the unit decide to pursue this option at a later date.
	5	"We have suggested online courses (micro courses, credit and non-credit) as one possible revenue stream. However, such courses are extremely labour and resource intensive to create and require a surprising level of ongoing support - if CIS and UofT decides to go this route, the Faculty of Arts and Science and any administrative portfolios that specialize in online course development must ensure that CIS course construction is properly funded and their operation is property resourced."		
	6	"the natural next step for CIS, following the addition of faculty members as well as the widespread support for the unit's growth from allies across UofT's campuses, is the creation of a graduate program. This will require additional resources (including both personnel and funding for graduate students)"		
The reviewers recommended considering approaches to "increasing capacity for teaching, interning, and researching with Indigenous communities."	7	"Increasing capacity for teaching, interning, and researching with Indigenous communities: among the distinctive characteristics of CIS are the ways in which some of its courses expand beyond the	The appointment of an Associate Director to oversee the expansion of INS programming and to explore further learning opportunities	**Short- to Longer:** The Office of Experiential Learning & Outreach Support (ELOS) will work with CIS to

		classroom to educational opportunities with Indigenous organizations in Toronto and neighboring communities, as well as on surrounding lands and waters. With an increase in staffing as the unit moves to EDU:A, the review committee recommends CIS consider expanding regular INS programming to include more experiential (including online and land-based) teaching, research, and internship opportunities for students in all degree programs to better serve career preparation and training in Indigenous research methodologies"	for students represents an important priority that the Centre is pursuing.	provide pedagogical supports, including consulting with individual faculty and unit or program leaders interested in developing or expanding experiential learning and/or undergoing experiential learning curriculum planning. ELOS can also provide administrative support, resources, and guidance on funding for experiential learning, as well as offering partner supports, including partnership development, relationship management, and partner recognition.
The reviewers emphasized the significant burden on CIS of work related to the University of Toronto's response to Truth and Reconciliation Commission's Calls to Action, reflected in disproportionate service loads of many affiliated faculty members. They recommended prioritizing the expansion of continuing faculty appointments within CIS where opportunities permit; carefully monitoring and managing cross-appointment service expectations; and focusing on faculty mentorship, particularly in relation to leadership succession planning. (In preparing your response you may wish to consult with the Office of the Vice-Provost, Faculty and Academic Life.)	8	"Expanding the number of UTFA faculty in CIS: CIS has recently hired a number of exciting new Indigenous studies scholars. Yet it remains one of the smallest units in the Faculty of Arts and Science, by quite a margin. A move to an EDU:A unit will require additional UTFA members to fulfill CIS's research, teaching and administrative responsibilities in a sustainable way. The review committee recommends a cluster of at least three full-time UTFA hires in CIS. In addition, currently cross-appointed CIS faculty expressed concern about the potential of "double-service" expectations from two units. We would advise that any cross-appointed hires have their FTE (and tenure home) split 60/40, such that the expectation for service exists only in one of the two units, preferably the one that matches their tenure home"	Recognizing that we are understaffed relative to other comparable departments, we regard an open field, open-ranked cluster hire as vital to both diversifying the Centre's undergraduate curriculum and building a graduate programme. Development of a comprehensive faculty hiring plan will be incorporated into the Centre's next departmental academic planning meeting.	In 2018, as part of the Decanal and University's response to the Calls to Action of the Truth and Reconciliation Commission of Canada, Arts & Science Dean Cameron established the *Dean's Advisory Committee on Indigenous Teaching and Learning*. In 2020, A&S Dean Melanie Woodin expanded the mandate of the Committee to include Indigenous-related research and the renamed the Committee accordingly. The task of the IRTL is to make annual recommendations to the Dean on the specifics (process changes, initiatives, etc.) of how the Faculty of Arts & Science can best fulfill the recommendations of the IRTL working group and track progress to date on these and related issues pertaining to Indigenous research. **Medium- to Longer:** Since 2019, 1.49 new faculty lines have been allocated to the Centre for Indigenous Studies. On July 1, 2022, CIS became an EDU:A, and thus became eligible to hold 100% faculty lines. At that point 8 faculty who had previously held their majority appointments outside CIS moved their
	9	"given the highly competitive market for scholars trained in Indigenous Studies, the review committee recommends CIS and the FAS administration consider posting open field and open-ranked searches to cast as wide a net as possible for qualified candidates. In addition, these searches should remain open until filled."		
	10	"We suggest that CIS and FAS plan for administrative leadership succession, as well as ongoing administrative training and mentorship for		

		interested CIS faculty and administrative leaders (Dr. Hill included). While the academic plan mentions mentorship in the context of graduate students and alumni support, it mentions nothing regarding faculty mentorship - for a comparatively underfunded Indigenous studies unit, however, this is crucial, particularly given that leadership works best in Indigenous studies units by building up the leadership capacity of the team already within them"		majority appointment into CIS. In addition, as part of the EDU:A proposal, CIS outlined a hiring plan for the next 5 years; this plan included requests for 2.5 tenure stream faculty lines. All requests for new positions across the Faculty are submitted to the Faculty Appointments Committee (FAC), which includes representation across its sectors (Humanities, Social Sciences and Sciences) and from the Colleges. The FAC reviews all requests for new positions and makes recommendations to the Dean regarding which requests should be granted. Regarding faculty mentorship, A&S Vice-Dean, Faculty & Academic Life, will work with CIS regarding the resources and supports available from the division. Additional resources are available through the Office of the Vice-Provost, Faculty and Academic Life, including specific training for Chairs and Directors throughout the year.
The reviewers observed that the Centre for Indigenous Studies still holds a relatively marginalized position within the Faculty of Arts and Science. They made a number of possible recommendations related to increasing the status and visibility of CIS within the University of Toronto and broader community, including: • Changing the unit's name to the 'Department of Indigenous Studies' to reflect its new EDU:A status and enhance its profile (in preparing your response, you may wish to provide contextual information on academic unit types).	11	"Unit name change to the Department of Indigenous Studies: as part of the unit's move from an EDU:B to an EDU:A, we recommend a name change from the Centre of Indigenous Studies to the Department of Indigenous Studies. Like other academic disciplines with post-war/1960s origins, Indigenous studies does not enjoy the same recognition as longer standing disciplines in the Faculty of Arts and Sciences (or across the UofT's campuses). As such, the term 'centre', with its common connotations as a research-specific unit, does not appropriately signal the fact that CIS engages in teaching, research and administration. As such, department branding would better foreground their disciplinary distinctiveness"	The Acting Director is meeting with the Vice Dean Academic Planning to investigate the process of undertaking an academic name change. Securing a new, centrally located space is vital to increasing the profile and distinction of Indigenous Studies as an academic unit. The Acting Director and Director will continue to work toward this goal. Brand promotion is currently being undertaken using existing revenues.	**Short-to-Medium:** The A&S Vice-Dean, Academic Planning will be working with the Centre to examine the process involved in academic name changes. **Medium- to Longer:** Currently, CIS is in the North Borden Building and the space has undergone recent renovations. To address the anticipated growth in faculty and student complement, A&S is in the process of developing a plan to build a dedicated space for an "Indigenous Hub" in partnership with the Provost's Office. CIS and FNH-ISS will play a leading role in determining the vision for this space. The Vice-Dean, Research & Infrastructure is
	12	"Department of Indigenous Studies 'Brand' Promotion: the University of Toronto (likely a		

• Prioritizing "brand" promotion for the unit. • Identifying and securing a centrally located and distinctively branded physical and symbolic space for CIS (reviewers note both potential benefits and disadvantages regarding the possibility of sharing space with First Nations House).		combination of FAS leadership and UofT leadership as a whole) should, in addition to an ongoing increase in base funding for CIS, set aside one-time support (funding/personnel/expertise) to promote the unit as it moves to EDU:A status (soft money for website updating, swag, celebration events, community outreach, etc.), followed by ongoing faculty level support. As a small unit at a large university, CIS would benefit from a boost in profile but we presume that they lack the fiscal wherewithal to do this without assistance"		available for discussing longer-term space plans. To support its reputation-building, CIS is encouraged to work with A&S Communications & Public Affairs to help promote their news and events within the University community and beyond.
	13	"Securing a new space: the movement of the CIS from an EDU:B to an EDU:A unit (accompanied by a possible unit name change) presents an ideal situation to secure a new physical and symbolic space for the unit: one that is centrally located, universally accessible and distinctively branded as Indigenous Studies. We heard from several constituents that they are in the midst of new space possibilities, shared with First Nations House. This is a double-edged sword insofar as sharing that space will connect them to a larger Indigenous community on campus. At the same time, however, it may increase the external impression that they are a service unit. We leave it up to CIS and the appropriate portfolio managers at the UofT to determine what best suits CIS's shortterm and longterm desires and requirements"		
	14	"the review committee strongly encourages FAS and the UofT to make the building of a permanent home for CIS and FNH a top priority"		
The reviewers emphasized that "FAS and [U of T] should see a greater investment in CIS as one among several means of increasing Indigenous student enrolment, which appears low relative to peer institutions."	15	"FAS and the UofT should see a greater investment in CIS as one among several means of increasing Indigenous student enrolment, which appears low relative to peer institutions. The review committee notes that anecdotal evidence suggests universities with prominent and well-supported Indigenous studies	The appointment of the Associate Director position will provide opportunities to explore student recruitment.	**Short-to-Longer:** Student recruitment initiatives at the university level are the purview of Office of Student Recruitment (OSR) a unit of URO, including Indigenous student recruitment. A&S's role is to support OSR's recruitment efforts for all UofT faculties and divisions at

| | | programs have correspondingly greater success at recruiting and retaining Indigenous students, many of whom enrol in some level of Indigenous studies coursework and participate in Indigenous studies programming though they may not earn an Indigenous studies degree." | | the prospect level, and then support to strategic initiatives for A&S applicants through to the beginning of students' first year here. This year, OSR hired two Indigenous recruitment officers to support student recruitment activities in the Fall. They attended events specific to Indigenous students in Ontario and were provided with application vouchers to help support students' application process.

At A&S, we are in the process of developing a strategic recruitment and admissions plan for Indigenous students, working in consultation with OSR, First Nations House and members of the IRTLC. Some of the strategic initiatives we are looking to roll out this applicant cycle include: tailored communications for Indigenous applicants highlighting specific support services and community, opportunities for future students to connect with current Indigenous students and/or faculty, and virtual and in-person events for Indigenous students. These initiatives are being socialized with key partners at A&S and across the university to ensure we can provide appropriate access and representation.

The Faculty recommends that the program director work with A&S Student Recruitment & Admissions on ways they can support Indigenous student recruitment initiatives. This can be by participating in large-scale events such as the Ontario Universities Fair and Fall Campus, or more specialized offerings such as participating in an online |

			  To encourage first-year students to declare a CIS PoST, the Faculty recommends that the program director work with A&S Student Success Programs regarding events such as Program Exploration Days.
The reviewers made a number of observations and comments that point to a significant amount of administrative overhead within CIS, and the need to create more capacity to support its programming. (In preparing your response, you may wish to consider areas in which the Faculty of Arts and Science might provide additional support, or even potentially assume some of this overhead where appropriate.)	16	"Hiring additional administrative staff: as it stands, CIS appears to function with a lower base level of administrative support than many of the other academic programs we conversed with the leadership of. FAS budgeting for additional staff in CIS is crucial to supporting both current programming, but will also help develop outreach programs centring experiential learning, including land-based learning and language immersion courses that are part of the review committee's curricular recommendations"	To meet its administrative staffing needs, the Centre is working with three administrative personnel changes: it is advertising for a permanent Department Manager, integrating an advisor position on Indigenous Partnerships, and building its community outreach, branding, and advancement priorities through the casual employment of a Communications Officer.	To assist CIS with its administrative needs, A&S has approved 4 administrative positions: Department Manager, Assistant to the Director, Indigenous Partnerships advisor, and Outreach Communications and Programming Coordinator. As noted above, resources and supports for expanding experiential learning are available through the A&S Office of Experiential Learning & Outreach Support (ELOS). A&S is currently working with the Centre regarding the creation and appointment for an Associate Director position. To support participation in Indigenous community-engagement research opportunities, A&S will soon launch a *Community-Engaged Indigenous Fieldwork Fund.*
	17	"CIS would greatly benefit from added base funding for staff support to coordinate student-learning, volunteer and internship opportunities in and around Toronto, which has a wide variety of organizations with which CIS may develop or enhance mutually beneficial partnerships. CIS would also benefit from added base funding for land-based teaching, an important component of Indigenous pedagogy and an increasingly prominent feature of similar programs with a focus on language, politics, and the environment"		
	18	"As CIS moves to EDU:A status, the review committee feels it is an opportune time for the UofT to commit funding to support undergraduate research practicums in CIS, including faculty-student research mentoring and participation in community-driven research projects, for example."		

	19	"Unit ongoing budget increase: CIS's move to a 'full' academic unit will require a base budget increase. We would not presume to understand the complexities of the University of Toronto's budget model, but "full" departmental status is necessarily associated with numerous ongoing strategic and operational goals and outcomes requiring further funding"		
	20	"The review committee recommends the UofT and FAS support an increase in staffing and management of CIS, allocating funds to hire at least one full-time administrative staff hire as well as support for a CIS Associate Director, which should include an administrative stipend and course releases to compensate for this service."		
Other recommendations not prioritized in the Request for Administrative Response	21	"The review committee encourages FAS and its advancement team to work with CIS to increase fundraising for both [of its] scholarships and develop other scholarships for CIS students"	The Acting Director is working with advancement to achieve these recommendations. A spring celebration of faculty and staff achievement is in the planning stages, along with other initiatives that are advancement priorities.	The A&S Advancement office has begun working with CIS to pursue the creation of dedicated scholarships for CIS students.

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 CIS is in the midst of tremendous, exciting growth and transformation, and "is poised to take a place among the upper tier of Indigenous studies units in Canada and North America." They noted each degree program has an appropriate balance between required and elective courses; and learning outcomes are well-defined and reflect the field. They emphasized CIS's lack of grade admissions requirements, which reflects their commitment to facilitating learning in a culturally safe environment. They observed that CIS is particularly strong in Indigenous language instruction, and the Specialist/Major language requirements are a unique curricular feature; and noted that CIS's support of learning beyond the classroom is innovative and demonstrates strong commitment to student learning within Indigenous community contexts. They praised faculty as highly productive, centering Indigenous pedagogies through their teaching. Reviewers also highlighted the strong overarching commitment to the quality of programs and a clear plan to enhance and develop them, noting that the benefits and resources associated with CIS's new EDU: A status have the potential to significantly enhance students' educational experience.

The reviewers recommended that the following issues be addressed: clarification of the University's and CIS' commitments to teaching Inuktitut at U of T; consider approaches to "increasing capacity for teaching, interning, and researching with Indigenous communities"; prioritizing the expansion of continuing faculty appointments, carefully monitoring and managing cross-appointment service expectations and focusing on faculty mentorship; increasing the status and visibility of CIS within the University of Toronto and broader community; greater investing in CIS as a means of increasing Indigenous student enrolment; creating capacity to support CIS programming with consideration of the unit's significant amount of administrative overhead.

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 will provide an interim report to the Vice-Provost, Academic Programs no later than the midway point between the 2021-22 site visit and the next scheduled review on the status of the implementation plans, when requested by the office of the Vice-Provost, Academic Programs.

The next review will be commissioned no later than the 2029-30 review cycle.

6 Distribution

On June 30th 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 unit/program leadership.

UTQAP Cyclical Review: Final Assessment Report and Implementation Plan <mark>- DRAFT</mark>

1 Review Summary

Program(s) Reviewed:	**Undergraduate programs:** • History and Philosophy of Science and Technology, HBA: Major, Minor • Science and Society, Minor (*offered with Victoria College*) **Graduate programs:** • History and Philosophy of Science and Technology, MA, PhD
Unit Reviewed:	Institute for the History and Philosophy of Science and Technology
Commissioning Officer:	Dean, Faculty of Arts and Science
Reviewers (Name, Affiliation):	• Cathryn Carson, Professor and Chair, Department of History, University of California, Berkeley • Harold Cook, John F. Nickoll Professor of History, Department of History, Brown University • David I. Kaiser, Germeshausen Professor of the History of Science, Professor of Physics, and Associate Dean, Social and Ethical Responsibilities of Computing, Massachusetts Institute of Technology
Date of Review Visit:	January 25 and 28, 2022 (conducted remotely)
Date Reported to AP&P:	April 13, 2023

Previous UTQAP Review
Date: November 15 – 16, 2018

Summary of Findings and Recommendations

Significant Program Strengths
- IHPST has a record of achievement that is worth celebrating, having been home to a number of the world's most prominent historians and philosophers of science
- Distinguished Ph.D. graduates, who have gone on to become leaders in their fields
- IHPST programs enjoy impressive resources, including the IHPST scientific instrument collection
- Active graduate and undergraduate student organizations
- Collaborative effort between Victoria College and the IHPST to deliver the undergraduate program

Opportunities for Program Enhancement
- Focusing mainly on the history of science and technology and possibly the social study of science and technology
- Addressing the lack of procedures for coherent internal governance, maintaining graduate program records, and mentoring of junior faculty
- Lack of a consultative and collaborative process for developing the unit's self-study
- Lack of senior leadership at the full professor level and the proportion of graduate courses taught by non tenure-stream faculty
- Updating the MA curriculum
- Need to avoid duplication with the Department of Philosophy
- Addressing student concerns about the lack of courses on gender and science/technology or non-Western science/technology
- Offering a consistent graduate student orientation from year to year
- Improving graduate record keeping
- Conducting a curriculum review addressing the overall structure of course offerings and strategies for introducing students to the history of science and technology, to draw them into further study in the area

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Terms of reference; Self-study and appendices; Previous review report including the administrative response(s); Access to all course descriptions; Access to the curricula vitae of faculty.

Consultation Process

Faculty, students, administrative staff and senior program administrators as well as members of relevant cognate units as determined by the commissioning officer.

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

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

The reviewers observed the following **strengths:**

- Overall quality
  - ▸ IHPST faculty have revised undergraduate offerings and dramatically increased enrolments
  - ▸ IHPST has begun to offer a wider range of well-subscribed undergraduate courses and programs in recent years
- Admissions requirements
  - ▸ Undergraduate enrolments in IHPST courses have grown rapidly, roughly tripling over the past decade, despite downward trends in humanities and social sciences
- Curriculum and program delivery
  - ▸ Wide range of course offerings enable undergraduate students to encounter questions and research methodologies drawn from humanistic and social-science modes of inquiry, brought to bear on topics across the natural sciences, engineering, environment, health, and medicine
  - ▸ IHPST faculty have shifted teaching loads from an equal balance of undergraduate and graduate-level courses to a predominantly undergraduate focus, to accommodate the growth in undergraduate enrolments
  - ▸ Faculty express confidence that greater undergraduate teaching commitments are manageable, and note that they benefit from excellent TA support
- Student engagement, experience and program support services
  - ▸ Undergraduate and graduate students enthusiastic about the pedagogical opportunities afforded by IHPST
  - ▸ Some students emphasized their appreciation for the flexibility of IHPST programs
  - ▸ Undergraduates appreciate IHPST's welcoming atmosphere, and reported feeling part of a "tight-knit community"
  - ▸ Undergraduates enthusiastic about new mentorship program with IHPST graduate students

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

- Curriculum and program delivery
  - ▸ Responsibilities of fielding so many large undergraduate courses leaves fewer opportunities for smaller, seminar-style teaching associated with Victoria College
- Student engagement, experience and program support services
  - ▸ Students note some frustrations related to the broad cross-section of U of T students who take courses within IHPST (providing example of instructors in 300 level courses devoting class time to basic instructions for essay composition)

- ▸ Challenges noted around incorporating experiential learning opportunities in classes with very large enrolments

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▸ "We encourage the Director and faculty members of the Institute, now that they can look back on ten years' collective experience in developing and fielding so many large courses, to undertake a fresh curriculum review for the undergraduate program", to help identify bottlenecks for student progress, potential overlaps or redundancies among portions of the curriculum, and spotlight areas for targeted development
  - ▸ Involve student consultation and input in undergraduate curricular review
  - ▸ "[There] is room to improve communication to students about shared IHPST-Victoria courses"
  - ▸ If graduate student numbers decrease, reducing the number of TAs available, "perhaps caps would have to be added to some of the large undergraduate courses that IHPST is now servicing so well"
- Student engagement, experience and program support services
  - ▸ Some undergraduates report desire for more structure or clarity among coursework offerings
  - ▸ Students interviewed expressed active desire for more real-world and research opportunities relating to their programs of study

2. Graduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▸ "IHPST is currently making needed revisions to a successful graduate program"
- Curriculum and program delivery
  - ▸ Graduate course offerings have expanded in recent years in terms of taught subject areas along with changes in the composition of the faculty
- Student engagement, experience and program support services
  - ▸ New system of matching incoming graduate students with a supervisor has greatly improved quality of advising as well as graduate student morale
  - ▸ Director of Graduate Studies has been very effective in overseeing the program and communicating with students and colleagues
  - ▸ Graduate program revisions as well as other requirements and expectations have been made explicit in documents that are shared with all graduate students and kept up to date
  - ▸ Graduate students enjoy "a welcoming and supportive community"

- ▶ Graduate students have recently partnered with graduate students in STS at York University on an informal workshop series, "which should further strengthen connections within the relevant intellectual community"
  - ▶ "Several graduate students mentioned the important role that an informal, monthly workshop has played for the student community"
- Quality indicators – graduate students
  - ▶ IHPST students compete very well for funding, compared to students in other programs
- Quality indicators – alumni
  - ▶ IHPST places their graduates well in academic positions
- Quality indicators – faculty
  - ▶ Graduate course evaluations are high
- Student funding
  - ▶ "Graduate students who need to travel for dissertation research are often supported by research grants, and all are backed appropriately by university and departmental support"
  - ▶ "The high success rate in recruiting graduate students indicates that funding for such students (as well as the reputation of IHPST) is competitive."

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

- Curriculum and program delivery
  - ▶ PhD course requirements appear somewhat varied; many graduate students desire greater clarity on program requirements and how to fulfill them
- Assessment of learning
  - ▶ Ongoing deliberations around revisions to the required graduate preliminary examinations noted as a challenge
- Student engagement, experience and program support services
  - ▶ Graduate student surveys indicate some concerns around perceived "fewer opportunities for developing capacities outside the Program Learning Outcomes, including international study, entrepreneurial possibilities, and networking"

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ Director and IHPST faculty are encouraged to regularly assess whether the shift in teaching allocation among undergraduate and graduate programs might put unanticipated pressure on staffing an appropriate range of graduate-level courses
  - ▶ Consider waiving PhD residency requirement for periods of time required for research in other places (if this is not already the practice)
  - ▶ "We consider the diversity of subject matter and methodology to be a current strength of IHPST's program, but it will need continued oversight if it is to have a reputational identity"

- Assessment of learning
  - ▸ Reviewers urged changes to the preliminary examination process to align with expectations found in other humanities and social sciences programs, and in keeping with the breadth of coursework evident in IHPST's current offerings
- Student engagement, experience and program support services
  - ▸ IHPST faculty encouraged to consider student desire for "professionalization" opportunities as they continue to revise the graduate program
  - ▸ Graduate students note desire for enhanced opportunities to learn about research that IHPST faculty are involved in
- Quality indicators – graduate students
  - ▸ IHPST will need to monitor any effects of changing preliminary exam requirements on student progress, as well as on time allotted to work such as TA-ing or RA-ing

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▸ "Faculty are research active, very able in attracting external and internal funding, and well-known figures in their respective fields"
  - ▸ Impressive range of courses offered by IHPST faculty, which are received enthusiastically by students
  - ▸ Mid-career faculty are academically mature and productive, and very capable of furthering the aims of the unit
  - ▸ Junior faculty "hold enormous promise"
- Research
  - ▸ All faculty interviewed are active in research and publishing; most have recently received external funding
  - ▸ Many faculty have received awards for published books and/or articles from professional peers
  - ▸ "Many of the faculty conduct high-quality research and publication that pushes forward the boundaries of well-defined subject areas in the history of science, philosophy of science, and intellectual history"
  - ▸ Faculty have taken on research in subjects that "expand the history of science, medicine and technology toward histories of knowledge that are shaped by cultural studies, connected histories, and new materialisms"
- Faculty
  - ▸ Junior faculty especially enthusiastic about their research and teaching, and bring fresh geographical and topical range to the unit
  - ▸ Several new faculty members have been appointed, whose expertise complements recent/ongoing changes in course offerings and research environment
  - ▸ "Several tenure-track faculty recently joined the Institute, and they each reported feeling welcomed and well-supported by their colleagues and by the IHPST Director"

- ▸ Faculty hold advanced degrees from at least three different kinds of departments, allowing for considerable range in teaching and research direction

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

- Faculty
  - ▸ Given rising number of undergraduate courses and enrolments, balancing research, service, and teaching loads may become a concern for faculty (though currently appears manageable)

The reviewers made the following **recommendations**:

- Research
  - ▸ "Many of the graduate students and undergraduates are…eager for teaching and research in areas such as science and society, science policy, and decolonized forms of nature-knowledge."
  - ▸ "The stated ambition to expand the geographical and cultural diversity of the studies of faculty in IHSPT is in keeping with recommendations in the 2018 review and is also fully supported by this Committee."
- Faculty
  - ▸ Add to the diversity and number of IHPST faculty when opportunities permit
  - ▸ Reviewers supportive of stated ambitions to make appointments in Indigenous Studies; Non-Western and African-diasporic Science, Technology, and Medicine; and Philosophy of Science and Medicine when opportunities allow, to help to diversify the University and further expand the range of teaching and 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
  - ▸ Reviewers commended Director's leadership "in the highest terms"
  - ▸ Director has "made every effort to stay in touch with students, colleagues, and staff through informal online meetings and reaching out to others when time allows"
  - ▸ Morale of faculty, staff and students is high, with a strong sense of community and "bright outlook for the future"
  - ▸ Rapid growth of undergraduate enrolment and development or expansion of IHPST offerings has generated newfound excitement for students, faculty and staff

- ▸ Students, faculty, and administrative staff enthusiastic about the support and welcoming role extended by both the Director of Undergraduate Studies and the Director of Graduate Studies
- ▸ Director is planning to establish a Climate and Equity Committee to encourage and help maintain an inclusive atmosphere in the unit
- ▸ IHPST's connections with the Social Sciences have become more important
- ▸ "The current relationships with Victoria College are very good, and those with Philosophy are much improved"
- ▸ Overall relationships between IHPST and Philosophy are strong and complementary
- ▸ Many IHPST faculty hold cross-appointments, and many PhD committees include faculty from other units or institutions, indicating a multi-disciplinary and cooperative network
- ▸ Cognate units appear supportive of the new directions IHPST is taking
- ▸ Topics studied by faculty in IHPST are of interest to undergraduates in STEM fields as well as other fields
- ▸ "Under its current leadership, IHPST is now…positioned to become a hub for bringing together many interests shared among students in Humanities, Social Sciences and STEM fields, other public institutions, and members of underrepresented groups in the region"
- • Organizational and financial structure
  - ▸ Director has made considerable recent efforts to clarify unit policies, locate decision-making firmly in relevant committees, and increase transparency
  - ▸ Administrative procedures have been brought up to date with new web-based workplace; administrative staff are grateful for opportunities to train in different kinds of digital software, storage spaces and communication methods, and express confidence in navigating the University's and unit's pathways
  - ▸ Students, staff and faculty interviewed largely happy with IHPST's physical location in Victoria College
  - ▸ Victoria College has initiated plans to renovate one of its buildings, which might ideally help to somewhat ease space issues faced by IHPST
- • Long-range planning and overall assessment
  - ▸ "IHPST has taken action on many of the issues raised in the 2018 report and is moving forward with heads held high"
  - ▸ IHPST thriving, despite pandemic disruptions
  - ▸ Reviewers underscore IHPST's research excellence and institutional dynamism
  - ▸ Institute has been rapidly changing character to align with disciplinary developments, including newer field of Science and Technology Studies
  - ▸ IHPST is moving in promising new directions by expanding the geographical scope of its offerings
  - ▸ IHPST a "key asset" for FAS and U of T in "creatively instigating and successfully implementing cross-disciplinary programs of research and teaching"
  - ▸ With continued internal efforts and support from FAS, Victoria College, cognate units and other interested parties, IHPST will continue to rank among the best units

of its kind for research and graduate training, undergraduate education, and potential for public engagement

‣ "from its origins the IHPST has sought to bridge many fields of study and research methodologies, drawing insights from across traditional fields in the humanities and social sciences"

‣ "the reliance of IHPST teaching and administration on sessional academic staff, criticized in the 2018 report, has been considerably lessened"

‣ IHPST now "in a distinctively good position to chart a path, as they are now manifestly able to engage thoughtfully and responsively with one another, to track new intellectual developments, and to listen to their students in order to assess new directions to move forward one step at a time."

- International comparators
  ‣ Cambridge, Pitt and Caltech identified as institutions with similar emphasis on HPS
  ‣ "a strict concern for 'combined historical and philosophical studies' is what makes IHPST almost unique in North America"

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

- Relationships
  ‣ Attempts to reach out to STEM units and divisions have not yet prospered aside from undergraduate enrolments in IHPST courses by majors in those fields
  ‣ Observing very high number of faculty listed as affiliates of IHPST, reviewers noted resultant lack of clarity regarding "the place of IHPST in the University's ecosystem"
  ‣ Significant impact of pandemic and switch to online course delivery on new Director and members of faculty, particularly newer ones
- Organizational and financial structure
  ‣ Concerns noted among students, staff and faculty that the unit's allotted space in Victoria College is insufficient; "The allotment of space on any campus is fraught with difficulties, but we consider the concerns of IHPST to be valid"
- Long-range planning and overall assessment
  ‣ "The ending of a period of graduate student expansion for Ontario universities poses a challenge for future funding for the number of IHPST graduate students currently enrolled"
  ‣ "Some of [IHPST's] rapid growth has come at the expense of overall program coherence"
- International comparators
  ‣ Many of IHPST's peers have moved towards inclusion of forms of historical, anthropological, and cultural studies; "the field of HPS has become comparatively uncommon as a self-contained scholarly research subject"
  ‣ "in its stated self-identity IHPST remains distinct, making comparisons difficult and rankings almost impossible."

The reviewers made the following **recommendations**:

- Relationships
  - ▸ "Institute-wide opportunities to share informal works-in-progress, among students and faculty alike, could further help to foster a shared intellectual purpose"
  - ▸ IHPST's new curatorial role for historic scientific instruments at U of T may support more conversations about common interests with STEM subjects across the university and beyond
  - ▸ Opportunities noted for IHPST to help in furthering informed academic/public conversations around issues such as climate change, technology and the future of work, artificial intelligence, racial and class inequities, and other major social and political challenges
  - ▸ IHPST's notable capacity to bring together students from diverse fields of study corresponds well with Victoria College's evolution; significant potential observed for ongoing collaboration, "if issues of strategic priorities, resources (including teaching staff), and space allocation can be worked out"
  - ▸ Opportunities noted to expand connections with cognate units such as Economics, Political Science, Mathematics and potentially data science
  - ▸ Reviewers recommended "finding a better way to signal close relationships with other academics while dropping the distant ones"
  - ▸ Opportunities noted for IHPST to continue building relationships to other programs at U of T, including potentially considering cross appointments as part of its complement plan
- Organizational and financial structure
  - ▸ "Proficiency in the digital workspace will clearly continue to be a priority for staff"
  - ▸ Reviewers supportive of IHPST's desire to establish new administrative positions, including a part-time Communications Officer and a dedicated curator for the Scientific Instruments Collection
  - ▸ A need was observed for "a meeting room controlled by IHPST" where seminars, academic meetings, and meetings between students, faculty and staff could take place
- Long-range planning and overall assessment
  - ▸ Develop clearer sense of IHPST's strategic goals, and alignment with the goals of the campus
  - ▸ "We encourage IHPST to continue strengthening and strategically building out a rigorous program of interdisciplinary study"
  - ▸ "As he gains further experience with the unit and as waning covid restrictions allow face-to-face group meetings to re-emerge, we urge the Director to think carefully about what internal governance procedures might be invoked for initiating collective discussions with the academic staff about the strategic direction of IHPST so as to encourage buy-in and take further input into account"
  - ▸ Long-range planning for IHPST should consider both undergraduate and graduate components
  - ▸ "Given the enormous good will and community spirit that the IHPST presently enjoys, a useful further step would be to undertake an IHPST-wide curriculum

      review, engaging undergraduates, graduate students, and faculty to help identify strategic areas on which to focus for moving forward"

- International comparators
  - ▸ "Whether the future of IHPST is best cultivated by remaining focused on what is almost unique or by continuing to shift and expand its range of topics and methods, as many peer programs around the world have done, remains an open question"

UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

March 2, 2023

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

Dear Prof. McCahan,

RE: UTQAP cyclical review of the Institute for the History and Philosophy of Science and Technology (IHPST)

I write in response to your letter of January 6, 2023, regarding the January 25th and 28th, 2022 UTQAP cyclical review, held remotely, of the Institute for the History and Philosophy of Science and Technology (IHPST) and its programs (History and Philosophy of Science and Technology, Hons BA, Major, Minor; Science and Society, Minor, offered with Victoria College; History and Philosophy of Science and Technology, MA, PhD), and requesting our Administrative Responses.

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers, Professors Cathryn Carson, University of California, Berkeley, Harold Cook, Brown University, and David I. Kaiser, Massachusetts Institute of Technology, for their very comprehensive review of the IHPST. We would also like to thank the director, faculty, administrative staff, and all those who contributed to the preparation of the self-study. We also wish to thank the many staff, students, and faculty members who met with the external reviewers and provided thoughtful feedback. The UTQAP cyclical review process is an invaluable exercise that affords us the opportunity to take stock of our academic units and programs, to recognize achievement and identify areas for improvement.

The review report was finalized on April 21, 2022, after which the director shared it widely with faculty, staff, and students in the IHPST. We are extremely pleased with the reviewers' positive assessment of the overall strength of IHPST, its continued evolution in the undergraduate and graduate programs, and its outstanding, productive faculty. The reviewers noted the IHPST's "research excellence and institutional dynamism" and credited much of the "positive movement" of the IHPST to its new director, while also observing revised undergraduate offerings and enrolment, revisions to the graduate program, high morale, and building wider, more diverse, interdisciplinary interests. The review report also raised several issues and challenges and identified areas for enhancement, including increasing the diversity and number of faculty, providing more structure and clarity to course offerings, as well as more experiential learning and

research opportunities, in the undergraduate program, and clearer expectations of graduate program requirements, and space challenges.

Each of these recommendations has been addressed in the attached Review Recommendations Table that outlines the Program's response, the Dean's response, and an Implementation Plan identifying action items and timelines for each recommendation. My Administrative Response and Implementation Plan was developed in consultation with the IHPST director and with the Associate-Dean, Unit-Level Reviews, and senior leadership within my office. The Implementation Plan provided identifies timeframes of immediate- (six months), medium- (one to two years), and longer- (three to five years) term actions and who (Faculty, Dean, unit) will take the lead in each area. I also identified any necessary changes in organization, policy, or governance where appropriate, as well as any resources, financial or otherwise, that will be provided, and who will provide them.

The next UTQAP cyclical review of the IHPST will take place no later than the 2029-30 review cycle. My office monitors progress on Implementation Plans through periodic meetings with the director and through the five-year unit-level academic planning process, which begins at the conclusion of the cyclical review. I also acknowledge that your office will request a brief Interim Monitoring Report midway between the 2021-22 UTQAP cyclical review and the year of the next site visit in 2029-30 to report on progress made on the Implementation Plan as outlined in the accompanying Review Recommendations Table.

Thank you very much for the opportunity to respond to the review report. The reviewers' comments and recommendations will help inform the future priorities of the Institute for the History and Philosophy of Science and Technology and its undergraduate and graduate programs.

Sincerely,

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

cc.
Edward Jones-Imhotep, Director, Institute for the History and Philosophy of Science and
    Technology, Faculty of Arts & Science
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

2021-22 UTQAP Review of the FAS Institute for the History and Philosophy of Science and Technology - 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 *verbatim from the request*	Rec. #	Recommendations from Review Report *verbatim from the review report*	Program Response	Dean's Response
The reviewers made a number of observations and potential suggestions related to enhancing the undergraduate program, including: • Enhancing the structure and clarity of course offerings • Exploring options for providing students with more experiential learning and research opportunities	1	"Some undergraduates reported wishing for a bit more structure or clarity among the coursework offerings: if not formal tracks or subdivisions, then at least additional information about clusters of courses that explore similar topics or themes."	As part of a full curricular review (detailed in response to Recommendations 11-13 below) we will be introducing limited and specific pre-requisites and thematic "focus areas" to enhance the clarity and structure of our course offerings. Results of the review will likely require program modifications during the 2023-2024 curriculum cycle. To enhance experiential learning opportunities, we have launched a pilot internship program for our HPS majors, HPS minors, and STS minors, and linked to a course offered by Victoria College Will create an integrated "student opportunities" portal highlighting an array of research and internship possibilities, to ensure that students have up-to-date information about these and have access to additional guidance and support to help them succeed, such as mentoring arrangements	The Vice-Dean, Undergraduate and the Vice-Dean, Academic Planning, will work with the IHPST leadership on any proposed curriculum changes. The Office of Experiential Learning & Outreach Support (ELOS) is available to provide pedagogical supports, including consulting with individual faculty and unit or program leaders interested in developing or expanding experiential learning and/or undergoing experiential learning curriculum planning. ELOS can also provide administrative support, resources, and guidance on funding for experiential learning, as well as offering partner supports, including partnership development, relationship management, and partner recognition.
	2	"...the students with whom we spoke expressed an active desire for more real-world and research opportunities relating to their programs of study"		

			We have recently launched an HPS/STS mentorship program, which matches undergrad students with current grad students and alumni from our undergrad and grad programs.	
The reviewers noted opportunities related to enhancing the undergraduate student experience in association with Victoria College	3	"…the responsibilities of fielding so many large undergraduate courses has left fewer opportunities for smaller, seminar-style teaching associated with VIC. In the meantime, there is room to improve communication to students about shared IHPST-Victoria courses."	IHPST anticipates a future search request (subject to A&S Faculty Appointments Committee review) for a joint teaching-stream appointment, cross-appointed between IHPST and Vic to strengthen collaboration, foster integration with HPS students, and regularize course offerings in the STS minor. We plan a multi-pronged approach to current responsibilities for large courses: - We anticipate that future hires (see points #17-19) will alleviate some pressure - We are exploring the possibility of reducing the number of large introductory HPS courses and rotating teaching among the core staff. This will provide more opportunities for smaller seminar-experience within HPS Major and Minor, and in Vic STS seminars. We will begin listing Vic STS Courses on the IHPST website; publishing a list of these in our Undergraduate Handbook; and advertising them to students in existing IHPST courses.	Institute/Program/Departmental hiring priorities do not necessarily translate into teaching-stream positions because new teaching-stream positions are allocated at the Faculty level. All requests for new positions across the Faculty are submitted to the Faculty Appointments Committee (FAC), which includes representation across its sectors (Humanities, Social Sciences and Sciences) and from the Colleges. The FAC reviews all requests for new positions and makes recommendations to the Dean regarding which requests should be granted. In a given year, there are many more requests than available positions. The Dean's Office recognizes that the Institute will be addressing the review report recommendation regarding improving communication with students regarding available courses in the College.
	4	"We see significant potential for ongoing collaboration [with Vic] if issues of strategic priorities, resources (including teaching staff), and space allocation can be worked out."		
The reviewers also made a number of observations and potential suggestions	5	"… most of the graduate students with whom our committee met sought greater clarity on PhD program requirements and how to fulfill them."	We have initiated a full graduate program review to clarify and streamline requirements for students.	IHPST is encouraged to engage with the Vice-Dean Graduate Education regarding proposed program modifications as a first

related to enhancing the graduate student experience, including: • Graduate students desire greater clarity on PhD program requirements and how to fulfill them • The reviewers recommended implementing changes to align the graduate preliminary examination process with those in other humanities and social sciences programs • Faculty are encouraged to address graduate student desire for "professionalization" opportunities • The IHPST Director and faculty are urged to regularly assess whether recent shifts in teaching allocation might put unanticipated pressure on staffing an appropriate range of graduate-level courses	6	"...we would urge changes that make the preliminary examination process more like the expectations found in other programs in the humanities and social sciences, and in keeping with the breadth of course work already evident in IHPST's current offerings."	Our review places particular emphasis on restructuring the qualifying year, including the preliminary examination, to more closely align it with expectations found in other programs in the humanities and social sciences. Expected completion of consultations – Summer 2023. Governance in early 2024. We are also working to integrate professionalization modules into existing course requirements, including information and programming on international opportunities, entrepreneurial possibilities and networking. In addition, IHPST is in early discussions with the Ontario Science Center to create internships for IHPST graduate students, providing experience in science communication, media display, and non-profit work. IHPST leadership is confident in its ability to continue staffing an appropriate range of graduate-level courses. We draw on non-budgetary cross-appointments in key areas that complement our geographic and temporal range while reinforcing key methodologies.	step toward restructuring graduate program requirements. As well, the Institute is welcome to contact the A&S Coordinator, Graduate Student Professional Development for consultation about developing professionalization modules. The Institute can also engage with the School of Graduate Studies, which houses the Centre for Graduate Professional Development as well as offers career exploration and education services. (TBC) The Institute is encouraged to engage with the A&S Office of Experiential Learning and Outreach Support (ELOS), for further guidance on experiential learning opportunities at the graduate level.
	7	"The graduate student survey conducted by the department also indicated some concerns around the perceived 'fewer opportunities for developing capacities outside the Program Learning Outcomes, including international study, entrepreneurial possibilities, and networking' […] we encourage the IHPST faculty to consider these additional issues, which are sometimes addressed elsewhere by a series of departmental talks or a seminar-style 'professionalization' course, as they continue to revise their program."		
	8	"...the committee encourages the Director and IHPST faculty to regularly assess whether the shift in teaching allocation among the undergraduate and graduate programs might put unanticipated pressure on staffing an appropriate range of graduate-level courses, including preparation opportunities for the graduate students' Prelim exam"		
The reviewers observed that "some of [IHPST's] rapid growth has come at the expense of overall program coherence,"	9	"...a clearer sense from IHPST about its own strategic goals and its alignment with the goals of the campus (as well as adjacent departments) will be fundamental to keep things on track."	Over the course of this year, IHPST will begin clarifying strategic goals and their alignment with Faculty and University Priorities (as well as adjacent departments). In addition to the	Upon completion of the UTQAP review, the Institute will undertake a five-year Unit-Level Academic Planning (ULP) process later in 2023. The unit-level academic plan is a

and emphasized that developing a clearer sense of IHPST's own strategic goals and aligning these with the goals of the campus and cognate units will be essential in order to maintain a positive trajectory.	10	"… we urge the Director to think carefully about what internal governance procedures might be invoked for initiating collective discussions with the academic staff about the strategic direction of IHPST so as to encourage buy-in and take further input into account."	Faculty's priorities of research, teaching, EDI, and community partnerships, we will work to further centre Indigenous teaching, research, and learning in our research profile, graduate education, and undergraduate curriculum plans. The IHPST already possesses internal governance procedures – including its General Assembly — to encourage broad support and buy-in for strategic priorities. Any discussions regarding new strategic direction will be undertaken through these procedures.	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. The ULP includes a discussion of plans relevant to equity, diversity and inclusion at all levels of the institute. The development of the ULP involves significant consultation with stakeholders across the institute (faculty, staff, and students). Senior academic and administrative leadership within the Dean's Office will meet with the Institute's leadership to discuss their unit-level academic plan and provide guidance and feedback.
The reviewers recommended undertaking an IHPST-wide curriculum review that engages students and faculty, to strategically identify potential future areas of focus.	11	"We encourage IHPST to continue strengthening and strategically building out a rigorous program of interdisciplinary study."	We have initiated a broadly consultative undergraduate curricular review, combining insights from the IHPST Self-Study with input from consultations in spring 2023. The review will: - articulate program identity, mission, and strategic priorities of our three POSts. - align these with learning outcomes at each course-level (100, 200, etc.) - identify topic areas for future expansion and possible focus areas to better structure IHPST programs and student experience. - introduce pre-requisites to establish clearer progression of learning from lower to upper course levels. - consider adding elements, including a senior thesis option, to create a more coherent student experience	The Dean's Office recognizes that the Institute will be addressing the review report recommendation regarding curriculum renewal. IHPST is encouraged to consult with the Vice-Dean Undergraduate and/or Associate Dean Teaching & Learning as they plan curricular changes.
	12	"We consider the diversity of subject matter and methodology to be a current strength of IHPST's program, but it will need continued oversight if it is to have a reputational identity."		
	13	"Given the enormous good will and community spirit that the IHPST presently enjoys, a useful further step would be to undertake an IHPST-wide curriculum review, engaging undergraduates, graduate students, and faculty to help identify strategic areas on which to focus for moving forward. Finding opportunities for more intentional emphasis—rather than simply growing by trying to take on more and more topics—could provide a useful basis for medium- and long-range planning, including key strategies and priorities for new-faculty hiring."		

		The DUS and Curriculum Committee will provide continued oversight to ensure the program's reputational identity.	
The reviewers observed that beyond a marked increase in undergraduate enrolments, attempts to connect with STEM units have not yet prospered; they also noted possible opportunities to build or strengthen relationships with colleagues in Economics, Political Science, Mathematics and Data Science, and with other initiatives across the wider university landscape.	14	"...attempts to reach out to STEM departments and schools have not yet prospered aside from undergraduate enrollments in IHPST courses by majors in those fields. An exception should be noted: the unit's new curatorial role for historic scientific instruments at UT, which will support teaching and research as well; perhaps this initiative will support more conversations about common interests with STEM subjects across the university and beyond."	IHPST currently enjoys successful and prospering connections to several STEM units and programs, including the Collaborative Specialization in Bioethics; University College's Cognitive Science Program; and the Mathematics Major and Minor programs.

We are currently exploring a new course collaboration with Engineering in which HPS/STS students join engineering students in small groups to analyze specific real-world issues faced by particular communities, and develop a proof-of-concept engineering product to address it.

We plan to build on current collaborations with the Departments of History and Philosophy; and prospective collaborations with Anthropology and Near and Middle Eastern Civilizations. Our current curricular review will take stock of other units offering courses or with interests and will make connections, for possible future collaborations with Munk School, political science, and natural science programs. | The Dean's response acknowledges currently existing relationships with cognate units both within Arts & Science and beyond. |
	15	"...while relationships with the social science departments of History and Anthropology are good, faculty in Economics and Political Science also consider science, medicine and technology important to their work; depending on personal relationships, there may be further opportunities for campus conversations with them."		
	16	"IHPST enjoys strong and constructive relationships with cognate departments. Given growing interest on the UT campus and beyond in topics such as technology and society (including the new Schwartz-Reisman Institute on campus) and in social and ethical responsibilities of computing and artificial intelligence, the IHPST has a rare opportunity to take a lead in campus-wide discussions and activities, and in broader community engagement."		
The reviewers recommended adding to the diversity and number of IHPST faculty when opportunities permit, noting that Indigenous Studies; Non-Western/African-diasporic Science, Technology, and Medicine; and the Philosophy of Science and Medicine might represent areas in which to prioritize enhanced coverage.	17	"Continued strong leadership from the Director and the office of the Dean, including serious consideration of adding to the diversity and number of IHPST faculty when opportunities permit, will be important in continuing the work of the Institute in an inclusive and multi-disciplinary manner..."	The IHPST will be submitting search requests during the current cycle in Philosophy of Science and African Diaspora history of Medicine. We have plans for a future hire in Indigenous STS, focusing on Canada. These and future foci will be shaped by the curricular and strategic planning described in earlier sections.	As noted above, Institute/Program/Departmental hiring priorities do not necessarily translate into teaching or tenure-stream positions because new positions are allocated at the Faculty level. All requests for new positions across the Faculty are submitted to the Faculty Appointments Committee (FAC), which includes representation across its sectors
	18	"The stated ambition to expand the geographical and cultural diversity of the studies of faculty in IHSPT is in keeping with recommendations in the		

				(Humanities, Social Sciences and Sciences) and from the Colleges. The FAC reviews all requests for new positions and makes recommendations to the Dean regarding which requests should be granted. In a given year, there are many more requests than available positions.
			2018 review and is also fully supported by this Committee."	
	19	"we note the stated ambition (p. 112) to make appointments in Indigenous Studies; Non-Western and African-diasporic Science, Technology, and Medicine; and Philosophy of Science and Medicine. They would help to diversify the university and further expand the range of teaching and research related to STS-style subject interests. We support the request, along with meeting the strategic need to grow and evolve the relationship with mathematics and potentially data science."		
The reviewers noted opportunities for broadening the curriculum in response to student interest, including but not limited to non-Western histories of science and technology.	20	"According to the Chair of Anthropology, undergraduate students crave more teaching in non-Western histories of science, medicine and technology…"	We have introduced undergraduate and graduate courses in non-Western topics and methodologies over the past year. We plan to continue expanding in this area vigorously. We are working with other units offering decolonial science and technology studies (including the Department of History and the Women and Gender Studies Institute) to allow our graduate students to enrol in these courses and count them towards their degrees.	The Dean's Office recognizes that the Institute will be addressing this review report recommendation.
	21	"Many of the graduate students and undergraduates are also eager for teaching and research in areas such as science and society, science policy, and decolonized forms of nature-knowledge."		
The reviewers observed the need for IHPST to have access to more directly bookable meeting space in order to support effective communication and community building.	22	"The greatest need is for a meeting room controlled by IHPST where seminars and other academic meetings, meetings between students and academic staff, the staff meetings with one another could take place. Currently, rooms for such occasions need to be booked in advance through Victoria University, making on-the-spot group conversation behind closed doors almost impossible and therefore in effect silencing much of the communication needed in any organization. The allotment of space on any campus is fraught with difficulties, but we consider the concerns of IHPST to be valid."	This will require additional negotiations between A&S and Victoria University to find this space. In the interim, IHPST will need to request additional funding to cover the costs of room bookings for routine department business, including faculty meetings and committee meetings.	Acknowledging the challenges of increasing space demands for all our A&S units, we are working with the Institute to address space needs through the Vice-Dean Research & Infrastructure portfolio.

Other recommendations not prioritized in the Request for Administrative Response	23	"The ending of a period of graduate student expansion for Ontario universities poses a challenge for future funding for the number of IHPST graduate students currently enrolled; this issue is under review at the university level. If numbers go down, reducing the number of TAs available, perhaps caps would have to be added to some of the large undergraduate courses that IHPST is now servicing so well."	We are carefully monitoring the situation. We have implemented closer coordination between graduate admission and undergraduate course planning precisely to monitor this issue and address it swiftly if it arises.	The Dean's Office recognizes that the Institute will be addressing this review report recommendation.
	24	"the Director and others shared considerations leading them to advocate for two new semi-academic administrative positions: a part-time Communications Officer and a dedicated curator for the Scientific Instruments Collection…We endorse both requests."	We plan to move quickly on both these issues. The Director has already initiated an administrative review with Admin HR to establish possibility of Communications Officer. We plan to move later this academic year (Spring/Summer 2023) to explore the possibility of a dedicated curator for Scientific Instruments Collection, which draws stakeholders from across the University, including Faculty of Medicine, Faculty of Information, Victoria College, and Arts and Science.	In the Fall 2022, A&S received a request from the Director to conduct an administrative review in order to identify and address the Institute's operations and needs. This would include assessing staffing levels, workload and assignments, and areas that may require further support. The A&S administrative review will conclude shortly and the Institute will seek relevant base or OTO funding approval for any new FTEs. A&S Administrative HR Services will support the Institute with the implementation in spring/summer 2023.

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 observed that "IHPST has taken action on many of the issues raised in the 2018 report and is moving forward with heads held high", and that the unit appears to be thriving despite recent pandemic-related disruptions; they underscored IHPST's research excellence and institutional dynamism, and the new Director's leadership; they praised IHPST's rapid change in response to developments in the discipline; and highlighted that faculty have revised the undergraduate offerings and dramatically increased enrolments, and updates to the graduate curriculum are now underway. They observed that the quality of graduate advising is much enhanced; the current relationship with Victoria College is very strong and that with the Department of Philosophy is much improved. Faculty have recently shifted their teaching loads to accommodate the increased undergraduate enrolments and express confidence that these new commitments are manageable, and several new faculty members have been appointed; mid-level faculty were commended as mature and productive, and junior faculty as holding enormous promise. The reviewers underscored that IHPST's reliance on sessional academic staff has been considerably lessened, administrative procedures have been modernized, and morale of faculty, staff and students is high and forward-looking; finally, they noted excellent opportunities for IHPST to take the lead in significant campus-wide discussions, activities and public engagement around multiple issues such as Artificial Intelligence, climate change, technology and the future of work, racial and class inequities, as well as other major social and political challenges.

The reviewers recommended that the following issues be addressed: enhancing the structure and clarity of course offerings; exploring options for providing students with more experiential learning and research opportunities; pursuing opportunities related to enhancing the undergraduate student experience in association with Victoria College; providing greater clarity to PhD students on program requirements and how to fulfill them; implementing changes to the graduate preliminary examination process; addressing graduate student desire for "professionalization" opportunities; regularly assessing whether recent shifts in teaching allocation might put pressure on staffing graduate-level courses; developing a clearer sense of IHPST's own strategic goals and aligning these with the goals of the campus and cognate units; undertaking an IHPST-wide curriculum review that engages students and faculty; pursuing opportunities to build connections with cognate units, particularly in STEM; adding to the diversity and number of IHPST faculty when opportunities permit; broadening the curriculum in response to student interest; and addressing the need for IHPST to have access to more directly bookable meeting space, to support effective communication and community building.

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 will provide an interim report to the Vice-Provost, Academic Programs no later than the midway point between the 2021-22 site visit and the next scheduled review on the status of the implementation plans, when requested by the office of the Vice-Provost, Academic Programs.

The next review will be commissioned no later than the 2029-30 review cycle.

6 Distribution

On June 30th 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 unit/program leadership.

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

1 Review Summary

Program(s) Reviewed:	**Undergraduate programs:** • Linguistics, HBA: Specialist, Major, Minor **Graduate programs:** • Linguistics, MA, PhD
Unit Reviewed:	Department of Linguistics
Commissioning Officer:	Dean, Faculty of Arts & Science
Reviewers (Name, Affiliation):	• Prof. Mark Aronoff, Department of Linguistics, Stony Brook University • Prof. Brian Joseph, Department of Linguistics, Ohio State University • Prof. Eric Mathieu, Department of Linguistics, University of Ottawa
Date of Review Visit:	March 3-4, 2022
Date Reported to AP&P:	April 13, 2023

Summary of Findings and Recommendations
Significant Program Strengths
- Stellar reputation of both undergraduate and graduate programs
- World-class faculty research
- Excellent teaching, supervision, and attention to the student experience
- Strong morale and sense of community within the Department
- Student success in graduate programs and attaining subsequent employment

Opportunities for Program Enhancement
- Examining the impact of the distinction between "core" and "non-core" curricular areas on student learning and the faculty complement
- Exploring doctoral time-to-completion, student mentorship, funding, and advising
- Determining the scholarly direction of the Department and the effect on faculty complement planning
- Expanding relationships both within the University and within the broader Greater Toronto Area (GTA)
- Looking at the challenges and opportunities in the organization of the tri-campus graduate program

Current Review: Documentation and Consultation

Documentation Provided to Reviewers
Terms of reference; Self-study; Previous review report including the administrative response(s); Access to all course descriptions; Access to the curricula vitae of faculty.

Consultation Process
Faculty, students, administrative staff, and senior program administrators as well as members of relevant cognate units as determined by the commissioning officer.

Current Review: Findings and Recommendations

1. Undergraduate Program(s)
Unless otherwise noted, all bulleted comments apply to all programs reviewed.

The reviewers observed the following **strengths:**

- Overall quality
  - ▶ Undergraduate program is healthy; enrolments are strong and growing
- Student engagement, experience and program support services
  - ▶ Undergraduate students are satisfied overall with the program

- Quality indicators – undergraduate students
  - ▸ Total number of undergraduate Linguistics majors has expanded at double the growth rate of the total undergraduate population in past five years

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

- Curriculum and program delivery
  - ▸ The largest issue identified is a lack of flexibility in the program; students commented on a large number of required courses in traditional 'core' areas and a dearth of offerings in other areas
  - ▸ Field of linguistics has shifted dramatically in the last few decades, however these developments are not reflected in the St. George undergraduate program
- Student engagement, experience and program support services
  - ▸ Quality and consistency of advising noted as a concern (though likely has already been improved with the appointment of a new Associate Chair, Undergraduate)

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▸ Undergraduate curriculum which should be revised and diversified: "this important task should be undertaken by the entire [St. George] department faculty"
  - ▸ "Revisit the undergraduate program to bring it up to date and to allow for more flexibility, taking into account the wide variety of student interests"

2.   Graduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▸ MA program is one of the best in Canada
  - ▸ PhD program is one of the best doctoral programs nationally and globally
  - ▸ Strong and vibrant graduate department, with an excellent international reputation
  - ▸ PhD attracts top students, many of whom become professional linguists
  - ▸ Students' scholarly output is excellent; success rates in provincial and national scholarships, competitions, and awards are high
  - ▸ "Students from U of T and from the linguistics PhD program are very competitive nationally and internationally"
- Objectives
  - ▸ MA and PhD programs are consistent with the University's mission and the unit's academic plans; program requirements and learning outcomes for both are clear and appropriate
- Admissions requirements
  - ▸ PhD admission requirements are appropriate for the established learning outcomes

- Curriculum and program delivery
  - ▸ MA forum (LIN 2100Y), where students present their research to one another on several occasions throughout the year, is excellent
  - ▸ PhD students have great opportunities for research experience through labs, advanced classes, independent studies, and general papers
- Innovation
  - ▸ Department should be commended for opening the PhD up to new fields of study, and for great innovation in program content
- Assessment of learning
  - ▸ Methods used for assessing PhD student achievement of learning outcomes and degree-level expectations are appropriate and consistent with other North American doctoral programs
- Student engagement, experience and program support services
  - ▸ Quality of teaching and graduate supervision in the PhD is excellent
  - ▸ Graduate students belong to various research groups and are constantly engaged in developing research ideas
- Quality indicators – graduate students
  - ▸ Graduate students regularly present their research at top national and international conferences
  - ▸ Graduate students publish extensively
- Quality indicators – alumni
  - ▸ Graduate students do very well with placement in academic jobs
  - ▸ Other graduates have found excellent positions in fields such as law, software engineering, computational linguistics and speech pathology
- Student funding
  - ▸ Department has benefitted from unrestricted donations made by alumni and emeritus professors, which has allowed the unit to augment student funding

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

- Objectives
  - ▸ One of the biggest challenges that the department has identified is finding "the right balance between fundamental linguistic knowledge and the new extended ways of pushing that knowledge forward"
- Curriculum and program delivery
  - ▸ Moves to open up the PhD program to new fields of study, while commendable, have created great pressure on students and the curriculum
  - ▸ Six compulsory courses beyond the MA appears to be "a lot" for PhD students
  - ▸ Reviewers note it is "almost impossible" to finish the PhD in four or five years, considering the workload
  - ▸ PhD students note some repetition in compulsory courses
- Assessment of learning
  - ▸ Some faculty members note concerns that the quality of some PhD general papers is "not up to the traditional standard" seen throughout the years
- Student engagement, experience and program support services

- ▸ Students find MA program too intensive (though this is common across Ontario due to issues with government funding)
  - ▸ PhD Students find workload heavy and take a long time to finish the program
  - ▸ Some PhD students noted concerns that the current curriculum and requirements do not align with their original expectations
  - ▸ Some inconsistency in PhD student supervision quality was noted, especially related to general paper requirements
  - ▸ Some lack of clarity noted by students regarding PhD regulations and degree requirements
- Quality indicators – graduate students
  - ▸ PhD student time to completion noted as a significant concern
  - ▸ Substantial decrease in graduate admissions noted
- Student funding
  - ▸ PhD students note desire for more information about and support for external funding applications
  - ▸ PhD students note concerns that available funding is inadequate, relative to the cost of living in Toronto
  - ▸ Reviewers note some apparent student confusion regarding available financial aid; "more money appears available than students realize"
  - ▸ "[Considering] the cost of living in Toronto, the amount given to the students in terms of scholarships and assistantships is not appropriate. Many students find life difficult, and this creates a situation where they have to work and thus take longer to complete the program."

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▸ More flexibility should be built into the PhD program, if the department wants to continue to offer a very wide variety of sub-disciplines; "it is impossible to expect a student to become an expert in each of the subdiscipline[s] offered, though we recognize that the goal of some degree of breadth is laudable"
  - ▸ Avoid increasing compulsory courses, and build more electives into the PhD program
- Assessment of learning
  - ▸ Consider creating PhD supervision committees (distinct from the thesis committee) to achieve better uniformity of graduate supervision, and to encourage and support timely program completion
  - ▸ Establish and communicate concrete guidelines for general papers
- Student engagement, experience and program support services
  - ▸ More uniformity in graduate teaching and supervision could be of benefit
  - ▸ Improve clarity and communication among departmental administration, faculty supervisors and students regarding PhD requirements
- Quality indicators – graduate students
  - ▸ Efforts should be made to attract more graduate students ("especially international students, with appropriate funding").
- Student funding

- ▸ Enhance communication with students around available graduate funding opportunities
- ▸ Provide more support to students for writing of external grants (SSHRC/OGS)
- ▸ Ensure that funding is secured for PhD students in 4th and 5th year; explore ways to provide better funding to students in 5th and 6th years
- ▸ Continue to solicit donations from alumni and emeritus faculty

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▸ The department has diversified over the years, evident in the hiring of faculty and in the creation of new courses and areas of research
- Research
  - ▸ Faculty hold an impressive number of grants, which engage numerous students at all levels as Research Assistants
  - ▸ Impressive number of departmental research groups; "these are a vital part of a research-intensive environment, and the department is to be commended for the care and attention it gives to them"
- Faculty
  - ▸ Faculty are very strong, including several senior professors of international renown, as well as junior faculty with great potential
  - ▸ Faculty are excellent and internationally renowned, present and publish regularly; many have received top awards
  - ▸ "Since the last review, the Department has managed to replace every faculty member retiring"
  - ▸ "The Department has not lost positions over the years, a real achievement, considering this is not the case in other linguistics departments in Ontario"

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

- Faculty
  - ▸ "The number of faculty is huge and not everyone manages or is given the opportunity to give graduate classes, which thus becomes an equity problem"

The reviewers made the following **recommendations**:

- Faculty
  - ▸ Prioritize complement planning in relation to EDI goals
  - ▸ Ensure continued coverage of phonology in complement planning
  - ▸ Ensure opportunities for junior faculty members to teach graduate seminars
  - ▸ Ensure that senior faculty contribute to teaching highly populated first-year courses

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
  - ▸ Linguistics enjoys a variety of productive and useful connections with cognate units, in particular Cognitive Science
  - ▸ Considerable number of cross-enrollments of students in Linguistics with Cognitive Science, Psychology, English, and other languages
  - ▸ Chair has done an admirable job and shows real concern for the welfare of the students, works for the continuing advancement of faculty, and has been implementing a departmental EDI plan
  - ▸ Chair exhibits impressive engagement with departmental governance
- Long-range planning and overall assessment
  - ▸ All programs under review were found to be excellent programs
  - ▸ Overall quality of programs has improved steadily over the years
- International comparators
  - ▸ Unit "is one of the best linguistics departments in Canada and the world"
  - ▸ "Comparing with other linguistics departments in Canada, North America, and the world, the linguistics department at UofT is one of the best. The quality of teaching in the undergraduate program is stellar and the graduate programs offer excellent research opportunities for students in Canada as well as international students."

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

- Relationships
  - ▸ Some issues noted around communication between the undergraduate Linguistics programs across the three campuses
- Organizational and financial structure
  - ▸ "Despite the expansion of faculty over the years, the staff complement has not been augmented"
  - ▸ Lack of sufficient space for every phonetics and phonology faculty to have a lab of their own, with potential impacts on research as the field shifts to "a more experimental methodology"
  - ▸ Limited office space for UTM and UTSC faculty, which impacts faculty's ability to meet with students, or prepare for instruction
- Long-range planning and overall assessment
  - ▸ "While EDI is mentioned several times in the self-study, it is not clear what has been done concretely in the department in relation to diversity"

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Better lines of communication between undergraduate linguistics programs across the three campuses would be helpful (reviewers note recent appointment of Associate Chair, Undergraduate will likely help to alleviate this problem)
  - ▶ Explore ways to better coordinate cross-enrolments with cognate units
- Organizational and financial structure
  - ▶ Consider enhanced administrative support for the undergraduate program to assist with student-facing supports, faculty supports for courses, and departmental business operations
  - ▶ Faculty noted the desirability of having a classroom (such as a seminar) in the department itself; "it was felt that this would have a positive effect on departmental culture and would foster collaboration and the conversation that is so vital to advancing research and instructional goals"
  - ▶ Explore an organic strategy for developing lab space, as faculty interests and research foci develop
  - ▶ Develop a coherent space allocation plan, with particular attention to lab space, office space for UTM and UTSC faculty, and dedicated classroom/meeting space
- Long-range planning and overall assessment
  - ▶ "The Department should attract more international students and provide them with good scholarships. Presently, it appears impossible for faculty to hire international students for research assistantships. Internationalization is important and the Faculty or University should do more to attract good candidates from abroad."

UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

March 2, 2023

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

Dear Prof. McCahan,

RE: UTQAP cyclical review of the Department of Linguistics, Arts & Science

I write in response to your letter of December 5, 2022, regarding the March 3-4, 2022, UTQAP cyclical review, held remotely, of the Department of Linguistics and its undergraduate and graduate programs (Linguistics, HBA: Specialist, Major, Minor; Linguistics, MA, PhD), and requesting our Administrative Responses.

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers, Professors Mark Aronoff, Stony Brook University, Brian Joseph, Ohio State University, and Eric Mathieu, University of Ottawa, for their very comprehensive review of the Department of Linguistics. We would also like to thank the chair, faculty, administrative staff, and all those who contributed to the preparation of the self-study. We also wish to thank the many staff, students, and faculty members who met with the external reviewers and provided thoughtful feedback. The UTQAP cyclical review process is an invaluable exercise that affords us the opportunity to take stock of our academic units and programs, to recognize achievement and identify areas for improvement.

The review report was finalized on July 28, 2022, after which the chair shared it widely with faculty, staff, and students in the Department of Linguistics. We are extremely pleased with the reviewers' positive assessment of the overall strength of Department of Linguistics, its continued evolution in the undergraduate and graduate programs, and its outstanding, productive faculty. The reviewers noted that the "Department of Linguistics at the University of Toronto is one of the best linguistics departments in the world". The review report also raised several issues and challenges and identified areas for enhancement, including around "communication between students and staff, funding, space, and supervision."

Each of these recommendations has been addressed in the attached Review Recommendations Table that outlines the Program's response, the Dean's response, and an Implementation Plan

identifying action items and timelines for each recommendation. My Administrative Response and Implementation Plan was developed in consultation with the department chair and with the Associate-Dean, Unit-Level Reviews, and senior leadership within my office. The Implementation Plan provided identifies timeframes of immediate- (six months), medium- (one to two years), and longer- (three to five years) term actions and who (Faculty, Dean, unit) will take the lead in each area. I also identified any necessary changes in organization, policy, or governance where appropriate, as well as any resources, financial or otherwise, that will be provided, and who will provide them.

The next UTQAP cyclical review of Department of Linguistics will take place no later than the 2029-30 review cycle. My office monitors progress on Implementation Plans through periodic meetings with chairs and through the unit's five-year unit-level academic planning process, which will begin at the conclusion of the cyclical review. I also acknowledge that your office will request a brief Interim Monitoring Report midway between the 2021-22 UTQAP cyclical review and the year of the next site visit in 2029-30 to report on progress made on the Implementation Plan outlined in the accompanying Review Recommendations Table.

Thank you very much for the opportunity to respond to the review report. The reviewers' comments and recommendations will help inform the future priorities of the Department of Linguistics and its undergraduate and graduate programs.

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

cc.
Sali Tagliamonte, Chair, Department of Linguistics, Faculty of Arts & Science
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

2021-22 UTQAP Review of FAS Department of Linguistics - 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 *verbatim from the request*	Rec. #	Recommendations from Review Report *verbatim from the review report*	Program Response	Dean's Response
The reviewers observed a high number of required courses and lack of flexibility in the undergraduate programs. They recommended reviewing the undergraduate program and making revisions where appropriate, with an eye to modernizing the curriculum and enhancing flexibility, while taking into account the broad variety of student interests.	1	"Revisit the undergraduate program to bring it up to date and to allow for more flexibility, taking into account the wide variety of student interests"	*Short term; initiative underway:* We have already added new UG courses based on student interest. LIN211: American Sign Language has had an overwhelmingly positive response and is currently in its 2nd year. We also added LIN202: Introduction to Indigenous Languages of the Americas after the recruitment of Pedro Mateo Pedro, a self-identified Mayan scholar working on Mayan languages. *Longer Term:* We intend to conduct a renewal of our UG programs beginning in 2023-2024 with developments planned within the next 2-5 years. Among our goals is to deploy our new strength in Indigenous Language Documentation and Revitalization to create a specialist program.

Item 2: Current practise: It has exactly been our practice over many years to circulate the 1st year gateway courses among faculty. If there is a need to | Arts & Science (A&S) recognizes the changes that the unit has already begun to make to their undergraduate curriculum. The Department is encouraged to consult with either the Vice-Dean Undergraduate or Vice-Dean Academic Planning when proposing program modifications. |
| | 2 | "Make sure that not only junior faculty teach first year (large) classes, but also senior faculty" | | |

			revise our practice, that can be initiated in the longer-term window of 2-5 years.	
The reviewers noted a similar lack of flexibility in the graduate programs, contributing to concerns around student workload and doctoral time to completion. They made a number of possible suggestions related to addressing these concerns and enhancing the graduate student experience, such as exploring opportunities to build more electives into the graduate program; providing clearer guidelines for general papers; implementing measures to enhance the uniformity of graduate supervision; and augmenting efforts to consistently monitor and support student progress and improve time to completion.	3	"Have concrete guidelines for general papers (for example, specify minimum and maximum length, but also content, e.g., how original, research needs to be, etc.) in order to achieve uniformity between supervisors; develop clearer lines of communication with the undergraduates regarding curricular requirements."	**Item 3:** *Short term; initiative underway*: Workload, Time to Completion and Building more electives: In Autumn 2022, we began the process of reducing number of required courses for the PhD program. After discussion in the unit level Curriculum Committee, we devised a plan that was discussed the Faculty Retreat 16 December 2022. For the PhD program we are proposing reducing the course requirements from 8 to 6, making the GPs 1.0 FCE, and eliminating one required course. For the MA program we are proposing reducing the course requirement from 6 to 5.5. These changes give students fewer courses and the opportunity to take more electives This plan was presented to Graduate students on January 16, revised and sent out for further comments on February 2, 2023, and was successfully passed at the A&S Curriculum Committee March 2, 2023. Concrete Guidelines for Generals Papers: At our Faculty Retreat we also discussed guidelines for Generals Papers and will continue this discussion in a Faculty Discussion (March 2023) with the goal to achieve uniformity between supervisors. *Longer Term:* The department is preparing for a more comprehensive review in full response to the self-study. One goal is to explore ways of introducing more flexibility in the PhD programs, given burgeoning new strengths	With the caveat that a more extensive program review and revision will be undertaken starting in 2023-2024, a minor modification to the one-year MA and both PhD programs will be reviewed at the A&S Graduate Curriculum Committee in March 2023. The Faculty notes the proposed courseload reductions is achieved by reallocating some of the FCE weight required in the programs to the General Papers, strengthening the significance of the GPs in the program structure, and more fully acknowledging the time and effort students put into these papers, acknowledgement that the Faculty warmly supports. The Faculty agrees that this minor modification will allow Linguistics to undertake the more comprehensive curriculum review with more clarity, and we see this review as a key mandate for the new Chair of the department. The proposed future comprehensive curricular review will likely produce an additional set of proposed changes. The office of the Vice-Dean Graduate and the Vice Provost Academic Programs can offer advice and assistance on these proposed changes and shepherd them through the governance process, starting with the A&S Graduate Curriculum Committee. The Faculty recognizes the Department's efforts at improving graduate supervision. A&S suggests the Department reach out to
	4	"Introduce a supervision committee (not the thesis committee, but a committee that ensures progress right from the outset). Will help reduce number of years students currently take to complete the PhD (takes too long)"		
	5	"Avoid increasing number of compulsory courses to cater for different subfields"		
	6	"Build more electives in graduate program"		

			arising from recent hires in the Tri-Campus Graduate Unit. **Item 4:** *Short-Medium term initiative:* At our Faculty Retreat in December 2022, we implemented a plan for students to be supervised/mentored from the beginning of their program to the end **Item 5:** *Long term initiative:* A plan for the renewal of our graduate program, such that it caters to different subfields more effectively, will be under discussion for the future. **Item 6:** *Short term; initiative underway*: See item 3 above.	CGMS at SGS for support and resources in this regard.
The reviewers highlighted a substantial and worrying decrease in graduate admissions, as well as connected equity concerns around the "huge" number of Linguistics faculty, many of whom do not receive opportunities to teach graduate courses. They recommended that the department enhance its efforts to attract graduate students, particularly from outside of Canada.	7	"Attract more international students and provide them with good scholarships (internationalization)"	*Medium to long term initiative:* The number of graduate students, domestic and international, is not determined by the department but by the provincial government. We will explore investing our (limited) Restricted Funds to offer star applicants to our program extra money. We very recently received funding from UTM for an extra international student, which we immediately secured.	As noted by the Department, funding for both domestic and international graduate students is determined by the province. A&S does an internal allocation of provincially funded spots to units using an intake quota model. Limits on the numbers of funded PhD spots is a challenge that all A&S units and programs face. This provides an opportunity for units to focus their efforts on providing better support to the students who are admitted to their program.
The reviewers noted PhD student concerns around funding, given the high cost of living in Toronto, and suggested that enhancing communication and supports for doctoral students around accessing available funding might be of benefit.	8	"Make sure that funding is secured for students in their 4th and 5th year (PhD)"	*Short, medium- and long-term initiative:* We can only continue to do the best we can, given the support provided by the University. We distribute Doctoral Completion Awards for students in year 5. The School of Graduate Studies increased funding to	Graduate students are guaranteed a base funding package for the first 5 years of their studies. The Faculty has increased base graduate funding by $500 every year since 2021, and this year added an additional $500 top up to that increase. As the Department notes, A&S also distributes Doctoral

			graduate students in Fall 2022 and we will be implementing this in future.	Completion Awards for students who have exited the funded cohort. Graduate units may seek to increase graduate funding by bringing any available unit-level resources to bear and making optimal use of any available endowed grants as well as by improving the number of awards that their students are winning.
	9	"Provide more support to students for writing of external grants (SSHRC/OGS)"	**Item 9:** *Previous and Medium-term initiative:* In the past, we have had workshops on grant-writing through the 'Milestones and Pathways' programs. One plan in mind is to revive what we previously called "Senior Forum", a professional development course in later years when students may be planning to apply for post-docs and research grants.	With respect to resources available for writing external grants/scholarships, A&S offers writing support via the offices of Dan Newman, Director of Graduate Writing Support. A&S and the University also offer supports for SSHRC and other major grant applications.
The reviewers commented that "[w]hile EDI is mentioned several times in the self-study, it is not clear what has been done concretely in the department in relation to diversity". They emphasized the importance of internationalization for the department and the broader University and made some related suggestions, including exploring strategies for attracting and retaining more international students, and prioritizing faculty hiring in relation to EDI where opportunities permit.	10	"Next hire should be done in relation to EDI"	*Short term; initiative underway*: The department is actively engaged in the recruitment process for our new Phonology position with a focus on increasing the diversity of our faculty complement. *Longer term:* We recently developed a graduate admissions process that focuses attention on including members of the four designated groups of the Employment Equity Act: women, Indigenous people, persons with disabilities, and members of racialized groups with the intention of drawing international students from around the world. This is intended to diversify our graduate students in the near future.	As a strategic priority of the Faculty's five-year plan (2020-2025), the Faculty 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 Linguistics, where it is called the "Racial Justice Working Group." A&S hired a Director of Equity, Diversity and Inclusion in December 2021. The Director is well-positioned to offer guidance to the Department on how to best implement EDI initiatives at the departmental level.

The reviewers noted the potential impact of space concerns on research and instruction, and urged the department to develop a strategic space allocation plan, that considers lab space, office space for UTM and UTSC faculty, and encourages collaboration and departmental community building.	11	"Develop a more coherent space allocation plan, with particular attention to lab space, office space for instructors in the satellite campuses, and a classroom/meeting room wholly within the department."	All UTSC and UTM graduate faculty have shared office space at UTSG; however, there is no space for expansion or lab facilities. The Executive Committee strongly supports this recommendation and hopes that the university can make such space available to us.	A&S supports the Executive Committee's approach to assign shared office spaces for UTM and UTSC graduate faculty at UTSG according to need and availability. Space is significantly constrained on the UTSG campus, and our priority is to UTSG appointed faculty. The Vice-Dean Research and Infrastructure is available to support and advise the Chair on space planning as the needs evolve.
The reviewers noted that undergraduate students in the FAS Department of Linguistics do take advantage of Linguistics offerings at UTM and UTSC, and encouraged enhanced communications and coordination across all campuses.	12	"Encourage uniformity in relation to admin and teaching across different departments/faculties"	*Current practise*: Graduate faculty already make robust use of interactions/collaborations with colleagues in cognate departments across the university, e.g., Centre for Indigenous Studies, Computer Science and Spanish/Portuguese. Nagy (UTSG) works (research collaborations, conference organization, student co-supervision) regularly with faculty and students in SpanPort and (less so) French and has recently joined Victoria College which offers many multidisciplinary activities. Schertz (UTM) also has a graduate appointment in Psychology and participates in regular collaborations with faculty members in Psychology (E. Johnson). Schertz and Beekhuizen (UTM) were co-organizers (along with Psychology Faculty members E. Johnson and C. Chambers) of an interdisciplinary regional LIN/Psych/CS research workshop in 2019 (PsyLIN-CS UTM). In the last few years, we implemented a Tri-Campus TA assignment process that unified all TA postings and the recently created MOA for the Tri-Campus Graduate unit will also set the stage for greater collaboration with UTSC and UTM.	The School of Graduate Studies has been facilitating a process whereby affiliated undergraduate units enter into a Memorandum of Understanding with each other and with the relevant graduate unit on a range of teaching issues. This should facilitate coordination across the three campuses.

			Longer term: The Executive Committee will explore further ways of encouraging enhanced communications and coordination across all campuses.	
Other recommendations not prioritized in the Request for Administrative Response	13		"Make sure that the phonologist retiring soon is replaced by a new professor with similar areas of expertise"	The department is actively engaged in the recruitment process for our new Phonology position with a focus on increasing the diversity of our faculty complement.	In April 2022 the A&S Faculty Appointments Committee (FAC) allocated a tenure-stream position in Phonology to the Department. Beyond this position, all requests for new positions across the Faculty are submitted to the FAC, which includes representation across its sectors (Humanities, Social Sciences and Sciences) and from the Colleges. The FAC reviews all requests for new positions and makes recommendations to the Dean regarding which requests should be granted. In a given year, there are many more requests than available positions. Upon completion of the UTQAP review, a Unit-Level Academic Planning process will commence which will include faculty complement planning as a key feature and will facilitate clear articulation of the Department's complement plan over the five years of the plan.
	14		"Additional administrative help: the current part-time administrative position should be made full-time"	The Chair began reviewing the department's administrative staffing needs in August 2021 and in February 2022, invited the A&S Administrative HR Services office to conduct a fulsome administrative review, which was launched in March 2022 and completed in June 2022.	A&S conducted an administrative review, which culminated in a recommendation to implement an organizational change. This recommendation resulted in an increase of funding for an additional 1.5 FTE. The Administrative HR Services worked with the Department on the implementation of the organizational change in early 2023 and

				continues to work with the department on the recruitment efforts for these roles.

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 strong and vibrant with an excellent international reputation, and one of the best of its kind in Canada. They noted that all programs are excellent, and their overall quality has improved steadily over time. The undergraduate program is strong and healthy, with growing enrolment and satisfied students; graduate students do very well with placement in academic jobs or find excellent positions in fields outside of academia; and the doctoral program attracts top students and provides them with excellent opportunities for research experiences. They noted that the department has diversified somewhat in recent years, hiring new faculty and creating new courses and areas of research; and faculty are internationally renowned and hold an impressive number of grants. Finally, the reviewers commended the Chair's impressive leadership, and Linguistics' wide variety of productive connections with cognate units.

The reviewers recommended that the following issues be addressed: reviewing the undergraduate program and making revisions where appropriate, with an eye to modernizing the curriculum and enhancing flexibility, while taking into account the broad variety of student interests; addressing concerns around the lack of flexibility in the graduate programs and enhancing the graduate student experience; exploring opportunities to build more electives into the graduate program; providing clearer guidelines for general papers; implementing measures to enhance the uniformity of graduate supervision; augmenting efforts to consistently monitor and support student progress and improve time to completion; enhancing departmental efforts to attract graduate students, particularly from outside of Canada; enhancing communication and supports for doctoral students around accessing available funding; exploring strategies for attracting and retaining more international students; prioritizing faculty hiring in relation to EDI; developing a strategic space allocation plan; and enhancing communications and coordination among Linguistics across all campuses.

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 will provide an interim report to the Vice-Provost, Academic Programs no later than the midway point between the 2021-22 site visit and the next scheduled review on the status of

the implementation plans, when requested by the office of the Vice-Provost, Academic Programs.

The next review will be commissioned no later than the 2029-30 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 leadership.

UTQAP Cyclical Review: Final Assessment Report and Implementation Plan <mark>- DRAFT</mark>

1 Review Summary

Program(s) Reviewed:	**Undergraduate programs** (*housed within the Faculty of Arts and Science Department of Psychology*)**:** • Psychology, HBSc: Specialist, Major, Minor • Psychology Research, HBSc: Specialist **Undergraduate programs** (*housed within New College*): • Buddhism, Psychology and Mental Health: Minor (BPMH)
Unit Reviewed:	Department of Psychology
Commissioning Officer:	Dean, Faculty of Arts & Science
Reviewers (Name, Affiliation):	• René Marois, Professor & Chair of Psychology, & Winkelried Family Chair in Neuroscience, Vanderbilt University • Lee Ryan, Professor and Department Head, Department of Psychology, & Associate Director, Evelyn F. McKnight Brain Institute Director, Cognition and Neuroimaging Laboratory, University of Arizona
Date of Review Visit:	June 24-25, 2021
Date Reported to AP&P:	April 13, 2023

Previous UTQAP Review of Department of Psychology and its undergraduate programs

Date: April 2-3, 2012

Summary of Findings and Recommendations

Significant Program Strengths

- Excellent quality of applicants and students
- The high quality faculty, with strengths in the areas of cognition and neuroscience
- World-class nature of the Psychology Research Specialist program

Opportunities for Program Enhancement

- Addressing the very high undergraduate enrolment relative to the number of available teaching staff, which limit students' access to courses, opportunities for active learning, and engagement with peers and faculty in and out of class
- Adding an honours thesis to the Specialist program in Psychology, since this is often required for admission to top-tier graduate programs
- Focusing on development and personality/abnormal psychology areas, which are commonly part of the undergraduate curriculum; the Department's current focus on cognition and neuroscience means that these areas risk being neglected
- Providing additional advising to help students navigate undergraduate program options and requirements and when applying to graduate programs

Previous UTQAP Review of Buddhism, Psychology, and Mental Health Minor: n/a

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Undergraduate Department of Psychology: Terms of reference; Self-study; Previous review report including the administrative response; Access to all course descriptions; Access to the curricula vitae of faculty.

Buddhism, Psychology & Mental Health minor program: Terms of reference; Self-study;; Access to all course descriptions; Access to the curricula vitae of faculty.

Consultation Process

Undergraduate Department of Psychology: Faculty, students, administrative staff, senior program administrator, and members of relevant cognate units as determined by the commissioning officer.

Buddhism, Psychology & Mental Health minor program: Faculty, students, administrative staff, senior program administrators, and members of relevant cognate units as determined by the commissioning officer.

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

a. Undergraduate Programs housed within the Faculty of Arts and Science Department of Psychology

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

The reviewers observed the following **strengths:**

- Overall quality
  - ▸ Department is forward looking and committed to taking an already outstanding program to the next level of excellence
- Objectives
  - ▸ Program excels in providing strong foundational knowledge in core domains of psychology
  - ▸ Research specialist program provides world-class research training for students wishing to pursue a research career and aligns well with U of T's mission highlighting "transformative education"
  - ▸ Program learning outcomes identified by the Department are generally in agreement with the American Psychological Association Guidelines 2.0 for Undergraduate Majors
- Admissions requirements
  - ▸ Admission requirements are quite stringent, especially specialist-level programs; minimum grade requirements in specific courses have been successful in decreasing program enrollments from previous levels
- Curriculum and program delivery
  - ▸ Curriculum has been expanded to meet student interests, providing additional research opportunities in both Specialist programs and adding courses in developmental psychology and clinically-relevant topics
  - ▸ Unique lab courses with small enrollment caps provide in-depth knowledge of methods and research designs tailored to a specific area of psychological research; "For students headed to graduate school, this kind of training is invaluable and rare at the undergraduate level"
- Student engagement, experience and program support services
  - ▸ Increased investment in faculty hiring, coupled with decreased numbers of majors/minors due to rigorous admission standards, has made courses more available and eased class sizes

- ▸ Second Year Learning Community program is a promising first step towards exposing students to career opportunities in psychology.
- ▸ Students commented on the outstanding teaching and support in the Department
- ▸ Students in the Research specialist program described extensive lab experience as the highlight of their undergraduate training
- ▸ Department has increased laboratory opportunities for students in the specialist program through independent study
- Quality indicators – undergraduate students
  - ▸ Course evaluations regarding the overall quality of students' learning experience meet or exceed Faculty of Arts & Science benchmarks
- Quality indicators – alumni
  - ▸ Alumni survey respondents praised course content as interesting, and reported gaining skills in critical thinking and writing, as well as insight into the mind and human behavior

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

- Objectives
  - ▸ Psychology program learning objectives "are tailored specifically and rather narrowly to serve scientific research" with less preparation for students pursuing non-academic careers
- Admissions requirements
  - ▸ Reviewers noted that basing entry into the major and specialist programs on grades alone poses "a significant barrier for students from underrepresented groups and first-generation students who may struggle in their first year of university without sufficient support"
- Curriculum and program delivery
  - ▸ Curricular focus on traditional areas of psychology serves some students well, but not others; some faculty expressed interest in expanding the types of courses offered
  - ▸ Students and faculty noted that there are few courses providing broad perspectives of psychology; students commented that narrowly-focused psychology courses lack relevance to careers outside of research
  - ▸ Program requirements are highly prescribed
  - ▸ Students noted a desire for expanded statistical and coding training beyond SPSS, to include courses in R, MATLAB, and Python
- Innovation
  - ▸ Teaching Stream faculty are clearly knowledgeable about innovative methods, but resources for integrating these methods into classes appear limited
- Accessibility and diversity
  - ▸ Reviewers noted a lack of emphasis on diversity, equity and inclusion
- Student engagement, experience and program support services
  - ▸ Few professional development resources for careers outside of academic research, which particularly affects students pursuing major and minor options

- ▸ Since the previous review student-faculty ratio has remained very high and class sizes have not decreased appreciably
- ▸ Students in the major and specialist programs commented that they have limited access to research opportunities or even meaningful interaction with faculty
- ▸ Lack of professional development activities raised as a concern by students in every program and alumni
- ▸ Reviewers noted that there appears to be little opportunity for career development activities beyond research
- ▸ Students in specialist programs expressed a desire for expansion of laboratory opportunities; reviewers observe that doing so will be difficult given current enrolments and faculty/student ratio
- ▸ Large class sizes and reliance on lectures as the primary mode of teaching noted as barriers to collaborative learning and opportunities for student-faculty interactions
- Quality indicators – undergraduate students
  - ▸ While acknowledging low response rates among students in the Department, reviewers noted relatively low scores for Psychology on the National Survey of Student Engagement in several domains including collaborative learning, student-faculty interactions, quality of interactions, and supportive environment
- Quality indicators – alumni
  - ▸ Alumni survey data indicates "lack of 'employability' after graduation" as a consistent perceived shortcoming of the program

The reviewers made the following **recommendations**:

- Objectives
  - ▸ Current PLOs are more aligned with the specialist and research specialist programs, and could be written in a broader way to emphasize non-academic career paths for psychology majors
- Admissions requirements
  - ▸ Allow more flexibility in the number and types of courses that can be used to gain entry into the programs to alleviate inadvertent biases towards underrepresented and first generation students
- Curriculum and program delivery
  - ▸ Enhance the quality of education for majors and specialists through expanded curricula, increased career and professional development activities and support beyond research
  - ▸ Expand course offerings in Abnormal/Clinical Psychology and Computational Psychology
  - ▸ Consider revising requirements to allow more electives from other departments to count towards 300- and 400-level courses, to decrease Departmental teaching burdens and allow students more flexibility in their programs
- Innovation
  - ▸ Consider expanding curriculum beyond historical or traditional topics in psychology and introducing multidisciplinary themes with social relevance.

- ▸ Increase collaborative learning in the classroom with new methods of instruction, including "flipped" classrooms and hybrid formats, allowing students to engage in small group activities, and team projects
- ▸ Support and expand the efforts of the Teaching and Learning Community of Practice to disseminate and discuss pedagogical advances
- Student engagement, experience and program support services
  - ▸ Continue efforts to reduce class sizes
  - ▸ Increase student support with additional advising staff and integration of student supports into the classroom, and assist students with connecting to other campus support resources
  - ▸ Provide additional opportunities for meaningful interactions with faculty, TAs, and preceptors
  - ▸ Engage alumni in the Second Year Learning Community program to provide students with a broader perspective on the field, discussing career options, providing role models and shadowing opportunities
  - ▸ Consider surveying current students to learn more about their perceptions of the quality of support and resources provided
- Student funding
  - ▸ Undergraduate student awards "would be an excellent target for alumni fundraising in order to provide additional financial support" as well as enhancing students' applications for employment and graduate programs

b. Minor in Buddhism, Psychology and Mental Health housed within New College

The reviewers observed the following **strengths:**

- Overall quality
  - ▸ BPMH minor is a unique, transformative program filling several of the University's strategic educational aims that are not very well represented in other undergraduate programs; "a genuinely enriching undergraduate program that merits growing support from the University"
- Objectives
  - ▸ Program invites contemplative self-exploration with the purpose of improving the student's mental health and well-being, and is primarily sought by students for its ability to foster personal growth
  - ▸ With its emphasis on student well-being and on experiential and community-based learning, the core mission and unique pedagogical approach aligns well with the academic/strategic plans of New College, the Faculty of Arts & Science, and the University, adding pedagogical components that are uncommon to other programs
- Admissions requirements
  - ▸ Minimal admission requirements allow students from a broad range of disciplines to enrol, "a formidable asset from a diversity of views standpoint"

- Curriculum and program delivery
  - ▸ Program requirements leave a tremendous amount of flexibility for students to carve their own curricular path
- Innovation
  - ▸ Reviewers praised the program for its unique and laudatory focus on experiential, first-person, and community-engaged learning opportunities; program employs context-based teaching using a variety of meditational and contemplative practices
- Assessment of learning
  - ▸ Most courses utilize several modes of evaluation assessing diverse forms of learning and academic mastery, and also often include a unique contemplative component
- Student engagement, experience and program support services
  - ▸ Students expressed their overall satisfaction with the program, particularly praising the student-instructor relationship, the student community, classroom learning, co-curricular learning and personal growth
  - ▸ Program is a critical resource for the promotion of Buddhism, mental health and mindfulness across campus
  - ▸ Program is enhanced by participation of Senior Doctoral Fellows who contribute to the intellectual life of the college, including mentoring undergraduate students and participating in New College academic and community events
  - ▸ "Stellar" Buddhist Psychology Student Union is an important vehicle for enriching the intellectual, personal, and social growth of its members; BPSU conducts numerous initiatives including organizing an annual conference and supporting the publication of a peer-reviewed academic journal
  - ▸ D.G. Ivey Library at New College is a strong contributor to the academic enrichment of the program
- Quality indicators – undergraduate students
  - ▸ Dramatic growth in enrolment and course offerings, as well as student satisfaction survey results, attest to the interest in the program and the value it adds to undergraduate students' educational experience
- Quality indicators – faculty
  - ▸ Reviewers reported that program success "is largely due to the devotion of a cohort of instructors that deeply believes in the program's core values and the merit of its pedagogical mission"

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

- Objectives
  - ▸ Program is narrowly focused on Buddhism, at the expense of other religions or contemplative approaches.
  - ▸ Reviewers noted little evidence of students availing themselves of independent study and advanced "research-based" courses to develop and refine competency in integrative, inquiry-based activity
  - ▸ Extent to which quantitative reasoning is conveyed through the course curriculum is not clear

- Admissions requirements
  - ▸ Reviewers noted a potential disadvantage of minimal admission requirements is that students entering with minimal scientific and/or statistical proficiency may not all be equally prepared for the program
- Curriculum and program delivery
  - ▸ Loose program structure has potential for students to acquire only a superficial education in Buddhist psychology, mental health & wellbeing
  - ▸ Curriculum includes little scientific training or opportunity to engage in research
  - ▸ Reviewers noted that the effectiveness of community-engaged learning (CEL) options in the program is unclear, and observe that the CEL option appears to be utilized by only a small portion of students
- Assessment of learning
  - ▸ Reviewers raised concerns related to journal writing assignments, including subjectivity , and ethical concerns about student privacy
- Quality indicators – undergraduate students
  - ▸ Student survey and course evaluation data are not specific to the program and therefore are of limited use as an additional gauge of program quality

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▸ Increase program requirements and create formal "tracks" (e.g., clinical, cognitive neuroscience, social applications) to create a stronger curricular structure
  - ▸ Consider allowing students to take electives from the core group of courses, to strengthen their foundation in the program's core values
  - ▸ Expand curriculum to include other religions, or loosen its religious underpinnings to move further toward mindfulness and meditation; consider a new program name to reflect a broader focus on "contemplative studies" and mental health
  - ▸ Enhance opportunities for students to engage in research activities and to develop analytical and statistical proficiency for critical analysis of the science behind the field
  - ▸ Reviewers cautioned against increasing online course offerings in the program "as this is likely to dilute some of the most important qualities of the program"
  - ▸ Augment opportunities for community-based experiential opportunities in the program "to the extent that is it practical"
  - ▸ Offer a laboratory/independent research course embedded in empiricism in the program, and consider adding knowledge in statistics and/or research design a program pre-requisite for students taking a science track
- Assessment of learning
  - ▸ Address concerns regarding confidentiality and privacy of journaling assignments, with advice and support from the University's Center for Teaching and Learning
- Student engagement, experience and program support services
  - ▸ Enhance academic advising tailored to the program
  - ▸ Increase opportunities for Community-Engaged Learning for students

- Quality indicators – undergraduate students
  ▸ Future student survey and course evaluation data should allow for more specific analysis of program
- Quality indicators – alumni
  ▸ Explore ways to collect follow-up data from program alumni to better understand how effectively the program helps students in the workplace or in graduate/professional school applications

2. Graduate Program(s) N/A

3. Faculty/Research

a. Undergraduate Programs housed within the Faculty of Arts and Science Department of Psychology

The reviewers observed the following **strengths**:

- Overall quality
  ▸ Faculty at all ranks are highly visible and impactful on the field
- Research
  ▸ Tenure stream faculty have a well-deserved reputation for outstanding research
- Faculty
  ▸ Faculty complement has grown steadily since the last review, adding more representation of women and attracting excellent assistant professors
  ▸ Department has added expertise in the area of developmental psychology
  ▸ Teaching Stream faculty praised for their expertise and dedication; "These individuals go well beyond their teaching mission in serving the students and the Department"
  ▸ Teaching Stream faculty are the primary source of teaching innovation within the Department, providing extensive support for other faculty in this regard
  ▸ Teaching Stream faculty appreciate steps taken to increase their status at the University; implementation of the Teaching Stream appointment process provides opportunity for promotion and inclusion on committees and in decision-making processes

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

- Research
  ▸ Faculty research areas are relatively siloed compared to other top ranked research departments
- Faculty
  ▸ Teaching Stream faculty noted ongoing concerns they are not equal partners in the running of the department; "Several teaching faculty still expressed the feeling that

they are systemically marginalized due to differential policies and an academic culture within the Department that does not value them or their teaching"

- ▸ Reviewers noted that there are too few Teaching Stream faculty to provide quality education to all students in Psychology programs
- ▸ Teaching innovation and support in the Department are limited by lack of financial resources
- ▸ "With such potential for clinically-relevant teaching and community experiences, it is astounding that the Psychology Department has so few faculty with expertise in clinical psychology"

The reviewers made the following **recommendations**:

- • Research
  - ▸ Department will need to expand research faculty in targeted ways to build diversity, create bridges between historically separate subfields, and make stronger connections to other departments and partner institutions
- • Faculty
  - ▸ Implement greater support and mentorship for junior faculty
  - ▸ Consider ways to expand the Teaching Stream faculty complement, including through moving current CLTAs to Teaching Stream positions
  - ▸ Invest in Teaching Stream faculty through funding for innovative teaching and pedagogical advancement
  - ▸ Increase communication with Teaching Stream faculty regarding appreciation for their outstanding work
  - ▸ Faculty engaging in clinical scientific research would create bridges to UTSC, OISE, and partner institutions and would greatly enhance undergraduate education and research opportunities in this area

b. Minor in Buddhism, Psychology and Mental Health housed within New College

The reviewers observed the following **strengths**:

- • Faculty
  - ▸ Faculty are dedicated to the program and its mission

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

- • Faculty
  - ▸ Reviewers noted the desire for a more vibrant faculty community, and for increased diversity in the instructional corps to better reflect the diversity of the student population
  - ▸ Strong reliance on sessional lecturers to delivery curriculum hampers a long-term vision of the curriculum and the development of a strong faculty community

- ▸ Reviewers noted a tangible sense that BPMH faculty are spread thin due to commitments in their primary units; "One has the impression that the program would easily crumble were it not for the devotion and dedication of its leadership and instructors"

The reviewers made the following **recommendations**:

- Research
  - ▸ Reviewers noted the potential for growth in research endeavors and recommended taking more advantage of University resources situated outside the program (e.g., the Centre for Buddhist Studies)
- Faculty
  - ▸ Prioritize increasing faculty diversity to reflect the student's (and population's) diversity
  - ▸ Seek formal commitments from other cognate units to allow their primary faculty to commit to the teaching mission of the program
  - ▸ Allocate funds for long-term commitments of Teaching Stream faculty to 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.

a. Undergraduate Programs housed within the Faculty of Arts and Science Department of Psychology

The reviewers observed the following **strengths**:

- Relationships
  - ▸ Small but successful co-operative program helps high school students from disadvantaged neighborhoods gain experience in research laboratories
  - ▸ Staff consistently commented that the Department is a good place to work, and that they feel that they have good communication with the Chair
  - ▸ Psychology has strong ties with the undergraduate Cognitive Science program, which is also supported by Computer Science, Linguistics, and Philosophy
  - ▸ Department has strong connections with multiple world-renowned institutions, including the Rotman Research Institute, the Center for Addiction and Mental Health, Toronto Western, and the Hospital for Sick Children
  - ▸ Dedicated, hard-working administrative staff truly care about the students and faculty they serve

- Long-range planning and overall assessment
  - ▸ The Psychology Department at the University of Toronto is a top-ranked research department with a long history of preparing the next generation of psychological scientists
- International comparators
  - ▸ "Without a doubt, the Psychology Department ranks highly in terms of research relative to top universities in Canada, the U.S., and world-wide"

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

- Relationships
  - ▸ Faculty feel heard by the leadership, but feel relatively powerless in governance of the Department
  - ▸ Lack of interaction between Psychology and other departments that could provide breadth for undergraduate students and enrich Psychology's research program
  - ▸ Faculty, staff, and students all expressed concerns about inclusivity and a desire to work towards building a more diverse, equitable, and supportive department; faculty and students reported that "there have been some positive steps but felt that the Department needs to do more"
  - ▸ Reviewers observed that there is a grassroots effort among faculty to create a diversity committee, but the Department does not appear to be directly involved
- Organizational and financial structure
  - ▸ Administrative staffing levels are insufficient to provide adequate support for a major department, affecting morale among staff and likely impacting the quality of the undergraduate programs
  - ▸ Ratio of advising staff to students is significantly lower than reviewers would consider typical for a program of this size
  - ▸ Reviewers observed that the key positions identified by the Department for hiring are not sufficient to address concerns regarding student support and advising
  - ▸ Significant loss of institutional knowledge due to recent retirements
  - ▸ Current staffing levels do not allow for staff cross-training
  - ▸ Staff expressed frustration regarding a lack of communication within the Department, e.g., they are not included in discussions of new initiatives and department planning, and are not generally informed of such activities
  - ▸ Reviewers noted that the Chair of Psychology has little to no control over graduate student policies or procedures, including graduate student recruitment or priorities for placement

The reviewers made the following **recommendations**:

- Relationships
  - ▸ Improve communication between staff and faculty, between teaching-stream and tenure-stream faculty, and especially between faculty and Departmental leadership
  - ▸ Increase involvement of faculty in Departmental decision-making

- ▸ Engage alumni in career development activities and community placements, and target alumni fundraising to provide additional financial awards
- ▸ Consider increasing connections with cognate departments through joint hires, multidisciplinary research projects, and integrated undergraduate programs
- Organizational and financial structure
  - ▸ Reviewers strongly encourage immediate assistance to expand and support the Department's administrative staff, particularly in the areas of advising and program support
  - ▸ Improve cohesion and implement shared governance between the Tri-Campus Graduate Chair and the Department Chair
- Long-range planning and overall assessment
  - ▸ Reviewers endorsed Self-Study statement that Department should direct efforts away from managing an enrolment crisis towards long-term strategic planning
  - ▸ Reviewers strongly recommended that the Department "continue to develop their plans for future directions through a comprehensive strategic planning process that includes voices of all constituents" with the purpose to highlight priorities over the coming five years and to lay out tangible plans for implementation, including financial planning
  - ▸ Develop a strategic plan and prioritize improvement of diversity, equity and inclusion at all levels of the Department, including: increasing diversity among faculty, staff, and students, providing support for underrepresented and first-generation students, and infusing DEI content into all course curricula

b. Minor in Buddhism, Psychology and Mental Health housed within New College

The reviewers observed the following **strengths**:

- International comparators
  - ▸ Apt comparators for the BPMH program include the microprogram in contemplative studies and well-being at the University of Ottawa, the contemplative studies area of concentration in Rice University's major in Religion program, and the concentration in Contemplative Studies at Brown University

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

- Relationships
  - ▸ Program is not very well connected with cognate units e.g., Psychology, Cognitive sciences, and Religious studies
- Organizational and financial structure
  - ▸ Administrative support for the program is limited and stretched; "it is not clear that the growth of the program has been paralleled by a growth in administrative support"

- Long-range planning and overall assessment
  - ▸ Program faces many challenges that have been exacerbated by recent enrolment growth, including financial precariousness, faculty and staff commitment, and isolation from cognate units
  - ▸ Few (if any) ongoing development/fundraising initiatives for the program
  - ▸ "The complete financial dependency of the program on the New College and reliance on instructional staff with primary appointments in other units keeps the program in a perpetual state of precariousness"

The reviewers made the following **recommendations**:

- Relationships
  - ▸ Explore ways for program to strengthen connections with cognate units and local Buddhist/mindfulness and Community-engaged learning (CEL) organizations
- Organizational and financial structure
  - ▸ Increase program staffing to support the increased administrative and advising workloads
- Long-range planning and overall assessment
  - ▸ Long-term prosperity of the program requires continued investment by the University to support the program's instructional needs
- International comparators
  - ▸ Reviewers recommended that program leadership contact comparable programs to explore possibilities for program improvement and expansion

UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

March 3, 2023

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

Dear Prof. McCahan,

RE: UTQAP bundled cyclical reviews of the Undergraduate Department of Psychology and the Buddhism, Psychology, and Mental Health (BPMH) minor program (New College)

I write in response to your letter of January 9, 2023, regarding the June 24-25, 2021, UTQAP bundled cyclical reviews, held remotely, of the Undergraduate Department of Psychology, and the Buddhism, Psychology, and Mental Health (BPMH) minor program in New College (Psychology, Hons BSc: Specialist, Major, Minor; Buddhism, Psychology and Mental Health: Minor) and requesting our Administrative Responses.

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers, Professors René Marois, Vanderbilt University, and Lee Ryan, University of Arizona, for their very comprehensive reviews of both the Undergraduate Department of Psychology and the Buddhism, Psychology, and Mental Health minor program in New College. We would also like to thank the undergraduate chair of Psychology, and the BPMH program director and New College Principal's Office, faculty, and administrative staff, and all those who contributed to the preparation of their respective self-studies. We also wish to thank the many staff, students, and faculty members who met with the external reviewers and provided thoughtful feedback. The UTQAP cyclical review process is an invaluable exercise that affords us the opportunity to take stock of our academic units and programs, to recognize achievement and identify areas for improvement.

The review report was finalized on August 15, 2022, after which the undergraduate chair of Psychology, and program director of BPMH and New College Principal's Office of shared their respective reports widely with faculty, staff, and students in their respective department and program. We are extremely pleased with the reviewers' positive assessment of the overall strength of the Undergraduate Department of Psychology and the BPMH minor program, their respective program's continued evolution, and outstanding, productive faculty.

The reviewers noted that the Undergraduate Department of Psychology is a "top-ranked research department with a long history of preparing the next generation of psychological scientists" and noting

in particular that "the research specialist undergraduate program is outstanding." The review report also raised several issues and challenges and identified areas for enhancement, including expanding the curriculum, more attention to EDI issues, inadequate administrative staffing levels, increasing teaching stream faculty, and improving participation of faculty in Departmental decision-making.

The reviewers noted that the Buddhism, Psychology and Mental Health minor program is a "transformative program that occupies a unique niche" and that it fulfills "several of the strategic educational aims of the University." The review report also raised several issues and challenges and identified areas for enhancement, including that it is financially precariousness, there are no faculty or staff fully dedicated to the program, and the program is narrowly focused on Buddhism at the expense of other religions or contemplative approaches.

Each of these recommendations has been addressed in the attached Review Recommendations Table that outlines the Program's response, the Dean's response, and an Implementation Plan identifying action items and timelines for each recommendation. My Administrative Response and Implementation Plan was developed in consultation with both the undergraduate chair of Psychology, and program director of BPMH and New College Principal's Office and with the Associate-Dean, Unit-Level Reviews, and senior leadership within my office, on their respective program responses. The Implementation Plan provided for each program identifies timeframes of immediate- (six months), medium- (one to two years), and longer- (three to five years) term actions and who (Faculty, Dean, unit) will take the lead in each area. I also identified any necessary changes in organization, policy, or governance where appropriate, as well as any resources, financial or otherwise, that will be provided, and who will provide them.

As the bundled review of the Undergraduate Department of Psychology and the Buddhism, Psychology, and Mental Health minor program was deferred by one year from its original schedule in the 2019-20 review cycle, the next UTQAP cyclical review of each program will take place no later than the 2027-28 review cycle, as specified in the Vice-Provost, Academic Programs deferral approval letter of April 7, 2020.

My office monitors progress on Implementation Plans through periodic meetings with Chairs, Directors, and College Principals, and through the Undergraduate Department of Psychology's five-year unit-level academic planning process, which will begin at the conclusion of the cyclical review. I also acknowledge that your office will request a brief Interim Monitoring Report midway between the 2020-21 UTQAP cyclical review and the year of the next site visit in 2027-28 to report on progress made on the Implementation Plan, as outlined in the accompanying Review Recommendations Table.

Thank you very much for the opportunity to respond to the review report. The reviewers' comments and recommendations will help inform the future priorities of both the Undergraduate Department of Psychology and the Buddhism, Psychology, and Mental Health minor program and its undergraduate programs.

Sincerely,

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

cc.
Geoff MacDonald, Chair, Undergraduate Department of Psychology, Faculty of Arts & Science
Dickson Eyoh, Acting Principal, New College
Tara Goldstein, Vice-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 the FAS Department of Psychology and its undergraduate programs and the Buddhism, Psychology and Mental Health Minor (New 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 *verbatim from the request*	Rec. #	Recommendations from Review Report *verbatim from the review report*	Unit/Program Response	Dean's Response
Department of Psychology and its undergraduate programs:				
The reviewers made a number of observations and possible suggestions related to enhancing the quality of education and student experience in the undergraduate Psychology programs, including: • Expanding and modernizing curricula, reducing class sizes where feasible, and exploring ways to enhance career and professional development activities • Enhancing student advising and program administration • Exploring approaches to developing a supportive departmental	A1	"Enhance the quality of education for majors and specialists through expanded curricula, increased career and professional development activities and support beyond research. Consider revising PLOs to apply to other career paths for psychology majors, rather than focusing primarily on the goals of the specialist and research specialist programs."	There have been important developments since the review was conducted that put some of these issues in context. In addition to the Department's existing alumni mentorship program (which is in high demand), the Department is participating in the new Arts and Science Internship Program (ASIP) beginning in 2024. The Department is also implementing a Psychology Careers and Applications course (PSY 204) as well as a Community Engaged Learning course (coming this year). The latter, in addition to new hires (e.g., recent hire Dr. Felix Cheung's work on the Syrian conflict) and the ever changing topics of our seminar courses (e.g., Stereotyping, Prejudice, and Stigma; The Moralities of Everyday Life) are useful in	**Immediate-to-Short:** The Vice-Dean, Undergraduate, and the Associate Dean, Teaching and Learning, will work with the Department on proposed changes to curriculum and program enhancements. In April 2022 Arts & Science (A&S) allocated two new continuing status teaching-stream faculty positions to the Department, and searches are underway to fill them. These new hires, in addition to the hiring of two 3-year CLTA faculty members in September 2022, will help to ease some of the enrollment pressures. The A&S Advancement office has begun working with Psychology regarding fundraising.
	A2	"Expand undergraduate course curriculum in Abnormal/Clinical Psychology and Computational Psychology."		
	A3	"Consider expanding curriculum beyond historical or traditional topics in psychology and introducing multidisciplinary themes with social relevance."		
	A4	"Increase collaborative learning in the classroom by introducing new methods of instruction including 'flipped' classrooms and hybrid formats that allow students to engage in small group activities focused on		

				Medium:
community, and increasing faculty and student interaction		"problem solving, application of concepts, and team projects."	enhancing the social relevance of the curriculum.	
	A5	"Consider revamping course requirements to allow more electives from other departments to count towards 300 and 400 level courses in order to decrease teaching burdens in the department and also allow students more flexibility in creating individualized programs of study based on their interests and career aspirations."	We agree students would benefit from more courses in Psychopathology as well as Computational Psychology. We believe the challenge is finding instructors for existing courses rather than developing new courses. We have been networking to find more psychopathology instructors (with the belief these courses are best taught by sessionals who are practicing therapists rather than dedicated teaching stream faculty). We also intend to explore moving existing teaching responsibilities to free some of our computational experts who are teaching computational methods at the graduate level to be available for instructing our existing (but never taught) course on Computational Psychology, PSY 474.	Expanding experiential opportunities for undergraduate students is one of the strategic initiatives in the 2020-25 Faculty of Arts & Science Academic Plan. To expand opportunities, A&S established the Experiential Learning & Outreach Support (ELOS) office, which provides administrative, pedagogical and partnership development support for experiential learning activities, including industry and community-engaged projects, field experiences, academic internships, paid work placements, and research and international opportunities. We have also recently appointed a Faculty Advisor on experiential learning. The EL Faculty Advisor is working closely with ELOS to provide strategic guidance and support to academic units interested in expanding or launching experiential learning programming. As noted by the Department, Psychology will begin participating in the Arts & Science Internship Program (ASIP) in 2024. This Faculty initiative will provide significant experiential learning opportunities to Psychology undergraduate students. Students will have the option to join ASIP in their second year, thus presenting opportunities earlier in their program of study. Students in the ASIP stream of their program of study will complete 12-20 months of work experience and participate in extensive professional development programming. Students will join ASIP in the Fall semester of their second year and complete their first work term after second year, providing an opportunity for
	A6	"We recommend the Department (and the University) continues to work on reducing class sizes. Doing so would lead to qualitative changes in the students' educational experience and learning."		
	A7	"Engage alumni in career development activities and community placements, and target alumni fundraising to provide additional financial awards for academic achievement, support for their research, and acknowledgement of student excellence."		
	A8	"We strongly suggest that the Faculty of Arts and Science provide immediate support for additional administrative staffing for the Department, raise salaries to reflect the actual workloads of these dedicated individuals, and add specific staff members to support both student advising and program administration. The Department has identified several key positions that they would like to hire, but we believe this is not sufficient to address concerns regarding student support and advising."	In terms of teaching innovation, the pandemic forced a number of instructors to investigate new methods many of which are being carried over into in person instruction. The Department took advantage of our teaching faculty's pedagogical expertise by hosting a teaching workshop during reading week 2023 to spread information and advice regarding innovative teaching techniques. It was successful, and we would like to make this a yearly event.	
	A9	"Increase student support by increasing advising staff, integrating student support into the classroom, and providing additional opportunities for meaningful interactions with faculty, TAs, preceptors, as well as helping student to connect with other resources on campus beyond Psychology."	The Department is less sure regarding the reviewers' suggestion of expanding 300 and 400 level electives to other departments. A previous change opened up more flexibility with 200 level courses which we feel was appropriate. However, to ensure graduates	

			are receiving a psychology education in the manner which the Department envisions it we believe it is important for students to take senior level classes through our Department. As such, we do not have plans to take action on this front.	students in these programs to engage in experiential learning early in their study.
				ELOS also recently launched a new Experiential Learning Faculty Fellows Program which provides financial, pedagogical and administrative support for faculty interested in building new experiential learning courses. This has led to the development of a new experiential learning course that the Psychology department will introduce in the 2023/24 academic year.
			We are extremely sympathetic with the reviewers' desire to reduce class sizes. However, this would require significant investment of teaching and tenure stream positions from FAS given that our enrollment increases required 2 CLTA hires (completed this summer) and 2 continuing status teaching stream hires (currently ongoing) to keep up with existing demand. These hires have stabilized our teaching of 200 level courses but more tenure stream hires are needed to meet the goals of providing experiential learning, research opportunities, and up-to-date socially relevant seminar courses.	The Office of Experiential Learning and Outreach Support (ELOS) in Arts & Science will remain available to support the integration of experiential learning scaffolded across programs in the Department.
			We agree with the importance of alumni outreach (we have reached out to the Office of Advancement to begin discussions around fundraising). Indeed, we note that a number of themes emerging from the reviewers' report requires better external engagement from the Department – fundraising, student mentorship, internship opportunities, career direction. However, one challenge is that our faculty have little professional experience outside academia and our current staff are charged with other, internal responsibilities. As such, we hope to create a new staff position titled "Outreach Officer." The responsibilities associated with this role	**Immediate-to-Medium:** A&S Administrative HR has been working with the Department on its staffing needs. The Undergraduate Assistant, TA Coordinator and part-time casual staff member positions were created and filled in the first half of 2022. This expansion of staff has already begun to address some of the identified challenges the undergraduate program faces. The Faculty will continue to engage with the Department concerning any additional staffing needs. **Long:** Departmental hiring priorities do not necessarily translate into tenure-stream positions because new tenure-stream

			would capitalize on the synergies between various benefits of ongoing engagement with alumni. These include promoting ongoing alumni identification with the Department, fundraising, and networking to create internship and career mentoring opportunities. In addition, we envision this role as including communication responsibilities such as social media engagement and website upkeep that will benefit the Department in terms of engagement with alumni and the broader community. In terms of increased administrative support for students, several administrative staff have been hired since the review was conducted. An Undergraduate Assistant has been hired to work alongside the Undergraduate Administrator. A casual staff member has also been hired to support the undergraduate program on a part-time basis. A Graduate TA Coordinator supports both the Graduate Program and the hiring of TAs for undergraduate courses. As the new positions have been recently filled, the department will continue to review and assess its needs with the Administrative HR Services.	positions are allocated at the Faculty level. All requests for new positions across the Faculty are submitted to the Faculty Appointments Committee (FAC), which includes representation across its sectors (Humanities, Social Sciences and Sciences) and from the Colleges. The FAC reviews all requests for new positions and makes recommendations to the Dean regarding which requests should be granted. In a given year, there are many more requests than available positions. As noted in the response to point A16 below, the Unit-Level Academic Planning process will include faculty complement planning as a key feature and will facilitate clear articulation of the Department's complement plan over the five years of the plan.
The reviewers observed that the Department's stringent admissions requirements may pose significant access barriers for first-generation students, and those from underrepresented groups. They suggested that "allowing more flexibility in the number and types of courses that can be used to gain entry into the	A10	"Allow more flexibility in the number and types of courses that can be used to gain entry into the programs in order to alleviate inadvertent biases towards underrepresented and first generation students."	Although the Department appreciates the reviewers' concern here, the volume of applicants for Psychology's programs (e.g., 2725 applicants for majors, minors, and specialists this year) makes expanding the criteria for entry extremely challenging. We do have existing alternative entry options through performance in second year courses beyond the primary path of performance in	The Faculty recognizes the review report recommendation to pursue options to address barriers for students from underrepresented groups. The Dean's response notes that the Department has existing alternative entry options through performance in second year courses which offer additional pathways for admission to the program.

			PSY 100. As such, we do not intend to take action on this front.	
The reviewers made a number of observations and potential suggestions related to enhancing departmental communications and connections across all faculty groups, including considering approaches to increasing the involvement of all faculty in departmental decision-making, and enhancing supports and mentorship for junior faculty. They also recommended that the department prioritize expanding its complement of both teaching stream and tenure stream faculty when opportunities permit, in alignment with the size of the program.	A11	"Improve communication between staff and faculty, between teaching-stream and tenure stream faculty, and especially between faculty and Departmental leadership (eg. by establishing regular faculty meetings)."	In terms of relations between faculty and Department leadership, monthly Department meetings attended by both staff and faculty have been implemented. Further, a number of Committees have been established (e.g., Executive Committee, Budget Committee, PTR reform committee) that provide direct input into key decisions on a regular basis.	**Immediate-to-Long:** The A&S office of Vice-Dean, Faculty & Academic Life recently developed a New & Recent Faculty Program in partnership with Massey College. All new faculty members (teaching and tenure stream) are invited to participate in meetings where a series of different topics are addressed throughout the year (e.g., writing, PTR process, supporting students with mental health issues) as well as attend informal lunches for new hires to facilitate community-building.
	A12	"Increase involvement of faculty in the Department's decision-making. Faculty feel heard by the leadership but feel relatively powerless in governance of the Department."		
	A13	"Greater support and mentorship for junior faculty should be implemented (eg. allocation of limited resources, such as graduate student recruitment and support, should favor junior faculty)."	In addition to our existing faculty mentorship program, the Chair's office is now taking a more proactive approach to onboarding junior faculty including annual meetings and regular email check-ins. Further, our Graduate Chair has devised a graduate student allocation system that explicitly prioritizes junior faculty.	**Immediate-to-Long:** As noted above, A&S allocated two new continuing status teaching-stream faculty positions to the Department, and searches are underway to fill them. These new hires, in addition to the hiring of two CLTA faculty members last year, will help to ease some of the enrollment pressures.
	A14	"Move current CLTAs to teaching stream faculty positions and expand the total teaching faculty to at least 10. Invest in teaching stream faculty through funding for innovative teaching, and increase communication with these faculty regarding appreciation for their outstanding work."		
	A15	"Expand research faculty in targeted ways with several goals in mind: building diversity, creating bridges between historically separate subfields of research, and connecting with other departments and partner institutions."	Although CLTA positions cannot be turned into permanent positions, the Department is currently conducting a search for two new continuing status teaching stream positions. Our Undergraduate Director believes these positions will suffice in meeting our current teaching needs at existing class sizes. As such, we will next turn to hiring research stream positions to account for the needs of upper year students with the goal of diversity in mind. We have been capitalizing on the Pedagogical Innovation and Experimentation (PIE) Fund to better support teaching in the department generally. With respect to recognizing the contribution of teaching stream faculty, the Department is currently applying to amend our workload policy to reduce the continuing status teaching stream	As noted above, all requests for new positions across the Faculty are submitted to the Faculty Appointments Committee (FAC; see earlier response above for details). **Medium:** The Dean notes that the Department has submitted a request to revise the workload for continuing status teaching-stream faculty to reduce the teaching load by 0.5 FCE. (TBC)

			FCE by 0.5 to account for the increased demands on this role since our workload policy was set in 2012.	
The reviewers strongly recommended that the Department continue to develop plans for future directions though a comprehensive strategic planning process, involving consultation with faculty of all ranks, staff, students and alumni. They underscored that enhanced engagement with and articulation of goals related to equity, diversity and inclusion at all levels of the department should be prioritized throughout this process.	A16	"We strongly recommend that the Department continue to develop their plans for future directions through a comprehensive strategic planning process that includes voices of all constituents – faculty of all ranks, staff, graduate students, undergraduates, and alumni. Improvement of diversity, equity and inclusion at all levels of the Department, including faculty recruitment, should be prioritized."	A departmental EDI committee has been formed and funded by the Department, and is in the stages of gathering information from all departmental members (students, faculty, staff) to determine the most impactful issues on which to focus.	**Short-to-Long:** 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. 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 Psychology. A&S hired a Director of Equity, Diversity and Inclusion in December 2021. The Director is well-positioned to offer guidance to the Department on how to best implement EDI initiatives at the departmental level. In Fall 2022, the A&S Director of EDI provided support to the Department on developing a Terms of Reference for the Department's EDI committee. Upon completion of the UTQAP review, the Department will undertake a five-year Unit-Level Academic Planning (ULP) process later in 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. The ULP includes a discussion of plans relevant to equity, diversity and inclusion at all levels of the

				department. The development of the ULP involves significant consultation with stakeholders across the department (faculty, staff, and students). 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.
The reviewers observed limited interaction between Psychology and cognate units and suggested that strengthening these connections could provide breadth for undergraduate students, as well as enrich Psychology's research program.	A17	"Increasing interactions with other departments through [joint] hires and integrated undergraduate programs would greatly enhance the ability of departments to engage in large-scale multidisciplinary research, and would also greatly enhance the breadth of the undergraduate learning experience."	In 2020 the Department hired a faculty member in conjunction with the Department of Statistics and is currently arranging a CLTA research position with the Cognitive Science Program at University College.	**Long:** The Dean's response acknowledges currently existing relationships with cognate units both within Arts & Science and beyond. The Dean's office will encourage the Department to consider how best to manage and possibly expand its relationships with cognate units as part of the forthcoming unit-level planning process, to commence upon completion of the UTQAP review
The reviewers made a number of observations and recommendations related to enhancing communication, cohesion and shared governance across the tri-campus graduate Department of Psychology.	A18	"Improve cohesion and implement shared governance between the Tri-Campus Graduate Chair and the Department Chair. The current model in which the former has decisional power on graduate matters while the latter has financial control over the Department's graduate program is not conducive to the recruitment and training success of graduate students in Psychology."	The Graduate Chair and Department Chair now have regular, bi-weekly meetings to ensure consistent communication and support. The Department Chair also sits on the Graduate Committee and holds regular "Four Chairs" meetings with the Graduate Chair and Chairs of the UTM and UTSC campuses. The financial structure of the arrangement however is out of the control of the Department.	The Faculty notes that Psychology follows the separated model for the Graduate Chair position. As such, the budgetary home of the graduate program resides in the same division where the graduate program itself resides. Thus, the Psychology Department at the St. George campus, which is in the Faculty of Arts & Science, is the budgetary home of the tri-campus graduate program. The Faculty commends the efforts to hold "Four Chairs" meetings to facilitate communication and cohesion. The process, currently being led by the School of Graduate Studies, of developing MoAs between all of the constituent units should also clarify lines of communication.

Request Prompt *verbatim from the request*	Rec. #	Recommendations from Review Report *verbatim from the review report*	Unit/Program Response	Dean's Response
Buddhism, Psychology and Mental Health Minor:				
The reviewers observed that the BPMH minor "is narrowly focused on Buddhism at the expense of other religions or contemplative approaches" and recommended undertaking a curricular review, with an eye towards either expanding coverage to engage with other religions, or shifting the minor's focus to secular mindfulness and meditation.	B1	"The program's curriculum should be expanded to other religions or loosen its religious underpinnings to move further toward mindfulness and meditation. Under such circumstances, renaming the program 'Contemplative studies & mental health' would be warranted."	B1: BPMH appreciates the reviewers' suggestions for expanding the program's curriculum, and will consider these suggestions, along with a potential name change, as it moves forward in discussions with cognate units.

B2: To increase programmatic requirements and provide a stronger curricular structure to the program New College will work with the Faculty of Arts and Science to create a Working Group of faculty members from cognate units such as Psychology and Religion to review and revise the program's curriculum. | **Short-to-Medium:** Arts & Science (A&S) recognizes the review report recommendations for a curricular review and consideration of expanding the focus of the program. However, given the current lack of continuing faculty engagement in BPMH, there is a more immediate need to ensure the sustainability of the program, rather than the expansion of curricular offerings. The Dean's office will work with New College to create a working group, with representatives from cognate units (including the Department of Psychology and the Department for the Study of Religion), to discuss the BPMH curriculum, and options for the sustainability of the program, including enhanced connections with cognate units and the engagement of continuing faculty. |
| | B2 | "We recommend increased programmatic requirements, including the creation of formal tracks (a clinical, a cognitive neuroscience, and a social application track) to give a stronger curricular structure to the program. Academic advising tailored to the program should also be enhanced" | | |
| The reviewers stressed the importance of establishing formal commitments from cognate units for faculty to teach in the program, in order to ensure a long-term vision of the curriculum, increase research opportunities for students, and develop a strong community. | B3 | "We do not see the need for creating tenure lines uniquely associated with the minor. That said, there should be formal commitments from (and compensation of) other cognate units to allow their primary faculty to commit to the teaching mission of the program. The association of tenure stream professors from other Departments with BPMH would have the added benefit to increase research opportunities for the students in the program. This buy-in from other depts and units will require the involvement and support of the University's | B3: To ensure formal commitments from other cognate units, New College will work with the Faculty of Arts and Science to create a Working Group of faculty members from cognate units to find tenure stream professors who are interested in teaching in the program.

B4: The involvement of tenure stream professors from cognate units will enhance | **Short-to-Medium:** As noted above, A&S will create a working group, with representatives from cognate units, to examine opportunities to support the Program with the existing A&S faculty complement.

Medium-to-Long: To facilitate active learning and experiential learning, the A&S Office of Experiential |

		central administration. Funds should be also allocated for long-term commitments of teaching stream faculty to the program. Relying strongly on sessional lecturers for teaching in the BPMH program hampers a long-term vision of the curriculum and the development of a strong faculty community."	opportunities for students to engage in research activities. Tenure stream faculty often have research assistant or work-study positions that BPMH students can apply for. The BPMH Program Director will also promote the Faculty of Arts and Science's Research Opportunities Program (ROP) among its tenure stream faculty. The ROP program provides undergraduate students the opportunity to work on a research team in exchange for academic credit. These opportunities will provide students with a chance to develop skills in analytical and statistical proficiency.

B5: To work towards continued investment by the University New College will work with the Faculty of Arts and Science to create a Working Group of faculty members from cognate units to find tenure stream professors who are interested in teaching in the program. | Learning & Outreach Support (ELOS) is available to provide pedagogical supports, including consulting with individual faculty and unit or program leaders interested in developing or expanding experiential learning and/or undergoing experiential learning curriculum planning. ELOS can also provide administrative support, resources, and guidance on funding for experiential learning, as well as offering partner supports, including partnership development, relationship management, and partner recognition. |
	B4	"Opportunities to engage in research activities and to develop analytical and statistical proficiency for critical analysis of the science behind this field should be enhanced."		
	B5	"Long-term prosperity of the program will require continued investment by the University especially in the face of the impressive growth in the number of students taking this minor. In particular, sufficient funds should be allocated to support the instructional needs of the minor..."		
The reviewers raised concerns around ethical/privacy issues and subjective grading for student personal journal assignments in the BPMH minor, and recommended that these issues be addressed	B6	"Ethical issues of privacy and subjective grading for students' personalized journal entries should be tackled head on. We recommend the program reaches out to the University's Center for Teaching and Learning for advice and support."	B6: BPMH understands the ethical issues the Reviewers have pointed to in regards to students' personalized journal entries and subjective grading. The program will reach out to the University's Centre for Teaching Support and Innovation for advice and support around assignments for all its courses. The program will also consult with the Faculty of Arts and Science Associate Dean of Teaching and Learning for best assessment practices and will ensure all of its faculty and course instructors receive professional development around assessment practices.	**Short-to-Long:** The A&S Office of the Associate Dean, Teaching & Learning is available to assist the Program with adopting best practices for assignments and assessments.

Other recommendations not prioritized in the Request for Administrative Response	B7	"Increasing the faculty diversity to reflect the student's (and population's) diversity should be a priority."	B7: BPMH has already begun to make faculty diversity and diversity within curriculum a top priority. In the 2022-2023 academic year our public and student communities have been supported by many internationally prominent events focused on bringing diverse voices to our audiences. The *content* of our courses (i.e., readings, topics, and expert voices) have begun to highlight the workings of systemic oppression, climate (in)justice, decolonization and trauma, drawing on historical, structural, cultural, clinical, and personal data. As a member of the Faculty of Arts and Science Working Group mentioned above, New College will continue to monitor and enhance the development of the BPMH minor so it reflects principles of diversity, equity, inclusion, and accessibility (DEIA).	**Short-to-Long:** As a strategic priority of the Faculty's five-year plan (2020-2025), A&S 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. A&S hired a Director of Equity, Diversity and Inclusion, who is available for consultation to the Program on EDI matters. As well, EDI will be a part of the discussions held by the A&S working group for BPMH.
	B8	"community-engaged learning opportunities is a unique facet of the BPMH program and seem to be well appreciated by both instructors and students, but few such opportunities currently exist. The program's leadership should work on implementing more CEL."	B8: New College has recently hired a new faculty member who holds a 51% position in Community-Engaged Learning. The home unit of this faculty member is New College. The other 49% of the faculty member's load is with the Centre for Caribbean Studies. As part of their CEL work, the faculty member will reach out to the FAS Experiential Learning Office for support in integrating CEL opportunities into all New College academic programs, including the BPMH program.	**Short-to-Medium:** As noted above, the Program is encouraged to engage with the A&S Office of Experiential Learning and Outreach Support (ELOS), for further guidance on experiential learning opportunities.
	B9	"The dramatic growth of the program is borne not only by the instructors but also by the administrative staff. We recommend increased staffing to support the increased administrative load and advising."	B9: With the creation of Center for Caribbean Studies and African Studies Centre, New College will reorganize administrative support for programs and student advising in way which will benefit the program and its students.	**Short-to-Medium:** A&S will continue to communicate with the College regarding staffing for the new EDUs (CCS and ASC) and the BPMH program.

	B10	"Finally, given the growing interest in this program, the administration may be tempted to make some of the courses online to make those more accessible across campuses. However, we caution the program against such a move as this is likely to dilute some of the most important qualities of the program in professor-student accessibility, small group discussions, and experiential learning."	B10: BPMH understands the importance of in-person professor-student interactions, small group discussions, and experiential learning, and appreciate that creating an online program track is not an option at this time.	At the present time, A&S is not supportive of a new online track, given the more immediate need to address the existing curriculum.

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 Psychology as a top-ranked research department, with a long history of preparing the next generation of psychological scientists, noting that the unit is "forward looking and committed to taking an already outstanding program to the next level of excellence". They emphasized that the research specialist undergraduate program is outstanding, and the Department has made great strides in coping with high enrolment since the previous review, noting positive investments in faculty hiring. They observed that the Department has expanded the curriculum to meet student interests; made additional research opportunities available to specialists; and that the Department serves a very significant number of students from outside of Psychology programs. They highlighted that tenure-stream faculty have a well-deserved reputation for outstanding research; teaching-stream faculty are expert, dedicated and go well beyond their teaching mission in serving students and the Department; and staff are committed and hard-working. Finally, the reviewers emphasized Psychology's strong connections with multiple world-renowned external institutions, and the student reports of "outstanding" teaching, as well as their appreciation for the flexibility, care and support shown by faculty and staff during the pandemic.

The reviewers recommended that the following issues be addressed: enhancing the quality of education and student experience in the undergraduate Psychology programs; addressing concerns that the Department's stringent admissions requirements may pose significant access barriers for first-generation students and those from underrepresented groups; enhancing departmental communications and connections across all faculty groups, including considering approaches to increasing the involvement of all faculty in departmental decision-making, and enhancing supports and mentorship for junior faculty; prioritizing expanding the complement of both Teaching Stream and Tenure Stream faculty when opportunities permit; engaging in a comprehensive strategic planning process, involving consultation with faculty of all ranks, staff, students and alumni; strengthening connections with cognate units; enhancing communication, cohesion and shared governance across the tri-campus graduate Department of Psychology; undertaking a curricular review of the BPMH program with an eye towards either expanding coverage to engage with other religions, or shifting the minor's focus to secular mindfulness and meditation; establishing formal commitments from cognate units for faculty to teach in the BPMH program; and addressing concerns around ethical/privacy issues and subjective grading for student personal journal assignments in the BPMH program.

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

Final Assessment Report and Implementation Plan: Department of Psychology and its Undergraduate Programs, Buddhism, Psychology, and Mental Health Minor (New College), Faculty of Arts & Science

5 Monitoring and Date of Next Review

The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than the midway point between the 2020-21 site visit and the next scheduled review on the status of the implementation plans, when requested by the office of the Vice-Provost, Academic Programs.

The next review will be commissioned in the 2027-28 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 <mark>- DRAFT</mark>

1 Review Summary

Program(s) Reviewed:	**Graduate programs:** • Medical Biophysics, MSc, PhD
Unit Reviewed:	Department of Medical Biophysics
Commissioning Officer:	Dean, Temerty Faculty of Medicine
Reviewers (Name, Affiliation):	• Prof. Alison Allan, Department of Anatomy & Cell Biology, Western University • Prof. Brian Pogue, Department of Medical Physics, University of Wisconsin School of Medicine and Public Health • Prof. Sheila Singh – Department of Surgery, McMaster University
Date of Review Visit:	February 23-24, 2022 (conducted remotely)
Date Reported to AP&P:	April 13, 2023

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Previous UTQAP Review
Date: November 1-2, 2016

Summary of Findings and Recommendations
Significant Program Strengths
- Flourishing program provides superb research training and career development opportunities for a large number of graduate students
- Revitalized, modernized curriculum reflects the current state of the discipline
- Organized and active Graduate Student Society strengthens the sense of community
- Among the top few such departments in North America and internationally
- Unsurpassed training opportunities with state-of-the-art infrastructure and facilities
- Strong relationships with cognate departments and research institutes allow MBP to translate modest investments from the Faculty of Medicine and U of T into a world-class research enterprise with a flourishing graduate program

Opportunities for Program Enhancement
- Aligning courses and other program elements with well-defined learning outcomes and degree-level expectations to ensure that the training of each student does achieve the desired expectations; aligning MBP offerings with complementary graduate programs to take advantage of synergies
- Ensuring appropriate time-to-completion; addressing any gaps in graduate student supervision; and considering ways to better support students in these processes throughout their program
- Enhancing student outreach and recruitment beyond southern Ontario
- Improving mentoring and relationships across the department to ensure onboarding of faculty employed by the hospitals, increased participation in MBP activities, and strengthened collaborations across multiple physical sites
- Revisiting MBP's overall communications strategies both internally and beyond the program to support enhanced outreach and recruitment.

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Current Review: Documentation and Consultation

Documentation Provided to Reviewers
Confirmation/agreement Letter; terms of reference; self-study report; faculty CVs; course descriptions; schedule; previous review report (2016-17), Dean's and Chair's responses, and FAR-IP; Dean's Report 2021; 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. Acting Dean and Vice Dean, Medical Education
2. Vice Dean, Strategy & Operations
3. Director of Strategic Initiatives, Office of Advancement

Final Assessment Report and Implementation Plan: Department of Medical Biophysics, Temerty Faculty of Medicine

4. Chair, Dept. of Laboratory Medicine & Pathobiology
5. Acting Chair, Dept. of Immunology
6. Interim Chair, Dept. of Biochemistry
7. Interim Chair, Dept. of Molecular Genetics

Dept. of Medical Biophysics

8. Chair
9. Vice Chairs
10. Program Coordinators
11. Faculty
12. Graduate Students
13. Administrative Staff

Research Institutes

14. Executive Vice President, Science & Research, University Health Network
15. Vice President, Research & Innovation, Sunnybrook Research Institute
16. Vice President, Research, Rotman Baycrest Research Institute
17. Interim Director of Research, Lunenfeld-Tanenbaum Research Institute, Sinai Health System
18. Research Director, Princess Margaret Cancer Centre
19. Associate Research Director, Princess Margaret Cancer Centre
20. Director, Biological Sciences Platform, Sunnybrook Research Institute

Current Review: Findings and Recommendations

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
  - ▶ Overall, reviewers remarked on the exceptionally strong, interdisciplinary nature of the Medical Biophysics (MBP) graduate program, and congratulated the Department and its Chair for the effort that has gone into addressing recommendations from the previous external review
  - ▶ "It is clearly a jewel in the crown of the research and graduate programs within Temerty and at the University of Toronto, and should be strongly supported in order to enable their continued success on the national and world stages."
  - ▶ Reviewers noted that MBP has kept pace and evolved with the times of the discipline

- ▸ MBP's program identity is strong enough to unify a diverse group of participating faculty, and its interdisciplinarity provides "a tremendously rich learning and training environment for the next generation of biomedical leaders and serves as an aspirational role model for other graduate programs, both within and external to the University of Toronto."
- Objectives
  - ▸ Educational efforts are appropriately focused on graduate education and training given the unit's research-intensive nature
- Admissions requirements
  - ▸ Admissions requirements are appropriate and in keeping with MBP's international reputation, with high standards for admission and a very rigorous admissions process
  - ▸ The lab rotation component of the admissions process is viewed as a particular strength as it facilitates optimal matches between students and supervisors. "This has resulted in the successful recruitment of high-quality domestic and international students who are well-positioned to take advantage of the interdisciplinary, research-intensive training environment."
- Curriculum and program delivery
  - ▸ Reviewers found MBP graduate programs to be of very high-quality, with clear program requirements and learning outcomes that align with graduate-level expectations in the discipline
  - ▸ There are rich research experience opportunities available for all graduate students
  - ▸ Program structures, curriculum, length, mode(s) of delivery and expectations appear to be well-communicated and clearly understood by graduate students and their supervisors
  - ▸ Courses cover cutting-edge topics related to the relevant disciplines of biology and physics; content and learning outcomes tailored and appropriate for the MSc and PhD graduate level
  - ▸ Reviewers noted that the recently implemented modular course structure is innovative and appears to better cover the scope of interdisciplinary research, allows for greater cross-over learning experiences between students in different disciplines, and improves course flexibility
  - ▸ Overall quality of the educational experience deemed very high, supported by direct student survey feedback
- Accessibility and diversity
  - ▸ Reviewers observed significant improvements in program outreach, promotion and communication since the previous external review
  - ▸ "The creation of a departmental equity, diversity and inclusion (EDI) Committee led by numerous passionate MBP faculty, students and staff was a major accomplishment in this past 5-year period, and the initiatives and activity of this group is laudable."
- Assessment of learning
  - ▸ Assessments are appropriate and effective at measuring student achievement and progression, including academic performance in courses, MSc to PhD reclassification

exams, PhD qualifying/comprehensive exams, thesis advisory committees, and thesis exams

- Student engagement, experience and program support services
  - ▸ The department has a very active and well-organized graduate student council (MBPGSA) that appears to work in close partnership with faculty, staff, and departmental leadership in developing and organizing social events and other learning opportunities outside of the classroom
  - ▸ The MBPGSA also provides strong input into shaping the academic and organizational aspects of the graduate program, advocating for the needs of MBP graduate students as whole
  - ▸ Recently introduced 'plan for completion' form for students in the final year of their PhD program supports the development of "a clear plan and timeline to completion in consultation with the supervisor, student, and advisory committee."
  - ▸ Student satisfaction is generally high regarding supervision/mentoring, and most graduate students appear to feel well-supported by their supervisors, lab group, and by the program overall
  - ▸ Fairly effective incident reporting mechanisms in place to share concerns about laboratory/learning environment and supervisory relationships
- Quality indicators – graduate students
  - ▸ Reviewers remarked that MBP has a very competitive and high-quality graduate program that ranks very highly against the Canadian U15 and international comparators with excellent applicants and admitted students
- Quality indicators – alumni
  - ▸ Postgraduation employability appears to be high, particular in the industry and academic sectors
- Quality indicators – faculty
  - ▸ Reviewers observed the quality and availability of faculty supervision and faculty commitment to mentorship to be excellent
- Student funding
  - ▸ The department has a very rigorous, committee-based process for reviewing scholarship applications and awarding scholarships based on merit
  - ▸ Well-developed graduate student funding strategy that has been very successful and is expected to be even further strengthened post-pandemic

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

- Curriculum and program delivery
  - ▸ Diverse range of opinions from students and faculty regarding the level of course work, and whether it was too much or not enough for both the MSc and PhD
  - ▸ There is a "lack of consistency in quality, delivery and assessment methods across courses, as well as some redundancy issues between courses."
  - ▸ Students are allowed to take courses offered by programs outside of MBP, but find this difficult as they are not prioritized for enrollment in said programs

- ▸ Many students like the modular, 6-week course structure but acknowledged that "not much could be learned in that short of a time frame." Others expressed an interest in longer (i.e. 0.5 FCE) courses
  - ▸ Fairly consistent lack of satisfaction with the current versions of required research ethics and statistics courses
  - ▸ Faculty and students expressed the desire for more offerings/opportunities relating to computational programming knowledge
- Accessibility and diversity
  - ▸ Reviewers noted student comments regarding perceived sense of unequal treatment concerning access to student services in comparison to other University students. "They would like to ensure that they have inclusion in University of Toronto and Temerty lectures and programming in a number of areas including EDI."
- Student engagement, experience and program support services
  - ▸ Graduate student survey data identified mental health as a concern amongst many students
  - ▸ Concerns voiced that staff are not trained to handle certain situations relating to conflict resolution and mental health
- Student funding
  - ▸ Stipend funding remains a concern given the high cost of living in Toronto; drawback to MBP not having an undergraduate program is that there are limited TA positions available

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▸ Continue to monitor times to completion on an ongoing basis, particularly: at the MSc level; in the case of extreme outlier situations; and in the context of the COVID-19 pandemic
  - ▸ Enhance computational curriculum and infrastructure with AI and machine learning components
  - ▸ Work with advancement colleagues to develop "a Dean's Challenge Fund application to Temerty Medicine or a similar strategic initiative around development of an enhanced computational sciences/machine learning/AI curriculum and infrastructure for MBP."
  - ▸ Carry out a high-level curricular review "to ensure continued relevance and consistency of learning outcomes and assessment methods, reduce content redundancy, and increase quality/value across all courses. In particular, the mandatory ethics and statistics courses should be carefully scrutinized and revised as needed."
- Accessibility and diversity
  - ▸ Program outreach could be further enhanced by the collection of, or access to, demographic data of applicants to gain a better sense of what attracts students, and what drives their decision to accept/reject offers to the program
  - ▸ Reviewers encouraged making funding options available for waiving graduate program application fees in order to increase diversity

- Student engagement, experience and program support services
  - ▸ Reviewers recommend incorporating more formal program activities aimed at supporting professional/career development in both academic and non-academic career paths; majority of current efforts appears to be student-driven
  - ▸ Explore opportunities for an increased number of TA positions and/or opportunities for postdoctoral scholars to contribute to the graduate education activities of the department as part of the larger curricular review
  - ▸ Monitor graduate student mental well-being and resiliency to optimize pandemic recovery

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▸ Reviewers commented on MBP's excellence as a highly productive research-intensive department with extraordinary depth, breadth and interdisciplinarity of science.
  - ▸ "The faculty have several luminary researchers within their ranks, and the expectations for the current faculty to progress are exceedingly high."
- Research
  - ▸ Faculty appear to rank near the top of the University and the discipline when it comes to financial success in grants
  - ▸ The department has enormous pride in its successes
  - ▸ Faculty research activities percolate down to the level of graduate student accomplishments, which are also high
- Faculty
  - ▸ Annual performance reviews led by the research institutes and in collaboration with the Chair are felt to be very valuable
  - ▸ "Through close partnerships with the TAHSN [Toronto Academic Health Science Network] research institutes, the department appears to have a carefully planned, well-balanced and engaged faculty complement that is nicely distributed across the ranks of Assistant, Associate and Full Professor."

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

- Faculty
  - ▸ "Depending on the specific research institute that a faculty member belongs to, there is quite a bit of variability in both the accessibility of faculty development resources and the involvement of the MBP Chair in performance reviews"
  - ▸ Though outside the control of department, COVID-19 has created significant challenges and risks for Although outside the control of the department or institutes, the COVID-19 pandemic has created significant challenges and risks for early-career researchers (ECR) working to establish their independent research programs

- ► "While there is no doubt that faculty engagement has significantly improved over the past 5 years, there continues to be suggestions that it is mainly a core sub-group of the faculty that are consistently and highly engaged in the role of the department and its administration, and that this is a concern."
- ► Several EDI initiatives appear to require additional staffing support, "and there was a stated concern that MBP faculty seem like 2nd class citizens as compared to the attention given to those with primary appointments in the Faculty of Medicine (versus the TAHSN research institutes)."

The reviewers made the following **recommendations**:

- Faculty
  - ► Reviewers encourage efforts to make faculty development resources and performance reviews more uniform across the various institutes
  - ► Reviewers recommend that the department and Chair take extra care in continuing to support and mentor ECR faculty over the next 5 years "to ensure their success and that of their graduate students"
  - ► Maintain and enhance current faculty engagement in departmental activities for all faculty and explore tracking faculty engagement such as through gathering data on hours of service, which could be included as part of their annual review
  - ► Develop an EDI subcommittee for TAHSN to address their concerns and suggestions. "It was felt very strongly that higher level organization across the entire system around this topic was urgently needed to have a stronger impact."

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
  - ► "MBP participates in several city-wide collaborative programs designed to further develop and integrate graduate training in various multidisciplinary fields, including Biomedical Engineering, Cardiovascular Sciences, Genome Biology & Bioinformatics, Human Development, and Neuroscience."
  - ► Faculty, staff and student morale and inclusiveness appear to be in an exceptionally good state; strong culture of belonging
  - ► Strong alliances with research institute directors across TAHSN as well as with cognate departments within the Temerty Faculty of Medicine
  - ► Current Chair is highly respected and uniformly valued and liked by MBP students, faculty and staff, as well as by other Chairs and research institute leaders

- ▸ The Chair "serves as a strong mentor and advocate for students and faculty who have encountered challenges, as well as advocating for issues of importance to the department as a whole."
- ▸ "The involvement in academic and professional organizations appears to be very high, although largely at the individual faculty level."
- Organizational and financial structure
  - ▸ The organizational and financial structure of the department "minimizes the financial ties to the University and provides a nimble structure that is very research-focused"
  - ▸ Research space allocation and research infrastructure is almost exclusively managed by the TAHSN research institutes and appears to be excellent and sufficient for the needs of the program
  - ▸ Very successful in attracting and utilizing philanthropic dollars, particularly in partnership with the TAHSN research institutes and in relation to graduate student funding support
- Long-range planning and overall assessment
  - ▸ Strategic priorities in the department's self-study appear consistent with the University and Temerty Faculty of Medicine's academic plan
  - ▸ Complement planning and infrastructure considerations appear to be robust and sustainable
  - ▸ The Chair has demonstrated himself to be a highly dedicated and productive academic leader, launching efforts to establish a better and more comprehensive database for the department to track and manage the enormous scope and complexity of faculty, graduate training and research activities, and initiating work to better promote and establish international research collaborations
- International comparators
  - ▸ "The scope and quality of MBP as a whole is exceptionally high; top-ranked at both the national and international level and perhaps the pinnacle of success at the university. This provides a phenomenal interdisciplinary and cutting-edge research environment for the training of graduate students, where the cross-talk between biology, physics and computational approaches is unparalleled."

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

- Relationships
  - ▸ Postdoctoral scholars are critical to the research success of the department but their supports appear to vary between the various TAHSN research institutes
- Organizational and financial structure
  - ▸ The operating budget "is almost entirely dependent upon the residual funding from student tuition funds that are collected by the University, and partially filtered down to the department. The need to expand funding for administrative support has causes problems with this financial model"
  - ▸ "It is critical that the leadership in Temerty and the University of Toronto recognize that MBP's significant accomplishments are a result of an enormous amount of work by the Chair to successfully maintain and enhance this very large and complex

department, and that the sustainability of this over time is questionable with the department's current budgetary resources"

The reviewers made the following **recommendations**:

- Relationships
  - ▸ Take a more inclusive approach to incorporating postdocs into the MBP culture through departmental communications and opportunities for engagement in department activities, in close collaboration with TASHN institutes
- Organizational and financial structure
  - ▸ Permanent inclusion of funding for Vice-Chairs and Associate Chair administrative stipends in the department's core budget with the intent of establishing a model of distributed leadership to delegate many of the Chair's responsibilities
  - ▸ Develop formal MOUs between MBP/Temerty Faculty of Medicine, the Vice-Chairs/Associate Chair and their respective TAHSN research institutes to allow these administrative roles to be accommodated
  - ▸ Inclusion of funds for an efficient and modern database management system to provide essential data relating to tracking student recruitment and progression through the system, tracking student accomplishments, tracking faculty engagement, enabling generation of funding letters for students to reduce administrative workload
  - ▸ Reviewers recommend a travel budget for the development of international collaborations to support faculty and to also allow enhancement of graduate student recruitment and outreach efforts at international universities

TEMERTY FACULTY OF MEDICINE
UNIVERSITY OF TORONTO

Temerty
Medicine

L. Trevor Young, MD PhD FRCPC
Dean
Vice Provost, Relations with Health Care Institutions

March 16, 2023

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

Dear Susan,

DEPARTMENT OF MEDICAL BIOPHYSICS
Dean's Cover Letter | 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—Dr. Alison Allan, Dr. Brian Pogue, Dr. Sheila Singh—for their very comprehensive review of the Department of Medical Biophysics (MBP) on February 23-24, 2022. I would also like to thank Dr. Thomas Kislinger, Chair of MBP, the administrative staff, and all those who contributed to the preparation of the outstanding self-study report. I also wish to thank the many staff, trainees, and faculty members who met with the external reviewers and provided thoughtful feedback. The reviewers noted that MBP is *"a jewel in the crown of the research and graduate programs within Temerty and at the University of Toronto"* and that *"the scope and quality of MBP as a whole is exceptionally high; top-ranked at the national and international level and perhaps the pinnacle of success at the university. This provides a phenomenal interdisciplinary and cutting-edge research environment for the training of graduate students, where the cross-talk between biology, physics and computational approaches is unparalleled."*

The thorough report provided by the reviewers is an invaluable guide for program enrichments and future strategic directions of MBP. The reviewers identified areas for enhancement including the curriculum by way of a review, monitoring and support of student well-being and times to completion, mentoring of early career researchers, and engagement of faculty and postdoctoral fellows. The reviewers encouraged further work with advancement and recommended the establishment of academic administrative stipends, a database management system, and a budget for international collaborations. Each of the recommendations has been addressed in the Programs' Responses column in the accompanying table and in the Chair's cover letter. I am in full agreement with the responses of Dr. Kislinger and have provided additional comments addressing each of the recommendations in the Dean's Response column of the table.

Overall, MBP has made excellent progress under the leadership of Dr. Kislinger and as noted by the reviewers, *"[MBP] and their Chair are to be congratulated on the significant care and effort that has gone into addressing the recommendations from the previous external review in order to further enhance what continues to be an exceptionally strong, internationally recognized research enterprise and a top-tier interdisciplinary graduate program."* I congratulate Dr. Kislinger on his outstanding leadership. I look forward to working with the incoming Chair and members of MBP to ensure the continued success and growth of the Department to attain its strategic and operational aspirations.

The next review of MBP is scheduled in 2027-28. In 2025, I will follow up with the new 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,

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

2021-22 UTQAP Review of the MED Department of Medical Biophysics - Review Recommendations

Request Prompt *verbatim from the request*	Rec. #	Recommendations from Review Report *verbatim from the review report*	Programs' Responses	Dean's Response
The reviewers recommended conducting a high-level curricular review of Medical Biophysics, with an eye towards ensuring the continued relevance of learning outcomes and assessment methods, reducing any content redundancy and increasing quality and value across all courses.	1	"Now that the new modular graduate course structure has been in place for a few years, we recommend that the department (in close consultation with students and faculty) carry out high level curricular review in order to ensure continued relevance and consistency of learning outcomes and assessment methods, reduce content redundancy, and increase quality/value across all courses. In particular, the mandatory ethics and statistics courses should be carefully scrutinized and revised as needed."	We are committed to continuously improving the graduate curriculum. This is already done on a continuous basis. See points listed below: ■ At the end of each module students can provide feedback, in an anonymous manner, that is evaluated by the course coordinator. This feedback is used to continuously modify our modules and achieve better learning objective. A specific example is our mandatory Statistics Module that has been continuously modified over the last 5 years. ■ A new Artificial Intelligence module was introduced in 2021. ■ Implementation of a curriculum for our newly offered Medical Physicists specialty program was introduced in 2022. The program is currently under CAMPEP review and required extensive development of new modules. **Implementation Plan**: While our curriculum is continuously evaluated, we will focus our efforts on improving assessment methods and reducing redundancy across modules.	MBP is continuously improving their curricular offerings for students, and they afford opportunities for students to provide anonymous feedback to help with improvement. The graduate program also has a plan to improve assessment methods to reduce redundancy across modules, which will help increase the quality and value across all courses.
The reviewers recommended continuing to monitor and manage student time to completion; particularly at the MSc Level, in the case of outlier situations, and in the context of the COVID-19 pandemic.	2	"While student times to completion (TTC) have been significantly improved and are no longer considered a major concern, TTCs should continue to be monitored and actively managed on an ongoing basis, particularly (1) at the MSc level; (2) in the case of extreme outlier situations (which now appear to be fairly rare); and (3) in the context of the COVID-19 pandemic."	Time-to-completion (TTC) is a contentious and highly complex topic. It is often driven by outlier cases, which have individual and complex reasons, that are difficult to manage. Following multiple measures implemented by MBP, TTC for PhD students has dropped to an average of 6 years. For MSc students TTC is approximately 2.7 years. This is driven by our rotations program that adds approximately 4 months to each students' TTC and the ever-increasing complexity of biomedical research projects.	MBP has created a comprehensive plan to help address times to completion (TTC) issues for students, which is a challenging area to manage in various graduate departments throughout Temerty Medicine. MBP's plan includes the use of a newly developed database system as well as monitoring at the level of student committee meeting schedules, requiring students to submit a TTC plan after year four of study, and monitoring the timelines for students ready to defend their thesis to ensure they complete this within the specified 6-month period.

			We will rigorously monitor progression through the program for all our graduate students using our newly developed database system. Specific measures to manage this complex topic, while keeping the highest academic standings, are listed below: ▪ Vice-Chair Cunningham monitors committee meeting schedules for all MBP students and sends regular reminder emails. ▪ PhD students submit a TTC plan once they complete their fourth year of study. This plan will then be monitored during all consecutive advisory committee meetings. ▪ We have recently noticed that over 50% of our PhD students fail to defend their thesis within the specified 6-month period. MBP has committed to further monitoring this timeline, since it would have a significant impact on TTC. We will also implement this for MSc students. **Implementation Plan**: The mandatory TTC plan and more structured departmental follow-up during the thesis-writing period, previously applied to PhD students, will be implemented for MSc students as well.	
The reviewers made several observations and possible suggestions related to student experience and supports: ▪ The reviewers noted that many MBP students reported a perceived lack of access to student supports and services compared to other U of T students, and urged the careful monitoring and support of student mental health and resiliency, particularly in the pandemic recovery context.	3	"In terms of access to student services, we heard that students in MBP felt that they were not treated the same as other university students in terms of access to resources, and they would like to ensure that they have inclusion in University of Toronto and Temerty lectures and programming in a number of areas including EDI. These resources appear to be available, but it was unclear whether capacity limits or other issues may be a barrier for MBP student access."	MBP students have access to all of the same resources as campus-based students. Nevertheless, MBP is committed to facilitating, for our students, the best possible access to these resources. Since most of our faculty members and administrative staff are unqualified to provide appropriate mental health support, we strongly rely on resources provided by UofT. The Department will work closely with the MBPGSA to provide awareness of all available University-wide resources. We have already implemented this as a link on our new MBP webpage and it seems that better communication between Department and student leadership could solve this issue.	MBP has an active Equity, Diversity and Inclusion Committee made up of students, administrative staff and faculty representatives (https://medbio.utoronto.ca/EDI). As mentioned in the Department's response, communication and coordination between MBP leadership and students is a thoughtful approach to ensuring students are clear about access to resources, including those related to EDI. In addition, Temerty Medicine's Office of Inclusion & Diversity provides information and opportunities for collaboration to EDI leads within each department (MBP has a designated lead on their leadership team),and can assist MBP with connecting students to university-wide resources and supports.

			Implementation Plan: We will focus on communication between Department leadership and MBP students to call attention to available University-wide resources.	
▪ The reviewers observed that the majority of efforts related to professional and career development (especially with respect to non-academic careers) are led by MBP's student association rather than unit, and recommended considering enhanced formal student supports in these areas.	4	"… graduate student mental well-being and resiliency should be carefully monitored and supported in order to optimize pandemic recovery."	Vice-Chair Cunningham is our faculty representative on the MBP mental health committee. This will provide appropriate feedback between students and MBP leadership. We are committed to working with the University to further improve available resources and communications. Implementation Plan: MBP will continue to work with MBPGSA leadership to monitor student mental well-being and provide access to resources at UofT.	In addition to MBP's plan to work with student leadership, Temerty Medicine is committed to providing regular communications to all graduate students regarding health and wellness resources within the Faculty and the wider university both proactively as a part of optimizing pandemic recovery, as well as in response to specific needs that arise for students.
	5	"The majority of efforts related to professional development and career development (particularly related to non-academic careers) appear to be student-driven through the MBPGSA rather than by the departmental graduate program itself… it is therefore recommended that more focus/value be placed on incorporating formal program activities aimed at supporting professional/career development inclusive of both academic and non-academic career paths."	Five years ago, MBP implemented an Alumni Day specifically focused on career development. The Department has access to an extensive alumni database and closely collaborates with the MBPGSA to organize (and fund) this initiative. The purpose of this initiative is to enable current MBP graduate students to network with former students and obtain information regarding nonacademic careers. We are committed to continuing to fund the MBP Alumni Day. Implementation Plan: MBP will continue to host an annual Alumni Day with the goal of supporting both academic and nonacademic career paths.	MBP's Alumni Day is a formal, department-led initiative to address the support of professional/career development for students. Additional opportunities for professional and career development may be available to students through research training centres at the TAHSN-affiliated research institutes.
The reviewers noted that students reported some difficulty with accessing courses outside of Medical Biophysics.	6	"Students are allowed to take courses offered by programs outside of MBP, but these are often difficult to get into because MBP students are not prioritized for enrollment in other programs."	While the number of students taking courses outside of MBP is relatively small (but growing–especially in courses related to computational biology), the Department is aware that not all students gain access to the courses they wish to take. This is often related to late registration or limited spots for students external to the departments offering these courses. MBP is happy to work with individual departments to limit these access issues. This is, however, a challenging task not fully within MBP's control since this is not restricted to one specific course.	MBP is exploring solutions to help resolve the issue of students finding it difficult to take courses in programs outside of MBP. Temerty Medicine will work collaboratively with MBP to address any systemic barriers for students to access courses.

			Implementation Plan: We will engage with other departments to evaluate potential solutions. In fact, the Dept. of Immunology has allotted eight spaces for MBP students to enroll in their Immunotherapy course.	
The reviewers made a number of observations and suggestions related to supporting and potentially increasing broad faculty engagement in departmental activities. They also noted widespread pandemic-related challenges for early-career researchers, and recommended that the department closely monitor junior faculty in the coming years and provide enhanced support where appropriate, to ensure their success and that of their graduate students.	7	"It is imperative to recognize that the COVID-19 pandemic has created significant challenges and risks for early-career researchers (ECRs) who are working to establish their independent research programs. Therefore, we recommend that the department and the Chair take extra care in continuing to support and mentor this ECR faculty group over the next 5 years to ensure their success and that of their graduate students – they are the future of MBP."	MBP is committed to supporting ECRs. While most of our affiliated research hospitals offer specific mentorship programs for ECRs (i.e., PMH and SickKids) there are several possibilities to further enhance this support. One possible initiative could be a Coffee With The Chair/Vice-Chairs, which has been highly successful for enhanced communication between the MBP administration and graduate students (held monthly). As a note, MBP has historically supported ECRs through MBP Excellence Awards to partially support graduate student stipends. **Implementation Plan**: A regularly scheduled meeting with the Chair/Vice-Chairs will be developed specifically to increase communication with ECRs.	MBP has created a thoughtful plan to help support and mentor early career researchers (ECRs). Temerty Medicine's Offices of Clinical & Faculty Affairs and Research & Health Science Education are helpful resources available for guidance and support on department specific initiatives for faculty members.
	8	"… it [is] recommended that there be ongoing active efforts to maintain and enhance faculty engagement consistently for all faculty, not just the subset of currently active faculty. For example, for the committee on student awards, additional criteria could be added to prioritize the funding of students who have actively involved PIs for special funding opportunities … we recommend gathering data on hours of service (i.e. # of seminars attended and performed, # of exams chaired, etc.) and generating an automated annual 'engagement report card' showing the relative scoring of each faculty member and their comparison to medians across a variety of measured performance metrics. This could be provided for each faculty at their annual review with their	We agree that in a department as large and diverse as MBP it can be challenging to continuously engage faculty members that are effectively employees of the research hospitals. We are strongly committed to continuously monitoring and improving faculty engagement. We also note that faculty engagement has significantly improved over the last 5 years, possibly through transparent departmental communication, a modified curriculum (i.e., more diverse modules) and a newly-implemented workload recommendation that every new faculty member is required to sign. Implementation of a database management system will enable MBP to quantify engagement and more equitably distribute workload. **Implementation Plan**: Our proposed database will improve quantification and tracking of faculty engagement and will enable targeted encouragement where needed.	MBP's plan to enhance faculty engagement involves the creation of a database and targeted initiatives when necessary to encourage participation. Temerty Medicine is also continuously working with hospital partners to encourage more collaboration with the University.

		respective research institutes and used to set expectations."		
The reviewers recommended exploring options for potential strategic funding initiatives to support curricular and infrastructure enhancements, in collaboration with University Advancement as appropriate. They flagged computational sciences, machine learning, and Artificial Intelligence as possible areas in which to prioritize expansion.	9	"… the external review panel would like to identify a great opportunity for advancement to work with MBP to develop a Dean's Challenge Fund application to Temerty Medicine or a similar strategic initiative around development of an enhanced computational sciences/machine learning/AI curriculum and infrastructure for MBP…"	MBP is highly motivated to explore opportunities to enhance computational sciences/machine learning/AI curriculum and infrastructure for MBP through a Dean's Challenge Fund application. With only approximately 15% of faculty and students currently involved in this type of research such improvements must be done thoughtfully. In addition, infrastructure for PIs in these types of research areas is usually provided by the research hospitals and students within these labs will have full access to these resources. We will explore these opportunities as they present themselves and discuss internally if applications are warranted. **Implementation Plan**: Computing infrastructure is typically provided by the research institutes. We are happy to explore augmenting this with a Dean's Challenge Fund application, if available.	Temerty Medicine supports opportunities for MBP to collaborate with T-CAIREM, the Temerty Centre for Artificial Intelligence Research and Education in Medicine, an interdisciplinary EDU-C with a mandate to find opportunities to work collaboratively with departments across the Temerty Faculty of Medicine. Additional opportunities, such as the Dean's Challenge Fund, can also be explored.
	10	"The permanent inclusion of funding for administrative stipends for the Vice-Chairs and Associate Chair in the department's core budget. We recommend $40K/year for Vice-Chairs and $20K/year for the Associate Chairs. With this remuneration, more formal policies should be established to clearly define the roles and accountabilities of each Vice-Chair/Associate Chair with the intent of establishing a formally designated model of "Distributed Leadership" to delegate many of the Chair responsibilities in a logical, site-specific manner (i.e. Uptown/Downtown). Formal MOUs should be developed and signed between MBP/Temerty, the Vice-Chairs/Associate Chair and their respective TAHSN	We agree with this recommendation. It would also ease pressure on our core budget and effectively enable MBP to fund new initiatives/improvements. MBP leadership will work on implementing formal responsibilities for the Vice-Chairs and develop an MOU for all parties. For practical reasons this should be implemented by the new MBP Chair, since they will appoint the executive team and Vice Chairs. **Implementation Plan**: If funds are made available as part of an improved core budget, then we would be happy to develop a detailed policy to formalize Vice-Chairs' responsibilities, which will be part of a MOU between Temerty, MBP and the research institutes.	Once the new MBP Chair is appointed, they will be in a position to implement MBP's plan to better support the permanent inclusion of funding for administrative stipends for Vice-Chairs and Associate Chairs. Temerty Medicine supports the development of an inclusive and equitable policy to formalize Vice-Chair responsibilities in collaboration with MBP and the research institutes.

		research institutes to allow for these roles to be accommodated and this should be part of the implemented policy."		
	11	"Inclusion of a travel budget for development of international collaborations in the core budget: This will assist in developing international scientific collaborations for faculty and also allow for enhancement of graduate student recruitment and research campaigns and outreach efforts to promote MBP at international universities. $25-50K/year recommended."	We agree with this recommendation. Expanding international collaboration was an ambitious goal over the last 5 years and an initial trip to India established potentially interesting connections. Unfortunately, the global Covid-19 pandemic hampered these initiatives. We are keen to reinitiate these efforts. Our previous travel budget of $10K/year was a good start, but it is currently allocated to support domestic recruitment efforts. **Implementation Plan**: With a restored travel budget, MBP will reinitiate efforts to enhance international collaborations that were stopped due to Covid-19.	Temerty Medicine is committed to ongoing international collaboration and fully supports MBP's efforts to continue this work. Enhanced virtual opportunities to build international collaborations can also be explored as part of Temerty Medicine's commitment to planetary health and reducing climate change.
The reviewers recommended exploring funding options to enhance program accessibility and diversity.	12	"An important suggestion around increasing the program's accessibility and diversity was to make funding options available for waiving graduate program application fees in order to increase diversity (e.g., as has been done in Department of Chemistry at the University of Toronto)."	This is an excellent recommendation. MBP is highly motivated to waive application fees for in-need applicants; the MBP EDI committee previously explored this possibility. Since MBP receives over 400 applications per year (~$60,000 in admission fees) this would require additional funds to implement. It would also require a way to objectively evaluate which students would qualify for a waiver of their application fee. **Implementation Plan**: The MBP EDI committee has previously been interested in exploring ways to waive application fees for students in need. The practical challenge is to 1) identify these students and 2) have sufficient funds to pay for this extra expense. Since MBP would effectively be paying the University, it seems that an application fee waiver would be better implemented at the SGS level.	MBP's EDI Committee and other stakeholders have begun exploring opportunities to waive application fees for students in need. Temerty Medicine acknowledges the barriers that many students face to access graduate education opportunities. Based on these barriers, Temerty will substantially increase its graduate student stipends beginning in the 2023-2024 academic year, making them the highest in Canada. As a result, students in Master of Science programs will receive $37,000 per year. PhD candidates will be offered $40,000 annually. In addition to opportunities to increase diversity via fee waivers, Temerty Medicine's newly created Office of Access & Outreach works collaboratively with departments across the Faculty to increase representation of historically and currently underrepresented and underserved groups in health professions and health sciences education.
The reviewers observed while postdoctoral scholars are employed by the TAHSN research institutes,	13	"… it is recommended that MBP to take a more purposeful approach to incorporating postdocs into the MBP	We appreciate this recommendation, but implementation is not easily feasible. Postdoctoral fellows of MBP faculty are effectively employees of the	Temerty Medicine is committed to exploring opportunities for collaborations among MBP, the University of Toronto and the research institutes to

| they are clearly critical to the research success of MBP. They encouraged the department to explore ways to more purposefully incorporate postdocs into MBP culture. | | culture through departmental communications, as well as offering them increased opportunities for engagement in department activities (i.e. seminars, retreats, career development activities, teaching opportunities) where feasible. This should be done in close collaboration with the TASHN institutes' Offices of Research Trainees, Temerty, and the postdocs themselves in order to ensure relevance and avoid redundancy of efforts." | various research institutes and hence are not under direct administration of UofT. While there has been considerable discussion about establishing a Toronto-wide "post-doc academy" to better serve these very important early career researchers, this has not yet been implemented. Career development, scientific workshops and seminar series could be included. MBP is highly supportive of these initiatives.

Incorporation of PDFs from MBP faculty into departmental activities (i.e., annual research day, MBP retreat, Christmas party, Alumni Day, etc.) is currently neither logistically nor financially possible. There are several hundred PDFs in the various labs of MBP faculty members. Inviting them to any of our departmental activities would effectively double our participation and would require a significant increase to our core budget (approximately $100,000 for the four activities mentioned above). This is currently not possible. In the future, we will continue to work with Dr. Justin Nodwell, Temerty Medicine's Vice Dean of Research & Health Science Education and the various research institutes to support a Toronto-wide "post-doc academy" to standardize engagement and support of PDFs Faculty-wide.

Implementation Plan: MBP will explore collaborative opportunities with UofT and the research institutes to better integrate PDFs and will explore a Toronto-wide initiative towards a formal PDF academy. | better incorporate postdoctoral fellows into MBP culture. MBP has identified several complexities and challenges with addressing this issue, and Temerty's Vice Dean of Research & Health Sciences Education, Dr. Justin Nodwell is in the best position to help lead this initiative across departments. |
| The reviewers recommended exploring the implementation of modern systems to aid with efficiently tracking student recruitment and progression, and monitoring faculty engagement. | 14 | "An IT consultation could be obtained to design such a database (~$50-100K one-time cost) and database maintenance and updates should be built into the subsequent annual core budget (~$10K/year). This database will provide essential data for the department to make decisions on multiple fronts including: | We agree with the external reviewers that a modern database management system will be essential to efficiently manage a department the size and complexity of MBP. We have already started to explore feasible alternatives and believe that a new system could be implemented by the fall of 2023. Our database will provide our administrative staff with an effective means to monitor student progress/time-to-completion, | MBP has already begun the process of implementing a modern data base system to help track student recruitment and progression as well as to monitor faculty engagement. Temerty Medicine's IT unit, Discovery Commons, will be a helpful resource for MBP to finalize the creation of this new system. |

		- Tracking student recruitment and progression through the system - Tracking student accomplishments - Tracking faculty engagement as described in the faculty recommendations above - Enabling easy generation of funding letters for students: to reduce workload for administrative staff"	schedule committee meetings and calculate student stipends. The only way to objectively evaluate and manage time-to-completion is to collect data and to intervene in a timely manner. Currently this is done on an inefficient case-by-case basis, which is not feasible in the long term. The database will also enable us to track engagements of all MBP faculty and compare individual contributions to the departmental average. This will enable departmental leadership to assign administrative tasks in a more equitable manner. **Implementation Plan**: We have already initiated the first steps towards the development of a new database system for MBP. A first prototype should be available in the fall of 2023.	

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 competitive, high-quality and very highly ranked graduate program, noting that the department's interdisciplinarity provides a tremendously rich learning and training environment, and that the program's identity is sufficiently strong to unify a very diverse and distant group of participating faculty. They highlighted the program's innovative modular course structure, and noted the lab rotation component of the admissions process as a particular strength. They commended the program for evolving along with the discipline, and noted a number of significant improvements to program promotion and student communications since the last review. They praised the active, well-organized student council and noted that student satisfaction is very high, as is postgraduate employability. They also highlighted the effective incident reporting mechanisms in place to address student concerns, the close partnerships with TAHSN research institutes, and that research space allocation and infrastructure appears to be excellent and sufficient for the program.

The reviewers recommended that the following issues be addressed: conducting a high-level curricular review of Medical Biophysics; continuing to monitor and manage student time to completion; careful monitoring and support of student mental health and resiliency; considering enhanced formal student supports related to professional and career development; monitoring junior faculty in the coming years and providing enhanced support where appropriate; exploring options for potential strategic funding initiatives to support curricular and infrastructure enhancements; exploring the implementation of modern systems to aid with efficiently tracking student recruitment and progression, and monitoring faculty engagement.

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

In 2025 the Dean will follow up with the Chair of the Dept. of Medical Biophysics 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 Dept. of Medical Biophysics will be commissioned in 2027-28.

6 Distribution

On June 30th, 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 <mark>- DRAFT</mark>

1   Review Summary

Program(s) Reviewed:	**Undergraduate programs** (*offered in association with the Faculty of Arts & Science*): • Nutritional Sciences, HBSc: Major **Graduate programs:** • Nutritional Sciences, MSc, PhD
Unit Reviewed:	Department of Nutritional Sciences
Commissioning Officer:	Dean, Temerty Faculty of Medicine
Reviewers (Name, Affiliation):	• Prof. Robert Bertolo, Department of Biochemistry, Memorial University of Newfoundland • Prof. Sharon Donovan, Department of Food Science and Human Nutrition, University of Illinois at Urbana-Champaign • Prof. James House, Department of Food and Human Nutritional Sciences, University of Manitoba
Date of Review Visit:	February 7-8, 2022 (conducted remotely)
Date Reported to AP&P:	April 13, 2023

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Previous UTQAP Review

Date: February 26 - 27, 2014

Summary of Findings and Recommendations

Significant Program Strengths

- World-renowned reputation of programs and Department
- Undergraduate students are very well-prepared for graduate studies and professional careers
- "Stunning" graduate student scientific productivity, combined with successful decrease in time to completion
- Departmental researchers are leaders in the nutrition field, defining future directions
- Great demand for provision of teaching of nutrition across the University
- Many opportunities for joint appointments to aid in expanding Departmental mandate
- Strong faculty, student and staff morale and dedication to departmental mission and success

Opportunities for Program Enhancement

- Resolving urgent space and infrastructure issues
- Enhancing the undergraduate programs through the nutrition component of the undergraduate medical education curriculum and preparation of students for careers as dieticians
- Focusing on nutrition, food and public policy areas as a path to successful knowledge translation research over the long term
- Examining how best to meet demands for teaching of nutrition across the University in a coordinated manner
- Continuing to build a sense of community among all stakeholders

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Current Review: Documentation and Consultation

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 2021; 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, Research & Health Science Education
3. Vice Dean, Strategy & Operations
4. Director of Strategic Initiatives, Office of Advancement
5. Chair, Dept. of Laboratory Medicine & Pathobiology

6. Chair, Dept. of Medical Biophysics
7. Chair, Dept. of Paediatrics
8. Chair, Dept. of Physiology

Department of Nutritional Sciences

9. Chair
10. Associate Chairs
11. Program Coordinators
12. Director, NSERC Program in Food Safety, Nutrition and Regulatory Affairs (PFSNRA)
13. Faculty
14. Graduate Students
15. Fellows
16. Research Associates
17. Administrative Staff
18. Alumni

Faculty of Arts & Science

19. Acting Vice Dean, Academic Planning
20. Associate Dean, Teaching & Learning
21. Undergraduate Students

University of Toronto

22. Dean, Faculty of Kinesiology & Physical Education
23. Program Director, Master of Public Health in Nutrition & Dietetics, Dalla Lana School of Public Health

Industry Members & Collaborators

24. Executive Director, Canadian Nutrition Society
25. Executive Director, Institute for Advancement of Food and Nutrition Sciences, Washington DC.
26. Health Canada Representative (Formerly Director of the Bureau of Nutritional Sciences, Food Directorate)
27. Dean of Agriculture, University of British Columbia

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

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

The reviewers observed the following **strengths:**

- Objectives
  - ▸ Undergraduate program objectives are consistent with the mission of the University and with the academic plans for both the Temerty Faculty of Medicine and the Department
- Admissions requirements
  - ▸ Minimum grade requirements in required biology and chemistry courses ensure a qualified pool of applicants positioned for success
- Curriculum and program delivery
  - ▸ Curriculum review successfully identified gaps in subject areas and identified key skills
  - ▸ Curriculum reflects the current state of the nutritional sciences discipline
  - ▸ Reviewers note benefits of increased offering of remote courses during the pandemic, including increased enrollments and revenue
- Assessment of learning
  - ▸ Major writing assignments included in almost all courses provide opportunities to enhance students' written communication skills
- Student engagement, experience and program support services
  - ▸ New awards and a well-structured undergraduate research course indicate a clear commitment to advancing the research success of undergraduate students
  - ▸ BSc is viewed by faculty and students as a pathway to further training
  - ▸ Undergraduate student survey results indicate high levels of satisfaction with courses; student responses regarding the Department were more mixed but still positive
  - ▸ Successful undergraduate research projects program enhances award success for prospective graduate students
  - ▸ Nutritional Sciences Student Association (NSSA) provides an important vehicle for enhancing the quality of undergraduate students' experiences

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

- Objectives
  - ▸ While broad program objectives are included in the Academic Calendar, specific program learning outcomes and degree level expectations are not clearly articulated within the Calendar or the Department's Undergraduate Education webpage
  - ▸ Program learning outcomes do not appear to have been translated into existing course syllabi, which include only specific course-based objectives

- Curriculum and program delivery
  - ▸ Little progress since previous review in addressing concerns regarding the lack of food/dietetics courses in the program
  - ▸ Reviewers note the possibility that students could feasibly select nutrition courses that do not achieve key skills as identified in the curriculum review
  - ▸ Pre-medicine students indicated that they would like greater exposure to clinical nutrition courses and research opportunities with MD faculty
  - ▸ Undergraduate students raised the need for a minor program in nutrition
  - ▸ Students voiced a desire for clearer pathways to MPH programs and registration in dietetics programs
  - ▸ Lack of an accredited Dietetics program identified a major issue for undergraduates; they note that BSc program graduates are not eligible to apply to the University's MPH program (a major collaboration with the Department at the graduate level)
  - ▸ Reviewers noted the absence of hands-on laboratories within undergraduate program courses, and heard related concerns from graduate students seeking TA positions that provide experiential opportunities
  - ▸ Students noted a desire for more variety in course options, e.g., social science aspects of nutrition, community/international nutrition, food policy; etc.
  - ▸ Students commented that the current statistics course is inadequate
  - ▸ Limited use of case studies noted as surprising given the strong clinical connections inherent within the program
- Accessibility and diversity
  - ▸ Reviewers note that it is not clear how the Department has committed to Indigenous reconciliation, commenting that "There is limited evidence that students graduate from the program with a perspective of how the harms of the past must be addressed"
- Student engagement, experience and program support services
  - ▸ Reviewers note student comments that undergraduate advising is inadequate when choosing nutrition as a major
  - ▸ Students raised concerns regarding the clarity of departmental communications about the absence of a Dietetics stream; reviewers note that "Despite messaging to this effect on the website, there is a clear communication gap with these students"
  - ▸ Undergraduate students commented that more should be done to promote non-research, non-dietetic career choices

The reviewers made the following **recommendations**:

- Objectives
  - ▸ Consider articulating and communicating more specific program learning outcomes
  - ▸ Consider emphasizing program-level objectives within course syllabi
- Curriculum and program delivery
  - ▸ To meet student demand, develop strategies to assist students who wish to complete the requirements for registration in dietetics; options could include exploration of formal articulation agreements with other institutions offering accredited undergraduate programs in dietetics

- ▸ Consider re-implementing the minor program in nutrition
- ▸ Develop strategies to facilitate students' progression into the MPH program after completing the BSc program
- ▸ Review course offerings to determine if unique experiential opportunities can be integrated within the existing course designs
- ▸ Consider strategic expansion of remote course offerings
- ▸ Review existing 4th year course offerings to determine which are suitable to be "co-listed" as graduate courses
- ▸ Curriculum mapping should ensure that, regardless of the courses chosen, key learning objectives and degree level expectations are met for every student
- ▸ Consider extending self-reflection exercises and journaling to additional courses within the program
- ▸ Include food science-related courses in the curriculum
- ▸ Consider improving statistics course offerings
- ▸ Pursue discussions with partners so that the undergraduate program can serve as a springboard for registration in dietetics
- Student engagement, experience and program support services
  - ▸ Improve advising and communication with students, particularly around the absence of an accredited program in dietetics
  - ▸ Improve communications and consider creating experiential learning opportunities related to non-research, non-dietetic career options
  - ▸ Increase communications and advising regarding career opportunities available to Nutrition Majors to attract additional program applicants

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 the high quality and productivity of the graduate program
- Objectives
  - ▸ Graduate program objectives are consistent with the mission of the University and with the academic plans for both the Temerty Faculty of Medicine and the Department
- Curriculum and program delivery
  - ▸ MSc curriculum viewed as varied and in general very well taught
  - ▸ PhD students commented that the program is rigorous and provides both technical and soft skills for professional development
  - ▸ Department offers a breadth of graduate courses; students commented that most are rewarding and important to their degree

- Assessment of learning
  - ▸ Graduate course syllabi provide evidence of level-appropriate assessment practices, including the use of journal clubs, grant applications, case studies, and major written assignments
  - ▸ Required graduate seminar courses ensure that students have the opportunity to be assessed by their peers during individual oral presentations
- Student engagement, experience and program support services
  - ▸ MSc program is viewed by faculty and students as a pathway to further training
  - ▸ MSc students commented that the weekly departmental seminars provided an exposure to the breadth of the ongoing research in the Department, as well as an opportunity for networking
  - ▸ MSc students appreciate the collaborative atmosphere in the Department
  - ▸ MSc Students felt the program was well organized and ensured they developed key skills, such as oral and writing skills.
  - ▸ Strengths identified by doctoral students include exposure to a wide variety of nutrition research, departmental collegiality, and faculty collaboration
  - ▸ PhD students feel supported by the graduate coordinator and the Nutritional Sciences Graduate Students' Association
  - ▸ PhD students complimented the collegiality, program flexibility, diverse expertise, and the overall helpful culture in the department
  - ▸ Meetings with both MSc and PhD students emphasized the fact that students had a very positive attitude towards the Department, its staff and the program itself
  - ▸ MSc and PhD students praised the program as rigorous, diverse, and flexible, offering a collegial environment and excellent support from the Graduate Administrative Support Staff
  - ▸ Both MSc and PhD students noted that programs have clear milestones to support achievement of student goals
  - ▸ Reviewers note the importance of the Graduate Education Management System's formalized advising process offered via the Office of Graduate and Life Sciences Education
- Quality indicators – graduate students
  - ▸ Graduate success rates are very impressive and above par for nutrition departments
  - ▸ DNS graduate programs are highly ranked internationally and attract exceptional students, evident through the number of major scholarships held by graduate students from highly competitive programs
  - ▸ Commendable time-to-completion rates for MSc students
  - ▸ PhD students' time-to-completion rates are "likely higher than the Department wishes, but not necessarily inconsistent with experiences at other Canadian universities offering a nutritional sciences program"
  - ▸ All PhD students between 2015-2020 produced at least one publication from their thesis, and a significant majority of MSc students published their research results
- Student funding
  - ▸ Funding levels for graduate students are higher than most other programs across Canada and reflect the cost of living in Toronto

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

- Curriculum and program delivery
  - ▸ Students suggested that the program curriculum has not adequately evolved over time and commented that new courses could be added
  - ▸ Reviewers note that many of the graduate level course syllabi available for review were outdated
  - ▸ Reviewers note PhD student comments that there are "not enough courses," offered each year, presenting challenges particularly for students who undertake both the MSc and PhD programs within the Department
  - ▸ Courses that are specific to a PI or particular lab may have limited appeal, resulting in low enrolment
  - ▸ Students enjoy taking some of their courses in other departments but this presents challenges and should not be relied upon by the Department
- Innovation
  - ▸ Reviewers note that there was no discussion of particularly innovative/creative approaches to team learning, acknowledging that "COVID-19 has disrupted many aspects of course delivery"
- Accessibility and diversity
  - ▸ Reviewers note that there was no discussion of initiatives taken to enhance the accessibility of graduate programs
- Student engagement, experience and program support services
  - ▸ MSc students indicated that they would like to be exposed to non-academic career options such as public health, food industry or government
  - ▸ Students desired more experiential learning opportunities for career development
  - ▸ Students voiced some frustration with course scheduling conflicts within the Department, as well as getting into courses outside the Department
  - ▸ PhD students commented on the need for statistics courses taught within the Department
  - ▸ Graduate students commented that TA opportunities, while abundant, do not provide any worthwhile career skills such as lab instruction/demonstration and teaching opportunities
  - ▸ Graduate students commented on the need for additional mental health resources
- Student funding
  - ▸ Reviewers note concern that students without major scholarships must be funded from supervisors' grant funds, commenting that "This represents an issue as funding levels from the Tri-Council agencies are not positioned at a level that would allow the support of many students on a grant"
  - ▸ Minimum stipend rates mandated by the Faculty of Medicine are a barrier to expanding the graduate program; reviewers note as well that "there seems to be little transparency on how decisions are made with these funds at the department level"

The reviewers made the following **recommendations**:

- Objectives
  - ▸ Consider expanding the Academic Calendar's description of broad program objectives into more specific learning outcomes for the program, and articulate these within the Calendar or the Department's Graduate Program webpage
- Curriculum and program delivery
  - ▸ MSc students would like to have more courses in clinical nutrition, food science and wet lab research techniques
  - ▸ Consider offering shorter (modular) courses as a way to increase the variety of courses offered without adding too much additional faculty burden
  - ▸ Update graduate level course syllabi posted online
  - ▸ Consider ways to address challenges related to the number of required courses, particularly for students who complete both the MSc and PhD programs within the Department
  - ▸ Consider adapting 4th year courses as "co-listed" graduate/undergraduate courses
  - ▸ Consider developing a list of potential courses that can be taken outside of the Department, and work with cognate units to reduce barriers to entry
- Student engagement, experience and program support services
  - ▸ Consider incorporating a TA system with experiential learning objectives that include teaching of tutorials or classroom lectures to enhance those skills among graduate students
  - ▸ Students and advisors are encouraged to take full advantage of the formal advising process offered by the Office of Graduate and Life Sciences Education, to ensure that there are open lines of communication and a full understanding of expectations related to funding, timelines and research goals
  - ▸ Work with the Temerty Faculty of Medicine and the University to ensure that all students are aware of available mental health and wellness resources
- Quality indicators – graduate students
  - ▸ Explore strategies to reduce PhD students' time-to-completion rates
  - ▸ Reviewers praise the Department's exceptional track record of publications per thesis, but comment that this "likely contributes to the longer time to completion"; they note that publication expectations could be tempered to help lower times to completion
- Student funding
  - ▸ Consider strategies, including with alumni and donor relations, to develop greater internal supports for graduate student stipends
  - ▸ Reviewers encourage discussion with the Faculty of Medicine regarding the distribution of advancement funds for graduate student support

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Faculty garner national and international awards and recognitions, and are successful in competing for extramural funding
  - ▶ Faculty participate in and lead key initiatives and centers of excellence at the University
  - ▶ Departmental faculty should be commended on creating a collegial environment that benefits both students and faculty
  - ▶ Recent faculty hires present an exciting opportunity to strategize the direction of the Department
  - ▶ Well-established mid-career and senior faculty are recognized globally for their contributions in the areas of precision nutrition, chronic disease prevention, healthy human development, and nutrition, food and public policy
  - ▶ Early career researchers (ECRs) show promise to be highly productive and to maintain the stature of the program
- Research
  - ▶ Funding at the tri-council level is very good overall; reviewers note very good recent efforts to collaboratively enhance funding success rates, especially among ECRs
  - ▶ Research staff appreciate the quality of the training they receive, and appreciate the recent efforts to incorporate them more formally in the Department
- Faculty
  - ▶ Since the 2014 review, all vacated positions due to retirements have been filled with five tenure-stream faculty, and a new research line has been approved
  - ▶ Status-only faculty are important to the graduate programs; reviewers note that half of students are supervised by these faculty and some serve on student thesis and dissertation committees

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

- Overall quality
  - ▶ Many ECRs have had difficulty starting their labs, securing materials, engaging prospective students and generating collaborations within and beyond the Department; reviewers note that "While granting agencies allow for COVID interruption explanations, it is still particularly challenging when your lab cannot even be established"
- Research
  - ▶ Department has identified core research priorities but these appear to reflect only current research, rather than pans for future capacity
- Faculty
  - ▶ Based on current course syllabi, reviewers note that "it is not entirely clear the extent to which full-time faculty within DNS are engaged in undergraduate teaching"
  - ▶ Recent moves involving faculty lab space present significant challenges

The reviewers made the following **recommendations**:

- Overall quality
  - ▸ Reviewers encourage focused attention on ensuring the success of the key cohort of ECRs
- Research
  - ▸ Consider strategic research priorities, and target hiring towards specific core areas
  - ▸ Reviewers note that industry funding seems to be underrepresented, and recommend increasing efforts toward establishing "MITACS and Alliance type funding," especially for ECRs
  - ▸ Consider ways to provide more Research staff with more opportunities for non-research training, including opportunities to teach courses and a formalized training portfolio to help develop job applications
- Faculty
  - ▸ Reviewers support the Department's intention to use the 2021-2026 Strategic plan to guide faculty complement planning process
  - ▸ Ensure that ECRs make a smooth transition to their faculty positions after returning from COVID restrictions
  - ▸ Reflect on the totality of engagement of all tenure-stream faculty within the BSc program, to ensure that their expertise is being integrated in the achievement of the overall program objectives
  - ▸ Explore ways to make better use of status-only faculty, including strategically incorporating them into course instruction, or leading workshops and discussions on their research or practice
  - ▸ In light of moves affecting physical lab space, explore ways to assist ECRs including making accommodations for these faculty in the form of discretionary funding for pilot research or student support

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
  - ▸ Department has broadened its collaborations and appointed status-only faculty at other institutions and programs, including The Hospital for Sick Children and the Dalla Lana School of Public Health
  - ▸ Administrative staff appreciate recent changes in offices and personnel, including the latitude to develop their own systems internally; collegial environment helped

Departmental staff to navigate pandemic-related challenges and develop new options for hybrid work
- ▸ Very impressive and engaged DNS alumni group provides invaluable services to students, especially regarding career mentoring
- ▸ High degree of collegiality among faculty and students noted as a key Departmental strength
- ▸ Department chair is viewed as an effective and attentive leader
- ▸ Collaborations with government parties noted as a key Departmental strength
- Organizational and financial structure
  - ▸ Departmental administrative structure seems appropriate for a unit of its size and overall budget
  - ▸ Growing undergraduate program provides an important source of funding through the teaching of undergraduate courses
  - ▸ Faculty appreciate improvements to clinical research infrastructure
  - ▸ Process of having course faculty serve equally on recently-formed committees was cited by faculty as a major improvement in administration within the Department
  - ▸ Active Research committee has focused on helping ECR faculty in particular
  - ▸ Having Associate Chairs specifically allocated to responsibilities for Undergraduate Education, Graduate Education, and Research is important, and will play an important role in achieving the goals of the Department's strategic plan
  - ▸ Graduate students specifically commented on the extremely helpful role that the Graduate Administrator has played in their programs
  - ▸ The Department benefits from stable and balanced budgets, with resources to ensure that commitments to teaching, research and outreach can be maintained
  - ▸ Space allocation within DNS has improved substantially since the last review, with access to new office and laboratory space
- Long-range planning and overall assessment
  - ▸ Reviewers note that the Nutrition in Medicine programming is excellent, a leader in developing nutrition education in medical schools in North America
  - ▸ The Program in Food Safety, Nutrition and Regulatory Affairs (PFSNRA) "has been a success story in DNS for decades"
  - ▸ Increased online enrolment has provided additional resources for DNS; the Department has expressed an interest in pursuing additional opportunities with other University divisions to increase offerings
  - ▸ New committee structure for Graduate, Undergraduate, and Research areas will distribute leadership responsibilities and will support the departmental capacity to address strategic planning and emerging opportunities
- International comparators
  - ▸ DNS is recognized globally as one of the top nutrition programs for research and graduate training; reviewers note that in terms of citation metrics the Department is "in the top 1-2 in North America"

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

- Relationships
  - ▸ Changes in how the Advancement office relates with the alumni group has added work to these volunteers, potentially affecting their activities and ability to recruit additional volunteers
- Organizational and financial structure
  - ▸ Reviewers note significant challenges and concerns regarding recent disruptions to physical infrastructure, including lab spaces, due to construction in and around the Medical Sciences Building
  - ▸ A key challenge over the next few years will be to optimize research space for faculty, to facilitate human and animal studies and to maintain cohesion among wet and dry lab faculty in the Department who will be physically separated
- Long-range planning and overall assessment
  - ▸ Reviewers note significant risks to the long-term viability of the Nutrition in Medicine program, including financial challenges and the academic time commitment required of participating faculty; "The external funding model is not sustainable without a guarantee that this program will not be discontinued when that funding ends"
  - ▸ Reviewers note the "glaring" omission of an Indigenization strategy from the Department's strategic plan; especially given its importance in nutrition and recent efforts at higher levels
  - ▸ Reviewers note that a strategy to improve EDI opportunities is not apparent; they observe that several longstanding EDI-related programs at the Temerty Faculty of Medicine seem to lack methods for tracking success

The reviewers made the following **recommendations**:

- Relationships
  - ▸ Continue to broaden collaborations and status-only faculty at other institutions
  - ▸ Utilize status-only faculty to enhance research opportunities and breadth of course offerings in clinical and public health aspects of nutrition
  - ▸ Work with Advancement office to create alumni contact lists within the Department to help conduct more activities with student societies
- Organizational and financial structure
  - ▸ Explore ways to support departmental cohesion and collaborations despite physical separations and construction-related disruptions, including ensuring sufficient meeting space for visiting faculty and students
  - ▸ Department, Faculty, and University should work collaboratively to address concerns and cover costs due to impending shutdown and transfer of lab spaces and other construction-related disruptions
  - ▸ Regarding internal budgeting, the Faculty of Medicine needs to do a better job in communicating their budgeting more transparently, especially regarding base budgets.

- ▸ Rethink recent changes to how industry grants are covered up front by the Department; reviewers note that the current model is not sustainable if the university intends to expand industry funded research
- Long-range planning and overall assessment
  - ▸ Use the new Strategic Plan as a guide for future initiatives
  - ▸ Seek additional engagement from faculty members, and additional financial commitment from the Temerty Faculty of Medicine, to permanently establish the Nutrition in Medicine program within the Department's curriculum
  - ▸ More effort is needed by the Department in developing an Indigenization strategy, including Indigenization of the curriculum and seeking Indigenous research opportunities
  - ▸ Consider creating an Indigenous nutrition cluster within the Department led by current expertise, and actively engaging new researchers through collaboration
  - ▸ Succession planning for the Program in Food Safety, Nutrition and Regulatory Affairs (PFSNRA) requires urgent attention at the Department level
  - ▸ Explore ways to fully integrate PFSRNA into the Department to enhance connections to industry
  - ▸ Improve tracking of success of EDI-related initiatives
  - ▸ Implement a more careful EDI strategy during the faculty hiring process, including efforts at attracting underrepresented groups
  - ▸ Development of a Minor in Nutritional Sciences may provide additional sources of revenue
  - ▸ Department will need to address space challenges over the next 5-10 years; financial resources should be sought to assist with faculty cohesion and productivity
  - ▸ Address consistent concerns across all degree levels regarding course offerings and career counseling in regard to careers beyond medicine and doctoral training
  - ▸ Reviewers note the need to holistically embrace EDI and Indigenization through faculty and student recruitment, course offerings and research opportunities

TEMERTY FACULTY OF MEDICINE
UNIVERSITY OF TORONTO

Temerty
Medicine

L. Trevor Young, MD PhD FRCPC
Dean
Vice Provost, Relations with Health Care Institutions

March 3, 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 Cover Letter | Temerty Faculty of Medicine and Faculty of Arts & Science

On behalf of the Temerty Faculty of Medicine and Faculty of Arts & Science at the University of Toronto, we would first like to thank the reviewers—Dr. Robert Bertolo, Dr. Sharon Donovan, Dr. James House—for their very comprehensive review of the Department of Nutritional Sciences (DNS) on February 7-8, 2022. We would also like to thank Dr. Deborah O'Connor, Chair of DNS, 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 "[DNS] is recognized globally as one of the top nutrition programs for research and graduate training. In terms of the number of scientific publications and their impact (citation metrics), the Department is in the top 1-2 in North America. The faculty also garner national and international awards and recognitions and are successful in competing for extramural funding. The University also hosts key centers of excellence and initiatives, which the departmental faculty activity participate in and lead"*.

The thorough report provided by the reviewers is an invaluable guide for program enhancements and future strategic directions of DNS. The reviewers identified a number of areas for enhancement including development of functional infrastructure, succession planning for senior faculty, a focus on fundraising as well as expanded collaborations and partnerships, and addressing gaps in the undergraduate nutrition course sequence necessary to facilitate licensure as a registered dietitian. The reviewers' recommendations and the 2021-2026 DNS strategic plan are well aligned. Each of the recommendations has been addressed in the Programs' Responses column in the accompanying table, and in the Chair's cover letter. We are in full agreement with the responses of Dr. O'Connor and have provided additional comments addressing each of the recommendations in the Deans' Responses column of the table.

Overall, DNS has made excellent progress under the leadership of Dr. O'Connor and as noted by the reviewers, *"The committee commends Dr. O'Connor's leadership during a very difficult period of time due to COVID restrictions and departmental space constraints…Dr. O'Connor is viewed as an effective and attentive leader of the Department."* We congratulate Dr. O'Connor on her outstanding leadership and look forward to continuing to work with her and members of DNS to ensure the continued success and growth of the Department to attain its strategic and operational aspirations.

The next review of DNS is scheduled in 2028-29. 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
Deborah O'Connor – Chair, Dept. of Nutritional Sciences, Temerty Faculty of Medicine

2021-22 UTQAP Review of MED Department of Nutritional Sciences - Review Recommendations

Request Prompt *verbatim from the request*	Rec. #	Recommendations from Review Report *verbatim from the review report*	Programs' Responses	Deans' Responses
The reviewers recommended the inclusion of food science-related courses in the undergraduate curriculum, and noted undergraduate students' desires for an improved statistics course and for more variety in course options.	1	"Issues related to the undergraduate program also need to be addressed: Inclusion of food science-related courses in the curriculum"	We began recruitment for a teaching-stream faculty position and included Food Science as one of the areas of expertise from the successful candidate. *LEAD: Associate Chair Undergraduate Education*	DNS has already started working to implement this recommendation through the hiring of a new teaching-stream faculty member with expertise in the area of Food Sciences.
	2	"Consider re-implementing a minor in nutrition program"	We have not had a minor in Nutritional Sciences previously, but our Undergraduate Curriculum Planning Committee has begun reviewing the requirements for a minor. A minor in Nutritional Sciences was also identified as an initial priority as part of the 2021-26 Dept. of Nutritional Sciences (DNS) strategic plan. *LEAD: Associate Chair Undergraduate Education*	DNS is currently considering this recommendation, which also aligns with their 2021-26 strategic plan. Any suggestions for new program proposals are considered in the larger landscape of A&S undergraduate program offerings. In this case, any discussion around a new minor would involve consultations with the A&S Life Sciences Curriculum Committee, the A&S Vice-Dean, Academic Planning, the A&S Vice-Dean Operations and the A&S Vice-Dean, Undergraduate.
	3	Students "did want more variety in course options. They mentioned examples such as: social science aspects of nutrition; community/international nutrition; food policy; nutrition-based lab course (in addition to the research experience course now offered). They also mentioned that the statistics course is inadequate and a more appropriate course should be developed."	The Undergraduate Curriculum Planning Committee has begun a review of course offerings for both currency and relevance. We will explore the requirements for offering some graduate courses jointly as graduate-undergraduate courses. Regarding the statistics courses, we will now accept other comparable statistics courses from other departments to fulfill program requirements (e.g., from Psychology, Sociology, etc.) *LEAD: Associate Chair Undergraduate Education*	DNS is in the process of reviewing all curricular course offerings for currency and relevance. The Department also now allows students to pursue statistics courses in other departments to meet the requirements for their program and will work with the A&S Dean's Office to ensure student access to the indicated courses.
The reviewers recommended reviewing undergraduate courses to determine if unique experiential learning opportunities could be integrated within existing course designs.	4	"DNS should review the course offerings to determine if unique experiential opportunities can be integrated within the existing course designs, thus offering new and relevant experiences for both the BSc students and the graduate students who would serve as TAs."	Some courses (e.g., NFS487H) have recently included experiential learning opportunities (e.g., genetic testing). NFS394 and NFS494 are almost exclusively experiential leaning. New faculty postings since the external review now specifically solicit applicants who incorporate a hands-on approach to their teaching. We envision our new teaching faculty member will champion bringing	DNS has taken steps to solicit new faculty members who will be able to incorporate a hands-on approach to their teaching, and the participation of new faculty members with experience in creating experiential learning opportunities will be helpful towards increasing offerings for BSc and graduate students.

			ideas and speakers to our monthly faculty meeting to brainstorm on how to incorporate more experiential learning opportunities. *LEAD: Associate Chair Undergraduate Education*	The A&S Office of Experiential Learning & Outreach Support (ELOS) is available to provide pedagogical supports to undergraduate A&S courses, including consulting with individual faculty and unit or program leaders interested in developing or expanding experiential learning and/or undergoing experiential learning curriculum planning. ELOS can also provide administrative support, resources and guidance on funding for experiential learning, as well as offering partner supports, including partnership development, relationship management and partner recognition.
The reviewers observed that, due to the lack of an accredited undergraduate program in dietetics, students completing the program are not eligible to apply to the Dalla Lana School's MPH program. They noted that this is a major concern for students, and recommended that the department pursue strategies to support students' admission into MPH programs, including possible articulation pathways with other institutions or the development of an accredited program.	5	"This was identified as a major issue by students and more should be done to facilitate this degree option. Options could include the exploration of articulation agreements with existing accredited programs (e.g. Guelph, Toronto Metropolitan University), whereby existing or future DNS courses could be mapped against dietetic competency requirements and positioned as acceptable courses within existing accredited programs."	This issue was also identified in our strategic plan and is listed as an initial priority. We are working to identify courses that undergraduates can take in the DNS and other U of T departments to fulfill some of the requirements for entry into the MPH Nutrition & Dietetics Program or postgraduate training program to secure licensure as a registered dietitian. Accordingly, we mapped DNS and other U of T undergraduate courses to the courses of accredited Ontario programs (Guelph, TMU, Brescia) and to the Integrated Competencies for Dietetic Education & Practice. We are working with an RD with experience in the accreditation process (Joann Herridge) to develop a list of courses to satisfy the accreditation requirements. *LEAD: Chair*	DNS has a comprehensive plan in place to address current gaps in the curriculum to help allow undergraduate students to fulfill requirements for entry into Dalla Lana's MPH program in Nutrition & Dietetics. This plan involves collaboratively mapping out courses to create a list that will satisfy accreditation requirements. The A&S Dean's Office and Office of the Faculty Registrar will continue to engage in discussions with DNS about possible collaborations.
The reviewers recommended a number of strategies for addressing the issue of limited course offerings at the graduate level, including developing modular courses, reviewing existing fourth-year courses to determine which are suitable to	6	"The doctoral students articulated that there were not enough courses, particularly if someone does the MSc and PhD in the Department. The idea of shorter (modular) courses were supported as a way to increase the variety of courses offered without adding too much additional faculty burden."	We will begin exploring the possibility of developing a modular graduate course, perhaps reviving Current Topics in Nutritional Sciences (which has been idle for several years) under this new format. *Medium Term* *LEAD: Associate Chair Graduate Education*	DNS is addressing the needs of doctoral students by starting to explore the possibility of developing a modular graduate course to increase the variety of courses offered.

be expanded into joint undergraduate/graduate courses, and working with cognate departments to develop a list of potential courses that students can take outside of the Department.	7	The department should review existing 4th year course offerings to determine which courses may be suited to be co-listed as a graduate offering.	The Associate Chairs of Undergraduate and Graduate Education will review existing 4th-year course offerings to determine which courses may be suited to be co-listed as graduate offerings. *Medium Term*	DNS' education leadership has agreed to review courses currently offered to 4th-year students to determine which ones may be also offered to graduate students.
	8	Thus, the number of courses required for the degree presents challenges for some students, especially those that transfer from MSc to PhD. DNS should consider only 4 courses for reclassified students, instead of 2+4 courses.	Doctoral students who already have a strong nutrition background are encouraged to take some of their courses outside DNS. For example many of our students have majored at the undergraduate level in nutrition and have completed a MSc in nutrition. They may even have practiced as a clinical dietitian. Rather than taking additional nutrition courses, they are encouraged to explore courses in other departments that help augment knowledge and skills required for their thesis research (e.g., physiology, immunology, bioinformatics, clinical trials). It is not clear why the reviewers are focusing specifically on transfer students, given that these students represent only a small minority of our PhD students.	DNS already has a helpful approach to support graduate students to fulfill the course requirements for their degree, including encouraging them to explore courses in other departments.
	9	The Department should consider developing a list of potential courses that can be taken outside of the Department and work with the cognate departments to reduce barriers to entry.	As perhaps one of the most multi-disciplinary departments at U of T, the courses that our graduate students take outside of DNS are highly specific to their research group and research topic. We believe it is most suitable that a list of potential courses is identified between the student and their advisor with additional input from their supervisory committee.	Temerty Medicine is supportive of DNS' approach of taking a case-by-case approach to create suitable lists of potential courses for graduate students to ensure they are able to do full justice to their research group and research topic.
The reviewers noted graduate students' comments that teaching assistantships, while abundant, frequently do not help them to develop valuable skills in teaching or lab demonstration; they recommended addressing this by incorporating experiential learning objectives into TA's responsibilities.	10	"Graduate students appreciated the abundance of TA opportunities, but felt these jobs did not provide any worthwhile skills for their careers, since they were primarily grading assignments. They would appreciate more classical TA opportunities, such as lab instruction/demonstration and teaching opportunities. DNS should consider incorporating a TA system with experiential learning objectives that include teaching of tutorials or the classroom	We will explore opportunities for TAs to become more engaged with teaching beyond grading assignments. Although we do not currently offer any lab courses for demonstrations, we will examine whether there are any opportunities for TAs to be involved in the 3rd- and 4th year undergraduate research project courses. This could be in the form of weekly 2-3 hour sessions from TAs from different labs who can provide hands-on demonstrations of various lab techniques to the group of students enrolled in these research project courses. *LEAD: Associate Chair Graduate Education*	DNS has agreed to find ways for TAs to participate in more hands-on teaching experiences. Additional opportunities to enhance teaching skills can be explored in conjunction with TAHSN-affiliated research institutes.

		lectures to enhance those skills among graduate students."		
The reviewers noted student concerns that the "Department overall is geared to steering undergraduates to graduate research studies"; both undergraduate and graduate students indicated a desire for more exposure to non-academic career options such as public health, food industry, or government.	11	"Students felt that the Department overall is geared to steering undergraduates to graduate research studies, but for those not interested or able, career options are not apparent nor encouraged. Students felt more should be done to promote non-research, non-dietetic career choices. Alumni have made inroads in this respect, but DNS could formalize this better."	The DNS Alumni Association (DNSAA) runs a student-alumni mentorship program every year that pairs undergraduate (and/or graduate) students with alumni working in various fields, both within and external to academia. Students meet one-on-one with their mentor throughout the program and are invited to group professional development and social events. Events held by the DNSAA include Career Night seminars, where alumni working in government, industry, public health, academic, etc., are invited to speak to current students about their career journeys and provide insight into their respective fields.	The DNS supports a formal student-alumni mentorship program that includes exploration of a variety of career journeys in the field of nutritional sciences and beyond.
The reviewers recommended that the department "consider and reflect on the totality of engagement of all tenure-stream faculty within the BSc program, in order to ensure that their expertise is being integrated in the achievement of program objectives overall"; they also recommended considering strategies to make better use of status-only faculty in delivering the undergraduate curriculum.	12	"DNS should reflect on the totality of engagement of all tenure-stream faculty within the BSc program, in order to ensure that their expertise is being integrated in the achievement of the overall program objectives."	Through our DNS Workload policy (revised 02/2021), which encompasses undergraduate and graduate teaching and administrative duties, we are reasonably confident that all core faculty are now contributing to our teaching mission whether in the Faculty of Arts & Science (A&S) BSc program, medical education or our MSc and doctoral programs. Perhaps not adequately presented in our self-study were the contributions of faculty (including cross-appointed faculty) who frequently guest lecture in undergraduate courses or those who host students through our 3rd- and 4th-year undergraduate research courses.	DNS is working to ensure that tenure-stream faculty within the BSc program are contributing to the Department's teaching mission as a whole.
	13	"It was observed that status-only faculty could also be better utilized. This pool of expertise should be strategically incorporated into courses (even 1-2 lectures each) as a condition of their appointment. This strategy need not be onerous—it can be as simple as workshops or discussions on their research or practice, which would benefit students and expand teaching capacity in DNS."	Approximately half of our graduate students are mentored by status-only faculty; additionally they provide graduate student stipends from their research grants. Many also serve on graduate student supervisory committees and act as DNS examiners. Additionally, many cross-appointed faculty take students in the 3rd- and 4th-year undergraduate research courses. In hindsight the significant contributions of our cross-appointed faculty could have been better articulated in the self-study.	The ways in which DNS effectively engages status-only faculty members may not have been well articulated in the Department's self-study report, but the Dean is aware of the Chair's efforts to address this issue. The Dean is also aware and supportive of ongoing efforts to integrate status-only faculty into addressing gaps within undergraduate course offerings.

			For the past 3 years and going forward, the Chair has been sitting down with cross-appointed faculty to discuss their commitment to DNS by way of teaching (nutritional medical education, BSc undergraduates, DNS graduate students) and service for new and renewed appointments. Specific commitments are included in their appointment letters. Following the review of undergraduate courses previously described, we will see where gaps remain that our cross-appointed faculty might be able to help with. *LEAD: Chair*	
The reviewers observed that many recent faculty hires "have had difficulty starting their labs, securing materials, engaging prospective students and generating collaborations within and beyond the Department"; they encouraged "focused attention on ensuring the success of this key cohort going forward."	14	"Many ECR have had difficulty starting their labs, securing materials, engaging prospective students and generating collaborations within and beyond the Department… While granting agencies allow for COVID interruption explanations, it is still particularly challenging when your lab cannot even be established. DNS is sensitive to these issues and we encourage focused attention on ensuring the success of this key cohort going forward."	DNS has recently implemented several initiatives that are intended, in part, to support new faculty members, including: ▪ **Each new faculty member has is now assigned a senior faculty mentor by the Chair.** ▪ **An internal peer review panel for CIHR Project Grants**, led by the Research Programs Officer (Dr. Laura Vergeer) and Associate Chair of Research & Innovation (Dr. Richard Bazinet). PIs in DNS review each other's grants and provide feedback ahead of the CIHR deadline. ▪ **CFI application support** from the Research Programs Officer, Associate Chair of Research & Innovation, and/or the Business Manager (Slavica Jovanovic). ▪ **DNS Research Day**: a full-day conference hosted by DNS that showcases graduate student research and promotes networking among students, faculty, staff and alumni (inaugural event held successfully in October 2022). We will continue to communicate with our new faculty and solicit their feedback as to how DNS can facilitate their success. *LEAD: Chair and Associate Chair Research & Innovation*	DNS has already implemented initiatives to provide support to new faculty members, and Temerty Medicine is committed to ensuring that Faculty-wide resources and initiatives for new faculty members are widely promoted in all departments, including DNS. Of particular importance are new and ongoing initiatives offered through the Office of Clinical & Faculty Affairs in the area of wellness and support for faculty.
The reviewers remarked on the omission of an Indigenization strategy from the Departmental	15	"There is also a need to holistically embrace EDI and Indigenization through faculty and	We have indeed been engaged in this practice. However it should be recognized that this is a complex process that will take considerable time to realise this goal (long	DNS has been working towards incorporating EDI and Indigenization in faculty recruitment through collaborating with other stakeholders, including the

strategic plan, noting the need to "holistically embrace EDI and Indigenization through faculty and student recruitment, course offerings and research opportunities"; they recommended that the department implement a strategy for hiring faculty from underrepresented groups, create an Indigenous nutrition research cluster, and explore ways to include Indigeneity in program curricula.		student recruitment, course offerings and research opportunities."	term). An example of new practices includes sending personal emails to indigenous scholars known to DNS faculty to make them aware of new faculty job postings. Similarly, at our request, the Director of EDI in Research & Innovation shared a recent posting with contacts at the Black Research Network and Indigenous Research Network. *LEAD: Chair and Associate Chairs Graduate Education and Research & Innovation*	Director of EDI in Research & Innovation at the University of Toronto. In terms of student recruitment, Temerty Medicine's newly created Office of Access and Outreach works collaboratively with departments across the Faculty to increase representation of historically and currently underrepresented and underserved groups in health professions and health sciences education. In terms of extra-curricular course offerings, the Centre for Faculty Development offers a variety of EDI-based workshops and training opportunities for members of the Temerty Medicine community. Research consortia such as the Black Research Network and Indigenous Research Network are also crucial stakeholders and potential collaborators with all faculties and departments at the UofT.
	16	"The commitment to EDI is acknowledged within the SSR, however it is not clear how DNS has committed to reconciliation in relation to our indigenous communities. There is limited evidence that students graduate from the program with a perspective of how the harms of the past must be addressed."	We believe that we are making progress on this initiative. DNS is a member of the Collaborative Specialization in Indigenous Health, and Dr. Malik has a guest lecture on Indigenous nutrition in her 4th-year course (NFS490H: International and Community Nutrition). Dr. Treena Delormier, an Indigenous scholar and researcher specializing in nutrition spoke at the most recent Lawson Centre's Food as Medicine Update (November 25, 2022). We plan to expand these activities through guest lectures by Indigenous Scholars, and through the inclusion of an Indigenous nutrition module in our planned modular graduate course. *Medium and Long Terms* *LEAD: Chair and Associate Chair Graduate Education*	DNS has begun to explore opportunities to address reconciliation and relation with Indigenous communities, including inviting guest lecturers on Indigenous nutrition, and they plan to expand these offerings in the future. Temerty Medicine's Office of Indigenous Health and the Centre for Wise Practices at Women's College are both valuable resources and sources of knowledge and expertise to help educate and collaborate with Temerty Medicine departments and units.
	17	"The Department should consider creating an indigenous nutrition cluster within the Department led by current expertise, and actively engaging new researchers through collaboration. There are many funding opportunities available for new faculty in	In addition to the progress described in Programs' Responses #16 (above), we believe that an important first step to developing an Indigenous nutrition cluster will be via our planned graduate modular course. The inclusion of an Indigenous nutrition module in this course	The Temerty Medicine Office of Indigenous Health is available to advise and consult with departments and units on their education initiatives pertaining to Indigenous knowledges and experiences. They are closely aligned with the central university's Office of Indigenous Initiatives as well as the Centre for Wise

		this area and it seems to be an opportunity missed by the Department."	will allow us to expand our network of Indigenous scholar collaborators, test curriculum content, etc. *Medium and Long Terms* *LEAD: Associate Chair Graduate Education*	Practices at Women's College, who all work collaboratively with UofT community members.
	18	"The Faculty membership is somewhat underrepresented in EDI and a strategy to improve this is not apparent. There is no tracking or metrics of candidates' (self-declared) profile from the pool of applicants to the long list to short listed candidates to identify if there are barriers. A more careful strategy should be implemented during the hiring process, including efforts at attracting underrepresented groups."	Of note, we are a small faculty and many members are at or beyond normal retirement age. Faculty of this vintage tend not to represent designated groups. See response to point 15 above regarding attracting underrepresented groups. Statistics assembled from the hiring dossier from our last two hires (double hire) indicate that of 50 applications received for a new Assistant Professor position, 30 were female, 19 were male and one self-identified as other; 15 individuals self-identified as a racialized person/person of colour. This would suggest we are getting some traction in attracting a diverse group of applicants. As described above in other sections strategies have been implemented to increase applications from indigenous and black scholars. *LEAD: Chair and Associate Chairs Graduate Education and Research & Innovation*	Temerty Medicine has been committed to increasing the representation of underrepresented faculty members across all departments and units as part of the strategic direction of Excellence through Equity from the most recent Academic Strategic Plan (2018-2023). DNS appears to be making strides in attracting a more diverse applicant pool for faculty members positions, with a particular focus on Black and Indigenous scholars. Temerty Medicine has recently created recommendations and guidelines for searches for leaders and faculty members that incorporate Excellence through Equity as a core strategy, and this is made available to departments and units via the Temerty Medicine Office of Inclusion & Diversity website. The UofT Office of the Vice-Provost, Faculty & Academic Life, has also created helpful resources, guidelines, recommendations and supports for departments seeking to strategically incorporate equity into faculty searches.
The reviewers noted that physical infrastructure is an ongoing issue for the Department, commenting on the key near-term challenges to "optimize research space for faculty, to facilitate human and animal studies and to maintain cohesion among wet and dry lab faculty in the Department who will be physically separated"; they recommended that the Department and the Faculty of Medicine seek resources to provide assistance for early career	19	"A key challenge over the next few years will be to optimize research space for faculty, to facilitate human and animal studies and to maintain cohesion among wet and dry lab faculty in the Department who will be physically separated."	Agreed. We will continue to utilize strategies of hybrid work as we have over the pandemic. *Lead: Chair and Associate Chairs, TFoM Facilities Management & Space Planning*	Temerty Medicine will work collaboratively with DNS to support hybrid work and optimize research space for faculty members.
	20	"The lab moves continue to challenge DNS success and the frustrations were readily apparent… The Faculty must make accommodations for these [early career] faculty in the form of discretionary funding for pilot research or student support, justified by their particular challenges. Moreover, DNS should be able to make final	DNS agrees the lab moves continue to be a concern and defers to the Dean's Office concerning compensation to early career faculty impacted by this move. *LEAD: TFoM Dean's Office*	The Office of the Dean will explore additional mechanisms to support the success of early career faculty in DNS impacted by the move.

researchers, and to minimize disruptions to overall cohesion and productivity.		decisions on how to restructure the Department in the new spaces.		
	21	The Faculty should also ensure there is sufficient meeting space in the various locations to ensure visiting faculty/students have places to meet to maintain the collegial nature of the Department. Moreover, costs related exclusively to the move need to be compensated (e.g. animal care, tissue culture, etc.).	We have been providing information to Facilities Management & Space Planning as they ready space for the five research groups moving to 777 Bay. DNS defers to the Dean's office on issues of compensation. *LEAD: TFoM Dean's Office and Facilities Management & Space Planning*	The Office of the Dean will work with DNS and with Facilities Management & Space Planning to explore mechanisms to minimize disruption including at the financial level associated with the move.
Other recommendations not prioritized in the Request for Administrative Response	22	"There was clear commentary related to the absence of dietetics related courses for these students as well as the fact that the undergraduate program is not an accredited program. Despite messaging to this effect on the website, there is a clear communication gap with these students and more effort should be made to advise these students upon entry that dietetics is not an option."	As described above (Rec. #5), we are working on identifying courses that undergraduates can take in the DNS and other U of T departments to partially fulfill the academic requirements for licensure as a registered dietitian. We have also reached out to TMU to see if there may be opportunities to partner on courses we neither have faculty nor specialty space to accommodate. In the meantime, we will explore ways in which we can help ensure incoming students are aware that our program is not currently accredited.	Temerty Medicine supports DNS' plan to collaborate across institutions to partner on courses to increase offerings for students and to communicate more clearly to incoming students about current limitations in the program pertaining to dietetics courses as well as accreditation of the program.
	23	"Curriculum review successfully identified gaps in subject areas and identified key skills. However, this was done at the Department level. Skill development should be targeted at the individual student. As offered, some students could feasibly select nutrition courses that will not achieve these skills. Mapping should be such that every student gets these skills regardless of course selection."	The Undergraduate Curriculum Planning Committee will revisit the curriculum mapping they completed to ensure that students achieve the necessary skills, while ensuring there is flexibility to enable students to take the desired optional courses. *Immediate and Medium Terms*	DNS will be engaging in a curriculum mapping exercise to address skills development for individual students.
	24	"DNS should consider articulating more specific learning outcomes, using the Faculty of Arts and Science Degree Level Expectations for Honours Bachelor Degrees as a template, particularly in client-facing materials (websites)."	We will review the learning outcomes from the A&S and ensure they are reflected on DNS's website. *Immediate and Medium Terms*	To help inform their website, DNS will review client-facing materials from the Faculty of Arts & Sciences.

25	"In Tables 4.2 – 4.9, the program learning outcomes have been nicely mapped against the existing DNS courses, but this information does not appear to have been translated into existing course syllabi. A review of the current course syllabi provided specific course-based objectives, but not the program-level objectives. Consideration should be given to emphasizing these program-level objectives within the syllabi."	The Undergraduate Curriculum Planning Committee will review the course syllabi to ensure that both course-based and program-based objectives are met. *Immediate Term and Medium Terms*	DNS will review the course syllabi to address the alignment of course-based and program-level objectives.
26	[Offering courses remotely] "…has been leveraged with expanded offerings at Scarborough campus and could be further expanded strategically (e.g., potentially link to dietetic course requirements)."	With the hiring of a new teaching stream faculty, we will revisit our course offerings and identify opportunities for expanded offerings. However this will need to be discussed with A&S as they have expressed concern with TFoM offering more courses that could potentially take A&S students away from their courses.	After consultation with A&S, DNS will have the potential to expand course offerings with the hiring of new faculty members.
27	"Graduate students commented on the need for additional mental health resources, and DNS should work with the Faculty of Medicine and U of T to ensure that all students are aware of the resources available to them. Time should be devoted during orientation sessions and reinforced during seminar classes as to the nature of the wellness resources available to students."	We have strived to make our faculty and students aware of the available mental health resources at U of T in the form of presentations at orientation sessions; e.g., in February 2021 the Nutritional Sciences Graduate Students' Association held a virtual session on mental health and wellness resources available at the University, facilitated by Heidi Cho, Wellness Counsellor & Coordinator at U of T Health & Wellness. We will aim to integrate similar sessions into our existing programs (e.g., the annual orientation session for new graduate students, at seminar) to help ensure that all students are aware of the resources available to them. Additionally, we have added links to U of T mental health resources to the homepage of DNS's website: https://nutrisci.med.utoronto.ca/ *LEAD: Associate Chair Graduate Education*	In addition to DNS' targeted activities to promote wellness resources for students, Temerty Medicine is committed to ensuring that all graduate students across the Faculty have access to up-to-date information about the mental health resources and supports available to them at both the Faculty as well as at the central university through regular communications channels and targeted outreach initiatives.
28	"While DNS has been successful in recruiting students who hold major scholarships (34.3% of MSc students; 47.5% of PhD students), those without major scholarships must be funded from the grant	**Our Department strongly believes that this recommendation should be prioritized.** In fact, since the visit by the external reviewers, graduate stipend levels have increased even further (~$37,000/yr for MSc students and ~$40,000/yr for PhD students beginning in	Temerty Medicine is committed to providing increased funding for graduate students across the Faculty. Temerty will substantially increase its graduate student stipends beginning in the 2023-2024 academic year, making them the highest in

		funds of the respective supervisor. This represents an issue as funding levels from the Tri-Council agencies are not positioned at a level that would allow the support of many students on a grant. The Department should consider positioning a strategy to work with alumni and donor relations to develop greater internal supports for graduate student stipends to address this issue."	September 2023), putting additional strain on supervisors' resources. The Chair, Associate Chair of Graduate Education, and the Graduate Coordinator of Admissions & Awards will be meeting in the near future with Advancement to strategize the development of greater internal supports for graduate student stipends. Further additional financial support from the TFoM Dean's Office has been committed to support graduate student stipends across the faculty.	Canada. As a result, students in Master of Science programs will receive $37,000 per year. PhD candidates will be offered $40,000 annually. Temerty Medicine's Office of Advancement is well positioned to provide strategic guidance and direction on opportunities to afford greater internal supports for graduate student stipends in the future.
	29	"Minimum stipend rates mandated by the Faculty of Medicine continue to be a barrier to expanding the graduate program. There should be more discussion with Faculty on how advancement funds are distributed among departments to support graduate students. In particular, there seems to be little transparency on how decisions are made with these funds at the department level."	DNS believes that this recommendation should be prioritized. Within the last 6 months, discussions on this topic have begun to occur at TFoM Graduate Chairs meetings. DNS representatives have enthusiastically participated in these discussions and have encouraged TFoM leaders to continue to move forward on these initiatives.	Dr. Justin Nodwell, Temerty Medicine's Vice Dean of Research & Health Science Education, has been leading collaborative discussions with Temerty's graduate department chairs regarding the equitable distribution of advancement funds, and these discussions about strategic ways forward will continue in the future.
	30	"DNS has an exceptional track record with publications per thesis (72% with >5 papers!), but this is much higher than expected in the field and likely contributes to the longer time to completion. Publication expectations could be tempered to help lower times to completion."	While it is generally expected that most graduate students, particularly those in the PhD stream, will publish at least one first-authored paper prior to completing the program, there is no minimum number of publications per thesis required. We will, however, ensure that this is clearly communicated to graduate students and their supervisors. *LEAD: Associate Chair Graduate Education*	DNS plans to address time to completion issues in multiple ways, including clearly communicating to graduate students and their supervisors regarding minimum number of publications per thesis required.
	31	"…funding from industry seems to be underrepresented… There should be more effort at establishing MITACS and Alliance type funding among DNS faculty, especially ECR."	We are working on encouraging more of our faculty and trainees to apply for Mitacs funding. For example, at our May 2022 faculty meeting, we had a Mitacs representative give an overview of the various Mitacs programs and answer questions from faculty. DNS members have recently successfully acquired Mitacs funding (e.g., for a postdoctoral fellowship at the Rogers Hixon Ontario Human Milk Bank at Mount Sinai Hospital). *LEAD: Associate Chair Research & Innovation*	DNS is taking steps to address the issue of underrepresented funding from industry.

	32	"The Program in Food Safety, Nutrition and Regulatory Affairs (PFSNRA) has been a success story in DNS for decades. However, succession planning requires urgent attention at the Department level. More should be done to fully integrate this program into DNS to enhance connections to industry."	We concur with the recommendation that succession planning is required for the PFSNRA. The Chair will begin meeting with Dr. Anderson who has been an avid champion of the program since its inception and its leader. There is a range of opinions amongst faculty regarding the wisdom of enhancing connections to industry as particular industries are associated with unhealthy diets. A reasonable first step would be to sort out a succession plan for leadership of the PFSNRA. New leadership could then tackle how to proceed with enhanced connections to industry in an ethical and mutually beneficial way. *LEAD: Chair*	Temerty Medicine supports DNS' strategic approach to address succession planning for the PFSNRA as well as to explore options for connecting with industry partners who enhance the Department's values around ethics and reciprocity.

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 Nutritional Sciences as one of the top nutrition programs for research and graduate training in the world. They noted the high levels of undergraduate and graduate student satisfaction and commended both the Department's commitment to advancing undergraduate students' research success and graduate students' impressive research productivity. They applauded the Department's faculty members, noting they are "recognized globally for their contributions in the areas of precision nutrition, chronic disease prevention, healthy human development, and nutrition, food and public policy." They celebrated the high degree of collegiality among the faculty and undergraduate and graduate students, noting that the Department Chair is viewed as "an effective and attentive leader." Finally, they had high praise for the organization and engagement of the DNS alumni group, observing that the group provides invaluable career mentoring services for students.

The reviewers recommended that the following issues be addressed: including food science-related courses in the undergraduate curriculum, and addressing undergraduate students' desires for an improved statistics course and for more variety in course options; reviewing undergraduate courses to determine if unique experiential learning opportunities could be integrated within existing course designs; addressing concerns due to the lack of an accredited undergraduate program in dietetics and pursuing strategies to support students' admission into MPH programs, including possible articulation pathways with other institutions or the development of an accredited program; addressing the issue of limited course offerings at the graduate level; addressing graduate students' concerns that teaching assistantships frequently do not help them to develop valuable skills in teaching or lab demonstration; addressing student concerns regarding a lack of exposure to non-academic career options such as public health, food industry, or government; ensuring that the expertise of tenure-stream faculty is integrated in the achievement of program objectives, and considering strategies to make better use of status-only faculty in delivering the undergraduate curriculum; ensuring that recent faculty hires are supported in starting their labs, securing materials, engaging prospective students and generating collaborations within and beyond the Department; developing Indigenization and EDI strategies to "holistically embrace EDI and Indigenization through faculty and student recruitment, course offerings and research opportunities"; and addressing concerns related to physical infrastructure and key challenges of optimizing research space for faculty, facilitating human and animal studies, and maintaining departmental cohesion during periods of construction and physical separation.

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

In 2024 the Dean will follow up with the Chair of the Department of Nutritional Sciences 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 Department of Nutritional Sciences 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 <mark>- DRAFT</mark>

1 Review Summary

Program(s) Reviewed:	**Undergraduate programs** (*offered in association with the Faculty of Arts & Science*): • Physiology, HBSc: Specialist, Major, Minor **Graduate programs:** • Physiology: MSc, PhD • Medical Physiology, MHSc
Unit Reviewed:	Department of Physiology
Commissioning Officer:	Dean, Temerty Faculty of Medicine
Reviewers (Name, Affiliation):	• Prof. Irene Tracey, Professor of Anaesthetic Neuroscience and Pro-Vice Chancellor, University of Oxford • Prof. John White, Chair, Department of Physiology, McGill University • Prof. James Young, Chair, Department of Physiology, University of Alberta
Date of Review Visit:	March 21-22, 2022 (conducted remotely)
Date Reported to AP&P:	April 13, 2023

Previous UTQAP Review
Date: April 3-4, 2014

Summary of Findings and Recommendations
Significant Program Strengths
- "Top tier" research and teaching programs
- Comprehensive range of undergraduate courses
- Outstanding educational experience
- Graduates, postdoctoral trainees, and faculty are in great demand

Opportunities for Program Enhancement
- Examining graduate student enrolment
- Reviewing faculty contributions to medical undergraduate curriculum
- Supporting the four research platforms within the broader Departmental mandate
- Identifying new revenue streams

Current Review: Documentation and Consultation

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 2021; Temerty Faculty of Medicine's Strategic Plan (2018-2023); University of Toronto Towards 2030; University of Toronto Quality Assurance Process.

Consultation Process
Temerty Faculty of Medicine

1. Dean, Temerty Faculty of Medicine and Vice Provost, Relations with Health Care Institutions
2. Vice Dean, Strategy & Operations
3. Director of Strategic Initiatives, Office of Advancement
4. Chair, Dept. of Anesthesiology & Pain Medicine
5. Chair, Dept. of Laboratory Medicine & Pathobiology
6. Chair, Dept. of Nutritional Sciences
7. Director, Heart & Stroke Richard Lewar Centre of Excellence in Cardiovascular Research

Dept. of Physiology

8. Chair
9. Vice Chairs
10. Program Coordinators and MHSc Program Director
11. Research Platform Leads

12. Faculty
13. Fellows
14. Postgraduate Trainees
15. Administrative Staff

Faculty of Arts & Science

16. Acting Vice Dean, Academic Planning
17. Associate Dean, Student Affairs
18. Undergraduate Students

Research Institutes

19. Director, Toronto General Hospital Research Institute
20. Interim Director of Research, Lunenfeld-Tanenbaum Research Institute, Sinai Health System

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

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

The reviewers observed the following **strengths:**

- Objectives
  - ▸ Physiology Specialist, Major and Minor program requirements and learning outcomes are clear and appropriate, align with relevant undergraduate degree-level expectations, and are consistent with the University's mission, and current Faculty and Departmental academic plans
- Admissions requirements
  - ▸ Admission requirements are appropriate; students typically have marks that are considerably higher than minimum requirements due to the competitive nature of the program
- Curriculum and program delivery
  - ▸ Program requirements and curriculum delivery align with program learning outcomes, with knowledge and skills progressively developed throughout the program
  - ▸ Curriculum reflects current state of the discipline, with appropriate and well-communicated program structure, modes of delivery, and learning outcomes
  - ▸ Reviewers commend the Department's thorough and extensive undergraduate program curriculum mapping
- Innovation
  - ▸ Core program learning objectives are thoughtfully paired with learning objectives in Social and Scientific Responsibility, to expose students to learning beyond the conventional classroom

- ▸ Department has been successful in obtaining competitive university-wide grants for curriculum content and delivery
- ▸ Department has undertaken multiple initiatives to enhance the quality of its programs, including development and delivery of new courses, substantial revisions to existing courses, and incorporation of active learning activities in several courses
- ▸ First-year course, PSL190H Biomedical Research at the Cutting Edge, is a high-impact initiative to recruit students into Physiology programs
- Accessibility and diversity
  - ▸ Department played key role in establishing the Amgen Scholars Program at the University, which has as a goal to recruit outstanding undergraduates from under-represented groups to increase accessibility and diversity in research
- Assessment of learning
  - ▸ Knowledge and skills are progressively developed throughout the undergraduate program and the assessment of learning is appropriate throughout
- Student engagement, experience and program support services
  - ▸ Students report that Physiology curriculum provides a valuable and challenging learning experience
  - ▸ Undergraduate Physiology Student Association is a strength of the program, working closely with the Department and the Graduate Association for Students in Physiology
- Quality indicators – undergraduate students
  - ▸ Enrollments in the Physiology Major and Minor programs have increased since the last review; enrolment in the Physiology Specialist program has remained relatively steady
  - ▸ Students have given positive feedback in course evaluations about the ability of the course to improve their understanding of the material and provide opportunities to demonstrate that understanding.
  - ▸ Excellent graduation and time to completion rates
  - ▸ Cumulative grade point average of Physiology graduating students is at the high end of University averages

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 that MSc/PhD programs satisfy or exceed expectations of quality in graduate supervision, student mentoring, time to completion rates, and quality of students entering these programs
  - ▸ Reviewers observe that MSc/PhD programs' structure and faculty research is successful in ensuring the intellectual quality of the student experience

- Objectives
  - ▸ MSc/PhD program requirements and learning outcomes are clear and appropriate, aligned with relevant graduate degree-level expectations, and are consistent with the University's mission, and current Faculty and Departmental academic plans
- Admissions requirements
  - ▸ Admission requirements are appropriate
- Curriculum and program delivery
  - ▸ Department has introduced new bioinformatics-based courses providing theoretical and practical aspects to computer programming, big-data analysis, general statistical analyses, and commercialization knowledge, in response to student concerns about preparation for future careers
- Assessment of learning
  - ▸ Learning assessment methods are appropriate
- Student engagement, experience and program support services
  - ▸ Graduate Association for Students in Physiology is a strength of the program, working closely with the Department and the Undergraduate Physiology Student Association
  - ▸ Opportunity for student placements with supervisors located off campus in University-affiliated institutions noted as a program strength
  - ▸ Department and student association have taken steps to mitigate challenges of having students spread out across multiple locations, including social gatherings and informal events
- Quality indicators – graduate students
  - ▸ Student surveys and course evaluations are generally positive
  - ▸ Graduate enrolments have remained relatively stable
  - ▸ Student publications have increased in recent years and students are continuing to present at national and international conferences
  - ▸ Excellent student completion rate of above 96%
- Student funding
  - ▸ Department has maintained overall student funding levels despite recent challenges
  - ▸ Commendable "Graduate Stimulus Program" provides funds to support graduate student stipends

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

- Overall quality
  - ▸ Reviewers note "a striking disconnect" between faculty's and students' impressions of the success of the MHSc program, with students commenting that "the program is trying to cover too much ground in one year and winds up doing little as well as it should"
- Curriculum and program delivery
  - ▸ Literature review requirement in the MHSc program is prized by some faculty, but students viewed the effort required as disproportionate relative to the perceived benefit

- ▸ MHSc program is not proactive enough in lining up potential practicum placements; reviewers note "an apparent lack of coordination of practicum placements at the Faculty level" with the risk that lack of suitable practicum placements could limit program enrollment
- ▸ MHSc students commented that the timing of the practicum at the end of the program is problematic for some, due to hiring preferences of potential employers
- Accessibility and diversity
  - ▸ Students noted that, in terms of diversity, the overall make-up of the Department is not yet representative of the student body
- Student engagement, experience and program support services
  - ▸ Geographically distributed nature of the program, spread across multiple on- and off-campus sites, leads to many students feeling isolated and without a sense of community, contributing to a feeling that students have "somewhat limited preparation for the future"; reviewers note this as the major challenge to the Physiology graduate program
  - ▸ MHSc students commented on a perception that it was difficult to approach faculty to give feedback on the program
  - ▸ Students raised concerns over power imbalances in supervisor-student relationships; "There was a perception among the students that the mechanisms in place to deal with student-supervisor conflict were inadequate, and that having another faculty member as a mediator represented an inherent conflict of interest"
  - ▸ Inadequate support for trainees in areas such as career development, accommodations, wellness, day care, medical insurance, and conflict resolution
- Student funding
  - ▸ Reviewers note concerns that graduate student and postdoctoral stipends may be insufficient to meet current costs of living
  - ▸ Reviewers note reluctance of some supervisors to allow their graduate students to take TA positions to gain teaching experience and supplement their income

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▸ Re-evaluate MHSc program learning objectives and organization
  - ▸ Reviewers recommend that MHSc program be extended by one term, and that some courses, particularly in AI/machine learning and commercialization aspects of the program, should be bolstered or extended
- Student engagement, experience and program support services
  - ▸ "There is a major need to continue building a sense of the community within the Department, as well as continue preparing students for future careers, particularly in nonacademic settings"

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▸ No less than 42% of Primary and Primary status-only faculty have held external salary awards between 2013 and 2020
  - ▸ Department is in receipt of multiple Faculty and University-wide teaching awards, a testament to the overall quality of its education
- Research
  - ▸ Research thesis-based graduate program is a core Departmental activity linking research priorities directly with education
  - ▸ 4-pillar research theme organization functions well and benefits the Department
  - ▸ Department embraces emerging research areas such as big-data and AI
  - ▸ Outstanding research opportunities and facilities for postdoctoral fellows and students at all levels
  - ▸ Commendable "Collaborative Seed Grant Fund" promotes new cross-platform and cross-disciplinary research
- Faculty
  - ▸ Faculty are central to Department's research strengths
  - ▸ Faculty complement, including clinician scientists, provides outstanding quality, availability and research diversity of graduate supervisors
  - ▸ Department has formed an EDI Committee to ensure that future faculty hires conform to EDI best practices

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

- Overall quality
  - ▸ Reviewers note an unfortunate sense that undergraduate education is undervalued in comparison to supervision of graduate students and research
- Faculty
  - ▸ "Undergraduate education largely falls on the shoulders of an aging Primary faculty, and a relatively small number of other dedicated educators, and it is not clear to us whether the Department is moving fast enough to replace outgoing faculty with new hires to maintain its teaching commitments"
  - ▸ "Variable" student mentoring across supervisors
  - ▸ Unique challenges posed by decentralized structure with faculty spread across multiple geographic locations
  - ▸ Reviewers comment on a sense that the Department may be "spreading itself too thin to gain additional teaching revenue," noting that this is exacerbated by the preferred workload distribution for Primary faculty; they also observe that Primary faculty's success in obtaining research grants limits the time they have available for teaching
  - ▸ Reviewers comment on the "non-level playing field" between Department's core members and those in the external research institutes, and varying levels of commitment to the life of the Department and its teaching duties among faculty,

many of whom do not rely on the Chair for annual performance increments or promotion

The reviewers made the following **recommendations**:

- Faculty
  - ▸ Department has made a number of new faculty appointments since the previous review, "but nevertheless needs to engage in an expeditious hiring program to maintain its teaching commitments"
  - ▸ Faculty complement balance between tenure-stream and non-tenure stream faculty will be crucial, especially if population demographics predict continuing upward pressure on student enrollment

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
  - ▸ "Administrative staff received the highest praise from students"
  - ▸ Department has initiatives in place to improve the sense of community and inclusivity
  - ▸ Good relationships with cognate Departments, including a number of joint undergraduate and graduate educational initiatives
  - ▸ Partnerships with other universities are largely PI-driven and focused on research collaboration
  - ▸ Relationships with government and external academic and professional organizations are a strength of the Department, with many faculty sitting on committees, editorial boards, grant panels
  - ▸ Department is perceived to be a welcoming place for clinician scientists
  - ▸ Department has formed an EDI committee in response to Temerty Medicine's commitment to equity, inclusion and diversity
- Organizational and financial structure
  - ▸ Department makes appropriate and effective use of its financial and human resources
  - ▸ Administrative staff "do an outstanding job and should be prioritized for future expansion as financial resources permit"
  - ▸ Highly-valued organizational structure of 4 principal research domains provides benefits for curriculum design and graduate program organization

- ▶ Several measures implemented to mitigate against "silo effects" within the Department including cross-disciplinary research talks and seminars, internal grants to promote cross-platform collaboration, and strategic recruitment into new "Integrative Physiology" and "Systems Biology" faculty positions
- ▶ Online courses for international students and other distance learners represent an important source of income for the Department
- ▶ To mitigate expected effects of decreased revenue from online teaching, Department has successfully bolstered revenues though increased undergraduate teaching and increased enrolments in graduate programs
- ▶ Research facilities in the ageing Medical Sciences Building have been improved through ad hoc renovations, with plans for a new building in the future
- ▶ Despite a static or decreasing base budget, Department's financial state is strong and diversified relative to some Canadian comparators
- Long-range planning and overall assessment
  - ▶ The Department has been successful in Advancement including "Insulin 100" centennial celebration held in 2021
  - ▶ Department will benefit from stability in the Chair position and the ongoing work to establish a new and updated Strategic Plan
- International comparators
  - ▶ Department "continues to be one of the largest and most successful teaching- and research-intensive Departments of Physiology in North America and world-wide"
  - ▶ Levels of research funding, publication metrics and other research quality indicators establish the Department as being on par with its national and international comparators

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

- Relationships
  - ▶ Reviewers note variable morale across the Department
- Organizational and financial structure
  - ▶ Reviewers note frequent changes in Department Chair in recent years and note that it is hoped the current chair will "provide the stability the position requires"
  - ▶ Administrative support in the Department is insufficient to support its undergraduate and graduate programs, with too many duties are off-loaded onto faculty
  - ▶ Administrative staffing for MHSc program is expected to be insufficient once the program reaches its full capacity
  - ▶ Poor state of some Medical Science Building laboratories noted as a concern
  - ▶ Department has a complex organizational structure and reviewers note a sense that the Department is "over-committee-ed"
- Long-range planning and overall assessment
  - ▶ Pursuing opportunities to sustain existing revenue generation and ensure continued strong program enrollments carry a risk of spreading educational resources too thin

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Explore ways to enhance the sense of inclusivity and community in the Department
- Organizational and financial structure
  - ▶ Consider amalgamating some Departmental committees, particularly as needed new committees in EDI and Big-Data/AI are formed
- Long-range planning and overall assessment
  - ▶ Maintain balanced investment in both educational and research recruitment

L. Trevor Young, MD PhD FRCPC
Dean
Vice Provost, Relations with Health Care Institutions

March 16, 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 Cover Letter | 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. Irene Tracey, Dr. John White, Dr. James D. Young—for their very comprehensive review of the Department of Physiology on March 21-22, 2022. We would also like to thank Dr. Scott Heximer, Chair of the Department, 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 Department of Physiology at the University of Toronto has a long and storied past that includes the 1921 discovery of insulin, and award of the University of Toronto's first PhD. It continues to be one of the largest and most successful teaching- and research-intensive Departments of Physiology in North America and world-wide…In the 7 years covered by this review (2013-2020), the Department, on a per capita basis, continues to perform in education and research at the level of its comparators."*

The thorough report provided by the reviewers is an invaluable guide for program enhancements and future strategic directions of the Department of Physiology. The reviewers identified a number of areas for enhancement including re-evaluation of the MHSc program learning objectives and organization, new faculty recruitment, ensuring equitable engagement in the Department between members based at the University and the research institutes, supports for both graduate and postdoctoral trainees, administrative support and organizational structure. Each of the recommendations has been addressed in the Programs' Responses column in the accompanying table, and in Dr. Heximer's Chair's cover letter. We are in full agreement with the responses of Dr. Heximer and the programs and have provided additional comments addressing each of the recommendations in the Deans' Responses column of the table.

Overall, the Department of Physiology has made excellent progress under the leadership of Dr. Heximer and as noted by the reviewers, *"The Department punches above its weight…now beginning his 3rd year as Chair, it is hoped that appointment of Dr. Heximer will provide the stability the position requires."* We congratulate Dr. Heximer on his outstanding leadership and look forward to continuing to work with him and members of the Department of Physiology to ensure the continued success and growth of the Department to attain its strategic and operational aspirations.

The next review of the Department of Physiology is scheduled in 2028-29. In 2025, 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
Scott Heximer – Chair, Dept. of Physiology, Temerty Faculty of Medicine

2021-22 UTQAP Review of MED Department of Physiology - Review Recommendations

Request Prompt *verbatim from the request*	Rec. #	Recommendations from Review Report *verbatim from the review report*	Programs' Responses	Deans' Responses
The reviewers noted concerns that undergraduate teaching is undervalued in comparison to research, and noted that time-sensitive complement planning is warranted to maintain commitments to this program, as well as to the department's other teaching and research activities.	1a	"Within the Department, there was also a general sense from our interviews that undergraduate education was undervalued in comparison to supervision of graduate students and research."	We recognize the need to widely support our undergraduate teaching programs, especially as they have become an important source of revenue for the Department in recent years. We feel there are short- and medium-term steps that can be taken to address these important issues: 1) Short-term: There is an imminent need to hire new teaching- and tenure-stream faculty who are fully invested in the teaching of undergraduate students. (See answer to Rec#1b below.) 2) Ongoing: We will need to be strategic in the cross-appointment of new off-site faculty members ensuring that their expertise and plans are in line with the Department's educational directives. 3) Medium-term: We feel there is an opportunity to leverage/reorganize our current research platform structure to better coordinate our research and educational programs in a way that will optimize current faculty buy-in and generate more excitement around our educational goals.	The Department of Physiology ("the Department") has created a well structured plan to take steps toward widely supporting their undergraduate teaching programs in the short term as well as the longer term. A Life Sciences planning committee, with decanal representation from the Faculty of Arts & Science and the Temerty Faculty of Medicine and undergraduate chairs from the life science departments (from both Faculties), meets regularly to discuss proposed curricular changes, timetabling and enrolment issues to ensure collective awareness and consultation. We will explore expanding the mandate of these meetings to include regular review of the quality of undergraduate offerings.
	1b	"We have concern that the Department is spreading a limited number of educators too thin in efforts to support both education and research in the department. Pending retirements of Primary faculty will exacerbate the situation."	The steps toward addressing these concerns are already underway. Recognizing that recent and pending faculty retirements will likely leave our undergraduate program teaching faculty understaffed relative to other comparable departments, we have already requested two additional faculty positions (one tenure-stream and one teaching-stream) in our complement plan. As proof of our commitment to these goals, we have redirected over $1 million in Strategic Initiative Funds toward recruitment.	Temerty Medicine fully supports departmental efforts to recruit additional faculty members both in the tenure and teaching streams.

			1) The search for a new tenure-stream faculty member is currently underway and the candidate is expected to be in place by July 1, 2023. The high calibre quality of the applicant pool may afford the opportunity to hire an additional tenure-stream faculty member from this search pending approval from the Dean and VPFAL. 2) The search committee for the teaching-stream position has been approved by the Dean and the job advertisement is currently under review. The plan is to have this person in place by July 1, 2023. 3) Additional faculty positions will be requested on our complement plan in 2024 and 2025, if expected retirements occur on schedule and the financial position of the Department remains strong.	
	1c	"Balance between tenure-stream and non-tenure stream faculty is, and will continue to be, a critical issue for the Department moving forward. Balancing these two faculty streams will be crucial, especially if population demographics predict continuing upward pressure on student enrollment."	We appreciate that our off-site faculty have a large commitment to their own research institute and, as such, a heavy commitment to ensuring the success of their research enterprise. We believe the key to successfully balancing these two faculty streams lies in the following: 1) Managing the expectations of newly cross-appointed faculty to ensure their vision is in line with the educational goals and expectations of the Department. This has been addressed through the creation of a new "departmental expectations for cross-appointees" document that is reviewed with each new applicant before they apply. 2) Involvement of off-site faculty in strategic planning to coordinate educational and research mandates (as outlined in response to Rec#1 above). This will occur through a series of Breakfast With The Chair events held at the various TAHSN sites to encourage optimal participation. 3) Long-term introduction of funding support packages for fully engaged colleagues. (See full description in the response to Rec#6.)	Temerty Medicine supports the collaborative approach that the Department is planning to take to manage expectations of newly cross-appointed faculty members, to involve off-site faculty members in strategic planning to coordinate educational and research mandates, and to provide funding support packages for fully engaged faculty members colleagues.

The reviewers commented on a disconnect between student and faculty impressions regarding the success of the MHSc program, noting student concerns that the program is "trying to cover too much ground in one year"; they recommended that the Department re-evaluate the program learning objectives and organization, and that the program and some of its courses be extended.	2a	"there was a striking disconnect between the impressions of success (or lack thereof) of the MHSc program between faculty and students. Students gave us the impression that the program is trying to cover too much ground in one year and winds up doing little as well as it should."	We understand that some of the students may not have appreciated the value of the scientific communication training and the broad spectrum of coursework offered. However, I believe the numbers collected after our first year of the program highlight the success of the program on one of the most important metrics: **job placements for our graduates.** The program is intended to introduce students to emerging areas related to applied physiology and to put it into practice in order to prepare them for future employment in related careers. The students that took part in the self-study preparation had just graduated or were currently in the program and had little experience in applying for related jobs. At the end of the MHSc programs, feedback from our practicum placement supervisors valued the breadth of the student training in different areas. Of our first graduating cohort, 2/3 of alumni were employed in health-related settings (hospital or industry) and 1/3 pursued further health-related studies 1 year after graduation. Our alumni success in the talent areas that the program was designed to address demonstrates that the program has met its intended outcomes.	The Department has been working to ensure that the MHSc program is a success, especially in the area of ensuring job placements for program graduates. Student feedback on programs and their success is always valuable, but it is important to ensure that feedback is obtained from a broad spectrum of students at different points in their educational and career journeys to provide a fulsome picture of the overall student experience.
	2b	"Re-evaluation of the program learning objectives and organization is recommended."	We agree. This was last carried out in the summer of 2022 for the Quality Council review, which was favourable.	The Department is planning to reevalute learning objectives and organization for the MHSc program.
	2c	"Our recommendation is to extend the program by one term and bolster or extend some courses"	By increasing the duration of the program we feel that we would lose the competitive advantage over other similar programs and that this would negatively affect our enrollment numbers going forward. However, as suggested, a few of the courses have been bolstered based on feedback for the 2022-23 year (e.g., more Intellectual Property and Business Plan resources were added to the PSL4050 Commercialization).	In making the decision to bolster a few of the courses in the program, the Department has taken course feedback into consideration.
	2d	"AI/machine learning, big data and commercialization aspects of the program should be bolstered"	We must be realistic about our limitations with respect to the breadth of educational offerings our current faculty can provide. (See Rec#s 1a&1b.) Students are provided with	The Department is doing what is possible to provide students with opportunities to take electives in areas based on their interests, and this is one way for

			opportunities to take further electives in these areas based on their interests, and have done so during the 2022-23 year (e.g., BME1478H).	AI/machine learning, big data and commercialization aspects of the program to be bolstered.
The reviewers observed the need for improved coordination of suitable practicum placements for students in the MHSc program.	3	"The program is still not proactive enough in lining up potential placements for practicum. There remains an apparent lack of coordination of practicum placements at the Faculty level"	The program was proactive in securing more practicum placements than student numbers for the 2021 and 2022 placements, but as the program grows more coordination/support for the practicum procurement at the Faculty level would be very helpful. Moreover, providing a guarantee of students' practicums would go a long way towards both identification of potential practicum sites, as well as recruitment of students into the program. A modified/shared funding model and commitment from the Department and Temerty Medicine could be an ideal solution that benefits both parties. These discussions will be beginning in early 2023 as the Faculty meets with the various programs to explore models for expansion.	Temerty Medicine is committed to engaging in discussions to expore expansion models and funding structures for practicum placements in all Faculty departments.
The reviewers recommended that the Department address student concerns and perceptions regarding power imbalances in supervisor-student relationships, including concerns that the mechanisms in place to navigate conflicts are inadequate.	4	"The Department has work to do to address the students' perceptions and concerns over the power imbalance in the supervisor- student relationship… There was a perception among the students that the mechanisms in place to deal with student-supervisor conflict were inadequate, and that having another faculty member as a mediator represented an inherent conflict of interest."	Yes, this is an important issue that the Department has already begun to address: 1) We have recently changed the graduate supervisory committee forms to include a tickbox indicating that the student had time with their committee members in the absence of their supervisor to bring up any concerns they have about their training experience. We realize this does not get around the power dynamic issue, however, it would presumably identify any minor problems that could be dealt with before they escalated to require any type of formal mediation. 2) The senior graduate administrators met with the graduate student executive to present two potential solutions to the power dynamic concerns. The two possible short-term solutions identified at that meeting are: a) students have direct access to an ombudsperson from outside the Department (pending available funding); or b) students could bring potential issues to a graduate peer support team and, if necessary, be directed to a dedicated third-party support person. The	The Department has been engaging in strategic and collaborative approaches to address student perceptions and concerns over the power imbalance in the supervisor-student relationship. Further to this, Temerty Medicine is exploring opportunities to engage central university partners, including the Centre for Graduate Mentorship & Supervision, the Workkplace Investigations Unit in the Human Resources Division, and the U of T Equity Offices, in order to co-create solutions for addressing difficult issues that arise between faculty members and graduate students.

			graduate students are currently deliberating on the plan that suits their needs the best. 3) In the near-term, we will also engage our colleagues at the Centre for Graduate Mentorship & Supervision to advise us on best practices and solutions for conflict resolution within our graduate programs.	
The reviewers noted concerns regarding services and supports provided for graduate students and postdoctoral fellows in several areas, including career development, accommodations, and wellness; they also voiced concerns about student stipend levels in relation to the high cost of living in Toronto, and noted varying practices with respect to the use of TA positions to gain valuable teaching experience as well as supplementary income.	5a	"there appears to be inadequate support for trainees in other areas (career development, accommodations, wellness, conflict resolution), with postdoctoral fellows especially deserving of attention"	1) The Department has committed to creating a wide range of teaching and academic career-associated opportunties for members of the postdoctoral community. For example, our postdocs are currently involved in PSL course teaching and administration and participate on faculty search and EDI committees. 2) The Department regularly engages with the postdoctoral community with respect to strategic planning to ensure that their concerns are heard and their needs are met in any forward planning exercises. Postdocs are invited to voice their opinions at Breakfast With The Chair sessions and in the context of strategic planning breakout groups or Departmental retreats. 3) The Department is an active member in conversations at the Faculty-wide level to improve the training experience and range of opportunities for postdoctoral trainees. In the medium-term the Department plans to leverage these Faculty-wide initiatives to provide an even greater number of opportunities for our postdocs.	Temerty Medicine supports the targeted approaches that the Department is pursuing in order to better support and engage postdoctoral fellows. Temerty is committed to ongoing Faculty-wide conversations to address this structural issue in direct collaboration and consultation with the post-doctoral fellows community, with departments, and with the central university's School of Graduate Studies. As a result of an initiative led by Dr. Justin Nodwell, Vice Dean, Research & Health Science Education, stipends for graduate students in Temerty Mediicne will be increased.
	5b	"There is a major need to… continue preparing students for future careers, particularly in nonacademic settings."	The Department will continue to provide advanced career planning seminars as a mandatory component of its core PhD training program (PSL2000). This comprehensive six-session training program is designed to help students: explore career paths both in academia and beyond; set a professional development plan; develop practical job search and application strategies, communication and collaboration skills; and learn to effectively network and market themselves to stand out from the crowd. In the short term, we will also explore whether there is an interest to expand this program into our mandatory MSc curriculum.	In addition to the Department's plan to provide continued career planning support for graduate students, there exist resources at the University, including the Centre for Graduate & Professional Development and the Academic Success Centre for Graduate Students, that are promoted via the Temerty Graduate Life Sciences Education website. Additional opportunities can be explored to partner wth research training centres affiliated with TAHSN research institutes, many of which have developed career exploration programs.

	5c	"With respect to student stipends…Toronto is an expensive city, and it is of concern to us that stipend levels (especially for MSc students) may not pay a living wage after tuition."	The Department has fully supported efforts by Temerty Medicine to provide Harmonized Stipend Packages for our graduate students that are higher than any other universities in Canada. The current planned increases will increase the stipends to $40K/annum (not including any monies earned through TAships) over the next few years. The Dean's Office has fully supported these increases and is providing extensive financial support to relieve some of the burden these increases will have on individual laboratories.	Temerty Medicine acknowledges the barriers that many students face to access graduate education opportunities. Based on these barriers, Temerty will substantially increase its graduate student stipends beginning in the 2023-2024 academic year, making them the highest in Canada. As a result, students in Master of Science programs will receive $37,000 per year. PhD candidates will be offered $40,000 annually.
	5d	"This is exacerbated by a reluctance amongst some supervisors to allow their graduate students to take up TA positions as a means to gain valuable teaching experience as well as supplement their income."	The large stipend increases should alleviate some of these complications as students should be less likely to need supplemental income support.	Temerty Medicine is supportive of collaborating with departments and the central university to engage in ongoing efforts to alleviate financial barriers experienced by graduate students.
The reviewers commented that contributions to teaching duties and to the life of the Department vary among faculty members whose primary affiliations are with the research institutes.	6	"There is the issue of a non-level playing field between the core members of the Department and those in the research institutes in terms of commitment of members in research institutes to the life of the Department and its academic (teaching) duties. Some members are willing to contribute whereas others are not. The situation is exacerbated by the fact that the majority of Departmental members do not rely on the Chair for annual performance increments or promotion."	There is a long-term plan in place to leverage the recruitment portion of the SI Funds to partner with advancement/donors and create new endowed chairs for the Department. If successful, this plan will be revenue-generating for the Department and allow for significant ongoing funding of either research projects or graduate student support packages. These funds can be made available selectively to the group of faculty who are actively highly engaged in the Department's programs thus encouraging maximal participation across the breadth of our community.	The Department's long-term plan to address faculty member participation and engagement in academic duties will help level the playing field among faculty members.
The reviewers identified a need for increased efforts to build a greater sense of community within the Department, particularly in support of graduate students who are frequently dispersed among local hospitals; they noted that geographic distribution leads to challenges for students, including	7a	"There is a major need to continue building a sense of the community within the Department… the Department has initiatives in place to boost the sense of inclusivity, but more is needed, recognizing that geographic dispersal of the Department over multiple locations poses difficult challenges for the Department."	In the short-term, the Department will work together to complete its strategic plan (hopefully by December 2023). This exercise is, by its nature, community-building and will provide the opportunity for individuals at all levels (staff, students, postdocs, faculty) to voice their opinions and help shape the future of the Department. We will have numerous Department-wide meetings and retreats to ensure the participation of everyone who is willing. It is anticipated that by the end of this process there will be	Temerty Medicine is very supportive of the Department's plan to equitably and collaboratively engage in community-building efforts. The Faculty acknowledges that the Department's EDI Committee has engaged in proactive efforts to enhance equity, diversity and inclusion within the Department. Temerty Medicine is also committed to ongoing efforts to engage in community-building efforts, including events

			much less feeling of disconnect and a greater sense of community pride and optimism for the future.	and collaborative initiatives for all departments and units, led by Temerty's Office of Inclusion & Diversity.
	7b	"this geographic distribution leads to many students feeling 'lack of general warmth and community' and a 'feeling of disconnect' from the program as a whole and that isolation has contributed to the feeling that they have 'somewhat limited preparation for the future'."	We feel that the COVID-19 pandemic and associated restrictions have taken a huge toll on the collective energy level and mindset of our faculty and students. We have been compartmentalized by necessity leading to a greater sense of isolation than we have ever experienced as a unit. We look forward to moving past this era and re-connecting over the next few months to discuss the extremely bright future for our Department that lay ahead. (See also response to Rec#7a above.)	The Department's experience as a result of the COVID-19 pandemic has been similarly felt across several departments and units within the Faculty. Temerty Medicine supports the Department's focus on reconnecting and connecting community members together in the coming months, and will continue to promote opportunities for all departments and units to engage in in-person and online events and initiatives.
The reviewers observed administrative duties are frequently taken up by faculty and recommended that the staff complement be prioritized for future expansion to support the department's undergraduate and graduate programs.	8	"There is also a general sense of administrative responsibilities being "off-loaded" to faculty. The Administrative staff of the Department… do an outstanding job and should be prioritized for future expansion as financial resources permit."	Thank you for recognizing the outstanding capabilities of our administrative team. We continue to recognize their outstanding work and expand their size and capacity to help support the entire Department. Ongoing: We have tried at every opportunity to put our administrators forward for achievement awards at the level of the Faculty and University. We will continue to ensure they are properly recognized for their excellent work. Short- and Medium-term: We have developed a plan to expand and, at the same time, reorganize our administrative team. The plan is to hire three new members of the administration team as follows: 1) Teaching Services Coordinator: responsible for hiring/managing TAs and overseeing teaching systems administration 2) Communications Outreach Officer: responsible for all internal and outreach communications within the Department 3) Research & Space Coordinator: responsible for managing Departmental space usage and assisting faculty members with research-related tasks (e.g., coordinating internal grant reviews or animal/biosafety protocol submissions)	The Department has created a thoughtful plan to expand their administrative staff team in areas of need. The Faculty acknowledges the Department's efforts in nominating administrators for awards in the Faculty and University.

The reviews commented on a sense that the Department is "over-committeed" and recommended that some committees be amalgamated, particularly as new committees (in key areas of EDI and Big Data/AI) are formed.	9	"Even with its large size, there is a sense that the Department is "over-committee-ed". Some committees could be amalgamated as needed new committees in EDI and Big-Data/AI are formed."	As part of its strategic planning exercise in 2023, the Department will look carefully at its committee organization to determine whether there may be a more streamlined structure. The aim will be to decrease workload for our faculty, while at the same time ensuring broad/inclusive representation by all groups of stakeholders in key decision-making scenerios.	The Department will be reviewing the organization of their committees to help streamline the structure. Members of the Department have also often been involved in Faculty-wide committees engaged in collaborative work, such as in the area of equity, diversity and inclusion.

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 Physiology as one of the largest and most successful in the world. They commended the undergraduate program for the thoughtful pairing of program learning objectives in social and scientific responsibility with those in core areas of disciplinary knowledge and critical thinking, and they praised graduate students' publication, conference presentation, and program completion rates. They applauded the research opportunities and facilities available to undergraduate and graduate students as well as postdoctoral fellows, and commended the Department's initiatives to promote cross-platform and cross-disciplinary research. Finally, they noted that the Department has cultivated strong external relationships with government, academic and professional organizations, with many faculty sitting on committees, editorial boards, and grant panels.

The reviewers recommended that the following issues be addressed: addressing concerns that undergraduate teaching is undervalued in comparison to research including time-sensitive faculty complement planning; re-evaluating the program learning objectives and organization of the MHSc program; coordinating suitable practicum placements for MHSc students; addressing student concerns regarding power imbalances in supervisor-student relationships, including concerns that the mechanisms in place to navigate conflicts are inadequate; addressing concerns regarding services and supports provided for graduate students and postdoctoral fellows in several areas, such as career development, accommodations, wellness, stipend levels, and varying practices with respect to the use of TA positions to gain teaching experience and supplementary income; considering ways to address the varying contributions to teaching duties and to the life of the Department among faculty members whose primary affiliations are with the research institutes; increasing efforts to build a greater sense of community within the Department; prioritizing expansion of the administrative staff complement support the department's undergraduate and graduate programs; and amalgamating some departmental committees, particularly as new committees are formed.

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

In 2025 the Dean will follow up with the Chair of the Deptartment of Physiology 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 Deptartment of Physiology 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 <mark>- DRAFT</mark>

1 Review Summary

Program(s) Reviewed:	**Undergraduate programs:**
	• Evolutionary Anthropology, HBSc: Specialist, Major
	• Socio-Cultural Anthropology, HBA: Specialist, Major
	• Anthropology: Minor (Arts)
	• Combined Degree Programs with the OISE Master of Teaching:
	  ▸ Evolutionary Anthropology, HBSc: Specialist / MT
	  ▸ Evolutionary Anthropology, HBSc: Major / MT
	  ▸ Socio-Cultural Anthropology, HBA: Specialist / MT
	  ▸ Socio-Cultural Anthropology, HBA Major / MT
	• Certificate in Evolutionary Anatomy (Category 1)
	• Certificate in Bioarchaeology (Category 2)

Unit Reviewed:	Department of Anthropology
Commissioning Officer:	Vice-Principal, Academic & Dean, University of Toronto Scarborough
Reviewers (Name, Affiliation):	• Professor Rob Hoppa, Department of Anthropology, University of Manitoba • Professor Blair Rutherford, Sociology and Anthropology, Carleton University
Date of Review Visit:	April 6-8, 2022 (conducted remotely)
Date Reported to AP&P:	April 13, 2023

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Previous UTQAP Review
Date: October 21 and 22, 2013

Summary of Findings and Recommendations
Significant Program Strengths
- Strong curricula, specifically the Department's focus on two sub-disciplines of anthropology
- Students who are enthusiastic about their courses and instructors
- Faculty complement is collegial and has excellent morale

Opportunities for Program Enhancement
- Supporting students to best attain the learning outcomes of the programs, particularly in increasing their writing skills
- Making curricular enhancements, including adding a capstone course to the Specialist programs to prepare students for graduate school
- Building stronger links with cognate departments
- Engaging in critical reflection on the right balance in future faculty hiring - whether to diversify into the other sub-disciplines of anthropology or to grow current strengths
- Attending to the staff workload and the current staffing structure

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Current Review: Documentation and Consultation

Documentation Provided to Reviewers

1. About the University and UTSC: UTSC Strategic Plan, 2020-25; UTSC Academic Plan (2015-20); UTSC Admissions Viewbook (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); Unit Self Study, February 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
5. Course Syllabi (all courses).
6. Faculty CVs (all faculty).

Consultation Process

The reviewers met with the following:

1. 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; Associate Dean, Experiential and Global Learning; Director, Office of the VP Academic and Dean; and Academic Programs Officer;

2. the Vice-Principal Research and Innovation;
3. The Chair of the Department of Anthropology;
4. Department of Anthropology faculty – tenure- and teaching-stream (all ranks);
5. UTSC Chief Librarian and Liason Librarian;
6. Departmental administrative staff;
7. Undergraduate students.

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

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

The reviewers observed the following **strengths:**

- Overall quality
  - HBA programs are comparable to international peers
- Objectives
  - Programs squarely meet UTSC's mission of providing academic programs of excellent quality, and providing exceptional learning opportunities in areas of established and emerging strengths
  - Program requirements and learning outcomes are exceptionally clear, appropriate and nicely align with the relevant undergraduate degree level expectations
- Admissions requirements
  - The admission requirements for BSc, BA and Certificates appear appropriate
  - Requirements for combined degree with OISE also appropriate though more strict, geared towards exceptional students who meet a variety of scholarly and other thresholds required for a career in education
- Curriculum and program delivery
  - Curriculum reflects the current state of the relevant subdisciplines of anthropology
  - Courses cover key building-blocks for the subdisciplines and provide exposure to emerging topics
  - The structure, curriculum, length and mode of delivery of each program are appropriate to the learning outcomes and degree level expectations
  - HBSc programs have a faculty cohort across key sub-areas of the field
- Innovation
  - The programs combined with the OISE Master of Teaching and the two Certificate programs are unique and innovative.
- Accessibility and diversity
  - The [UTSC] student population reflects a diverse student body including both national and international students, a diversity of economic backgrounds, and many first-to-university students.
- Assessment of learning
  - Methods used for assessing student achievement of the defined learning outcomes and degree level expectations are highly appropriate, with effective scaffolding of

the various learning outcomes through the program, such as familiarity with appropriate quantitative data collection methods or critical research
- Student engagement, experience and program support services
  ‣ Students interviewed were very enthusiastic about their respective programs
  ‣ Faculty research programs clearly lend themselves to experiential learning opportunities for students, in addition to those gained through curriculum paths
  ‣ Specialist program in Evolutionary Anthropology provides opportunities for upper-level students to work in labs, co-publish, or be part of faculty research projects; many upper-level students do individual research projects as Directed Reading courses with a relevant faculty member
  ‣ Socio-Cultural Anthropology has indicated plans to provide more ethnographic research equipment in the Centre for Ethnography, to facilitate students doing more ethnographic research through relevant courses
  ‣ Strongly praised the Department for offering an interesting, welcoming and supportive educational experience
  ‣ Staff provide a range of student supports through orientation, advising/mentoring
- Quality indicators – undergraduate students
  ‣ A number of Anthropology students are accepted into various graduate or professional degree programs following degree completion
- Student funding
  ‣ Department provides a range of additional funding to students, such as annual money given to the departmental student association, hiring work study students, and offering graduation prizes
  ‣ Department embarking on offering substantial financial support to an Indigenous student

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

- Admissions requirements
  ‣ Enrolment numbers are declining relative to the overall number of UTSC students
- Curriculum and program delivery
  ‣ Socio-Cultural Anthropology capstone offering 'Advanced Fieldwork Methods in Social and Cultural Anthropology' has not been very popular with students recently
  ‣ Evolutionary Anthropology faculty are stretched thin in terms of offering sufficient courses for the program; some professors have been teaching overload
- Innovation
  ‣ Currently no Anthropology students in the Master of Teaching, or any students in the Certificate in Evolutionary Anatomy; 8 students in the Certificate in Bioarchaeology (all are new programs, operating in very difficult pandemic context)
  ‣ Department has initiated two new Certificates with several others being considered; the reviewers recognize the evolving landscape of micro-credential programming in Canada, but also "caution the Department about the potential negative impact on the discipline for students to feel they are being credentialed with 'expertise' that represents an introduction to an area that is less exposure than a typical Minor in a program"

- ▸ Promotion of programs remains a problem, and UTSC lacks a life-long learning strategy, which is key to successfully building Certificate programs
- • Student engagement, experience and program support services
  - ▸ While the co-op program is well established at UTSC, it has not been well integrated into departmental curriculum planning
  - ▸ Spectrum of experiential learning opportunities at UTSC continues to evolve, however "it remains a decentralized process at the university"
  - ▸ Survey data suggests that students do not see departmental website as a source of valuable information
  - ▸ Students note a lack of dedicated space to congregate

The reviewers made the following **recommendations**:

- • Curriculum and program delivery
  - ▸ Department is encouraged to continue to consider how best to rebuild the medical anthropology curriculum, broadly incorporating current strengths in biomedical and comparative evolutionary anatomy, in conjunction with culture and health expertise from the sociocultural side
  - ▸ Department may want to consider reducing D level requirement in the Specialist program in Socio-Cultural Anthropology to 0.5 credits in two courses
  - ▸ Department may want to consider Capstone offering in Evolutionary Anthropology
  - ▸ Department may wish to better communicate structure of Evolutionary Anthropology curriculum on website
  - ▸ Courses in the HBSc, and HBA programs officially designated as 'experiential learning' could be in labs or outside the university
  - ▸ Consider 'Introduction to Biology' as a possible prerequisite for some relevant second year Anthropology courses, that may be of interest to Biology majors
  - ▸ Consider increasing the overall number of faculty members contributing to the HBSc, to better align with international peers
- • Innovation
  - ▸ Monitor the popularity of new certificates and other forms of micro-credential more broadly, to inform stated plans to introduce more certificates
- • Assessment of learning
  - ▸ Ensure more students are involved in research at the fourth year to help ensure that they more fully achieve scope of learning objectives
- • Student engagement, experience and program support services
  - ▸ Information on the different roles of staff could be more clearly provided for students on the website
  - ▸ Program information sessions might be helpful to help enhance student support, and potentially recruit more majors
  - ▸ Department could enhance communications around different post-degree opportunities and career paths that Anthropology provides
  - ▸ Digital communication (particularly the website), should be key portal between the Department and its publics, including current and prospective students

- ▸ Department may wish to consider strategies for enhancing student activities and spaces, and ensure that these are well communicated

2. Graduate Program(s) n/a

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▸ Faculty and teaching are focused broadly in Sociocultural/Linguistics and Evolutionary Anthropology streams
  - ▸ Quality of teaching is high; faculty have been recognized with various teaching awards
- Research
  - ▸ All faculty members demonstrate active research programs and are publishing regularly in recognized and often top-ranked venues
  - ▸ Faculty been recognized with a variety of research-related nominations and awards
  - ▸ Majority of faculty have had their research programs supported by grants from all three tri-agencies (SSHRC, NSERC and CIHR), as well as other international agencies; many have large, international collaborations
  - ▸ Faculty are active in regular conference and scholarly presentations of their work, and are regularly sought for their expertise for peer review and editorial duties
  - ▸ Centre for Ethnographic Research serves as a hub for scholarly exchange, and field-based training, offering access to specialized equipment to engage in local ethnographic projects
- Faculty
  - ▸ Teaching load for tenure-stream faculty is consistent with most Canadian programs
  - ▸ Teaching stream faculty feel very supported by the Department
  - ▸ Department's complement plan seems good, with 3 teaching-stream faculty and 15 tenure-stream faculty
  - ▸ Disciplinary coverage is strong in Sociocultural Anthropology and Biological Anthropology
  - ▸ Sociocultural tenure track position recently approved

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

- Faculty
  - ▸ "Teaching stream staff have experienced some challenges, in part because the rank is relatively new, with understanding their roles with respect to research and external and internal funding opportunities, as well as the processes for annual review, and for promotion, especially to full professor"
  - ▸ Some regional deficiencies noted within Sociocultural Anthropology

- ▸ Department recognizes that demands within the fields of Archaeology Bioarchaeology are not being adequately met
- ▸ Many faculty members in Evolutionary Anthropology have been unable to make use of available research or administrative course release time because of an inability to attract appropriate sessional instructors to teach those courses

The reviewers made the following **recommendations**:

- Faculty
  - ▸ "UTSC should review and better promote policies and procedures to ensure the appropriate review and mentoring of teaching stream faculty for annual review, promotion, and eligibility for research related resources"
  - ▸ Linguistics and Archaeology is an identified area of future growth
  - ▸ Prioritize hiring a human biologist/biomedical anthropologist if possible, to support curriculum renewal and expansion of medical anthropology, and emerging opportunities with other units and programs, particularly the medical academy
  - ▸ Prioritize hiring a North American archaeologist to help alleviate pressure on archeology coverage needs, and potentially aid in developing partnerships
  - ▸ "[We] hope that the Department is able to hire an Indigenous archaeologist, which would also squarely fit within the UTSC Strategic Plan to hire more tenured and tenure track Indigenous (and Black) colleagues"
  - ▸ Important for the Department to understand the reasons for its inability to attract sessional instructors and try to address them

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
  - ▸ Meetings with all stakeholder groups reflected good levels of morale within the Department
  - ▸ All students had positive feedback about their experiences
  - ▸ Faculty across disciplines exhibit good morale
  - ▸ Current Departmental leadership appears strong
  - ▸ Department has put energy into collaborating with the undergraduate Student Association on a number of initiatives
  - ▸ Centre for Ethnographic Research established as a core facility for training and scholarly exchange, and facilitates interactions between undergraduate and graduate students or postdoctoral visiting fellows

- ▸ Links exist with a variety of cognate units including Biology, Clinical Psychology, Health Studies, and Environmental Sciences
- ▸ Existing partnerships and faculty connections with the Rouge Valley National Park and Toronto Zoo, as well as museums, local and other organizations, and academic and professional associations
- ▸ Plans underway for the development of an archaeology field-school in the Rouge Valley National Park, in collaboration with Indigenous stakeholders, as well as potential field schools in Asia and Africa (although progress on these has been impacted by the pandemic)
- Organizational and financial structure
  - ▸ Department is operating well with its current structure
  - ▸ Chair has indicated intent appoint two Associate Chairs – one from SCL and one from Evolutionary Anthropology
- Long-range planning and overall assessment
  - ▸ Department demonstrated serious engagement with recommendations from the previous review
  - ▸ Reviewers note no significant or substantial gaps or concerns; most of their suggestions "are recognized and in some instances being addressed already by the Department"
  - ▸ Department to be commended for its commitment to integrating an anti-racist agenda and decolonizing framework to "teaching, recruitment, retention, and hiring practices", and for its efforts to incorporate EDI principles into everyday departmental operations
  - ▸ "Department is well aligned with the UTSC strategic plan especially with respect to advancing a culture of leadership, promoting inclusion and healthy learning."
  - ▸ "The field of Anthropology is inherently global in its reach and perspective and the Department can clearly build on this component of its training and curriculum with an enhanced communication strategy"
- International comparators
  - ▸ Programs are strong compared to Canadian and international peers
  - ▸ Tri-campus graduate Department of Anthropology "widely recognized as one of, if not the, best in Canada and is seen as an excellent department in North America"
  - ▸ UTSC Anthropology undergraduate programs appear strong compared to many undergraduate programs in Anthropology in Canada/North America, and beyond

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

- Relationships
  - ▸ Students described the UTSC campus generally as being hard to foster a close Departmental community, which has been further exacerbated by pandemic disruptions
  - ▸ Students report difficulty connecting with other students in the program, though reviewers note this could be lingering pandemic effect

- ▸ Pathways between courses in different units "are not as clear as they could be"; bottlenecks noted in early biology classes, and uptake of anthropology classes is often lower than might be expected
- Organizational and financial structure
  - ▸ Space noted a major challenge throughout the UTSC campus, including for Anthropology; core spaces for teaching and research labs are under pressure, with implications for future faculty hiring
  - ▸ Support staff often serving a function for multiple units, and are no longer based within a single space
  - ▸ Many staff noted how the pandemic has negatively impacted the dynamic of support units and how they worked together across units
  - ▸ Insufficient support available for revamping/maintaining departmental website
- Long-range planning and overall assessment
  - ▸ Some enrolment declines in recent years, particularly in relation to other social science units that have seen stability or growth

The reviewers made the following **recommendations**:

- Relationships
  - ▸ Department acknowledges significant need for enhanced communications strategy for its promoting programs and activities, including alumni engagement, refreshing web presence, and better integrating individual and department level engagement with research and teaching
  - ▸ Opportunities noted for department to play an important role with the planned Scarborough Academy of Medicine and Integrated Health, as it re-invigorates its Medical Anthropology program
  - ▸ Department may want to consider establishing more formal partnerships with local and other organizations, such as the Toronto Ward museum
  - ▸ "We anticipate that as existing partnerships (with the Zoo and Rouge Valley National Park) develop further, there can be a range of new teaching and research opportunities. Potentially the possibility for some type of revenue generation may emerge."
  - ▸ Unclear how service teaching for other units is managed with respect to resource allocation; there may be opportunities for Anthropology to leverage service teaching as a means of revenue generation
- Organizational and financial structure
  - ▸ Need identified to establish core funding for operation of the department's primary teaching and training labs, which require ongoing maintenance and periodic upgrades of facilities and equipment for training and research purposes
  - ▸ "UTSC will need to develop a strategy to ensure sufficient space for new hires (and their research lab needs) and look at possible solutions to ideally provide some contiguous space for support staff teams to work together or in proximity"
  - ▸ "Faculty and staff agreed that reducing the number of units for which each staff member works would be beneficial to the Department"

- - Identify a staff member to be responsible for providing ongoing maintenance for departmental website
  - "Having an Associate Chair for each of the two main subfields may assist in two-way communication between the subfields and the larger Department"; consider providing these roles with course release (or equivalent research funding)
- Long-range planning and overall assessment
  - Significant need for identified for a wide-ranging departmental communications strategy, which includes plans for website updates and maintenance
  - "The Department is aware of the need to increase enrolment in their programs through better advertising, better communication, developing new programs, and resurrecting the reach-out to local high schools similar to what they did in 2019, before the pandemic"
  - "A proposed renewal of the Medical Anthropology program as a Certificate, Minor or possibly Major, with more integrated links with Health Studies and the planned medical academy, is an opportunity for the Department going forward."
  - Efforts that the Department is making to develop Archaeology and Medical Anthropology "are both exciting and relevant initiatives that should attract more students and other activities in the Department."
- International comparators
  - Addition of a field school would also help to bring department in line with international comparators

UNIVERSITY OF
TORONTO
S C A R B O R O U G H

Office of the Vice-Principal Academic and Dean

March 13, 2023

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 Anthropology, University of Toronto Scarborough

Dear Susan,

Thank you for your letter of December 5, 2022 requesting my administrative response to the external review of the Department of Anthropology. I want to thank the review team – Professor Rob Hoppa, Department of Anthropology, University of Manitoba, and Professor Blair Rutherford, Sociology and Anthropology, Carleton University – for their consultation with us during the site-visit, which was held remotely from April 6-8, 2022, and for their Report, which was finalized on May 26, 2022, and shared with the Department.

We deeply appreciate the reviewers' overall positive assessment of the Department excellent quality of the undergraduate programs at UTSC, observing that the tri-campus model provides a scope and quality of research that is difficult to compete with elsewhere. They remarked on the high morale among faculty and students, student appreciation for the educational experience, and opportunities for experiential learning. They observed that the Department is well aligned with the UTSC strategic plan, and highlighted unique offerings such as the new certificates in Bioarchaeology and Evolutionary Anatomy, and the combined degree programs with OISE's Master of Teaching. Finally, the reviewers commended the high quality of faculty teaching and strong Departmental leadership, and the Department's strong commitment to integrating an anti-racist agenda and decolonizing framework to teaching, recruitment, retention and hiring practices, and incorporating Equity, Diversity and Inclusion principles into everyday operations.

The report from the review team identifies a number of areas for enhancement and development, including Departmental communications and outreach, integration of Co-op programming into curriculum planning, re-instating the Medical Anthropology program, introducing a field school, support for teaching-stream faculty and staffing and infrastructure. With this letter you will find below a table which summarizes the responses to the specific recommendations of the reviewers, and their anticipated timelines for implementation. In preparing their portion of the response, the Department was guided by conversations that took place at several Departmental meetings over the past academic year, and a half-day retreat which took place in September 2022.

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 Anthropology. An interim report to the Office of the Vice-Provost, Academic

Programs will be prepared in the **Winter of 2026**. The next external review of the Department will take place in the **2029-30** academic year.

Sincerely,

William Gough

Vice-Principal, Academic and Dean

2021-22 UTQAP Review of the UTSC Department of Anthropology - 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 *verbatim from the request*	Rec. #	Recommendations from Review Report *verbatim from the review report*	Program Response	Dean's Response
The reviewers made a number of observations and recommendations around strategically enhancing Departmental communications and outreach with current and prospective students, with an eye to both encouraging increased enrolments and strengthening student supports. They also suggested some potential approaches for enhancing engagement with faculty and alumni.	1	"the Department recognizes that there is a need for a better communications strategy for its programs and activities, which includes alumni engagement, refreshing its web presence, and perhaps broader use of the research communications officer to integrate individual and Department level engagement with research and teaching."	**Short-term (1 year) and ongoing**: Over the past year, the Department has implemented numerous measures to drastically improve our communication and outreach with various constituencies. Perhaps most significantly, our website has been completely overhauled. It now provides detailed information concerning our different programs; past and current events; and opportunities that are available to our students (for example, work study positions, fellowships, experiential learning, etc.). The website also now includes profiles of faculty research, descriptions of new courses, and a section that is devoted to highlighting what some of our recent graduates have to say about their experiences in pursuing an Anthropology degree at UTSC. We are currently preparing a document that outlines what one can do with an Anthropology degree, along with a sample of responses from our recent student and alumni surveys which help to showcase what they see as being their most valuable lessons from the Department. In addition to revamping our website, our Communications Committee has also significantly expanded our use of social	The steps that the Department is taking are reflective of broader communications work that is happening at the campus level. An assessment led by the Marketing and Communications team is currently underway to assess the existing web infrastructure for UTSC and ensure better streamlining of resources and communications. This includes opportunities to better showcase faculty research across Departments. The Research and Innovation Office is also enhancing its communications related to faculty research, including through a searchable database of research profiles at UTSC.

			media platforms (including Instagram, Twitter, Facebook, and the like) as a means of disseminating to students and the broader community information about what is going on in the Department.	
	2	"The Department is aware of the need to increase enrolment in their programs through better advertising, better communication, developing new programs, and resurrecting the reach-out to local high schools similar to what they did in 2019, before the pandemic."	**Short-term (1 year) and ongoing**: Three faculty members made visits in Fall 2022 to local high schools to provide students with a sense of what Anthropology is and the different types of research that can be carried out under its' umbrella. Another faculty member contributed to the Saturday Scholars Program, which targets high school students, and spoke about personal experiences in studying Anthropology at UTSC and its influence on their career trajectory. Over the past year, in addition to alumni-focused events described blow, the Department held a workshop on 'tips' concerning time management and how to cultivate effective study habits. Moving forward, we intend to regularize these initiatives so that they happen on an annual basis. **Medium term (2-4 years):** We have several new programs currently being developed that should spark student interest and help to increase our enrolments. These include a Major and Minor in Medical Anthropology; a Minor in Ethnographic Research; a Certificate in Heritage Studies; and a Certificate in Public / Engaged Anthropology. We hope to have the programs in Medical Anthropology and Ethnographic Research up and running soon, with Minors established as early as Fall 2024. The two Certificates are more long-term plans.	The Dean's Office will be working closely with the Department on the development of the proposed new programs in Anthropology, which in the case of Medical Anthropology also align closely with goals for the Scarborough Academy of Medicine and Integrated Health. The recently established Vice-Decanal portfolio focused on recruitment, enrolment and student success is also bringing an intentional strategic enrolment management lens to the work of the Dean's Office in working with Departments on enrolment and recruitment planning. These recommendations also align with access priorities for the campus to ensure strong pathways with local high schools that support prospective students, particularly from underrepresented communities.

	3	"The Department talked about continuing some previous efforts in reaching out to alumni. We think it would be beneficial to do so, with support from the relevant UTSC Department, as that would be interesting to see what the data show about postgraduation employability; we do not have this data."	**Short-term (1 year) and ongoing:** The Department is working on several initiatives in this direction. In 2022 we held an event which brought together alumni and current students. Our current undergraduates learned what past students of our program have gone on to do with their Anthropology degree. We will continue with these and other events in the future. In 2022, we conducted a survey of our alumni to learn more about what they appreciated about our program and how it helped them in their current career path. We are currently in the process of going back through the survey and plan to post some of the results on our Departmental website. In the Fall of 2022, the Department sponsored several events – 4 in total – as part of UTSC's Homecoming Event. These initiatives were highly successful in bringing together faculty, students and alumni and helped to showcase all that the Department has to offer in terms of both teaching and research.	The Development and Alumni Relations Office is partnering with Departments to align unit-level alumni outreach with campus-wide initiatives such as the annual Homecoming event which was established in the Fall of 2022.
	4	"In the student survey in the Self-Study, over 58% of the respondents said they would like the staff to put on program information sessions. We are unclear whether these occur or occurred in the past but were frozen due to the pandemic, but this may be a helpful idea to help enhance student support."	**Short-term (1 year) and ongoing:** As a Department we regularly host a wide variety of recruitment events. These have been on hold during the pandemic, but we are back to staging them. These include student orientation events, along with "Choose your Program" sessions. Our next event is March Showcase Event which will take place on Saturday March 25th, and will feature faculty members, staff, and students from the Department.	The Dean's Office is partnering with the Office of Student Experience and Wellbeing to ensure enhanced communication about student supports, the need for which have become magnified as students have transitioned back to in person learning after multiple years of disruption to their studies. Events like March Showcase also complement Department-specific events and initiatives to highlight programs at a campus level.
	5	"Once the university (hopefully quickly) updates the Anthropology website, we suggest that a	**Short term (1-year)** This has been completed, with a staff member being assigned to the newly formed Communications Committee.	The Marketing and Communications Office is working to more strongly consolidate communications

		staff member's job description should include looking after the website."	He along with the other committee members update the website on a regular basis.	infrastructure across the campus, liaising with Departmental resources in this area.
	6	"the Department may want to consider ways to build up student activities and spaces, and ensure this is communicated more on the website, social media, and hopefully through word-of mouth, as this could also be a strategy to recruit more students to their programs"	**Short-term (1 year) and ongoing:** Last year we held several events for undergraduates including *What to do with a degree in anthropology* and *Cultivating good study habits in anthropology.* (See #3 above.) These were successful and we plan to continue them. As mentioned in #1 above, we are now making much greater use of social media. We also regularly make available the Centre for Ethnography space as a hub for students to meet and study.	
	7	"Having an Associate Chair for each of the two main subfields may assist in two-way communication between the subfields and the larger Department. Moreover, if Associate Chairs are given a course release (or equivalent funding for research expenses), it may allow them to focus on different Departmental priorities (such as recruitment, communications, etc.)."	**Short-term (1 year) and ongoing:** This has been completed. Two Associate Chairs have been appointed in 2022-23, Genevieve Dewar (from Evolutionary Anthropology) and Lena Mortensen (from Socio-Cultural Anthropology. This is proving to be highly successful and is allowing us to focus on a range of Departmental initiatives. The Department plans to have 2 Associate Chairs moving forward.	As noted by the Department, this has been completed.
The reviewers suggested that the Department consider strategies to better integrate the UTSC co-op program into their curriculum planning.	8	"Experiential learning has been a priority at UTSC for nearly 50 years. While the co-op program is well established at UTSC, this is a not an area that has been well integrated into curriculum planning in the Department."	**Medium-to-long term (3-5 years)** The Department of Anthropology once participated in the co-op program at UTSC, however this option was withdrawn in 2011. The main difficulty we had with the program was finding a continuing source of meaningful placements for our students. The Department is also in the process of reinstating our Medical Anthropology program which was closed just over a decade ago (see below). Once this program is available again it will be possible to put in place new co-op opportunities for our students in health-related organizations, which will also contribute to campus-	The Dean's Office is actively working with the Department and with the Arts and Sciences Co-op office to build Co-op pathways connected to SAMIH, which will include the proposed Medical Anthropology program. In addition to this, we are working with Departments to ensure appropriate supports for rapidly expanding experiential learning opportunities as we work towards our goal of having 100% of students engage in EL at UTSC.

			wide efforts related to the Scarborough Academy of Medicine and Integrated Health (SAMIH). Although we have not participated in co-op for the past decade, we have worked diligently to provide our students with experiential education opportunities. The following courses all incorporate significant experiential education components into our curriculum: • ANTB66H3 *Spiritual Paths: A Comparative Anthropology of Pilgrimage* • ANTC66H3 *Anthropology of Tourism and Placemaking* • ANTB22H3 *Primate Behaviour* • ANTD19H3 *Primate Conservation* • ANTC47H3 *Human and Primate Comparative Osteology* • ANTD20H3 *Culture and Community* • ANTD71H3 *Community Engaged Fieldwork with Food* ANTB64H3 *Are You What You Eat? The Anthropology of Food*.	
The reviewers recommended exploring options for reinvigorating the Medical Anthropology program, in order to support the mission of UTSC broadly while meeting the curriculum needs of the Department. They made some suggestions around possible approaches, including considering renewal as a Certificate, Minor or Major, as well as investigating opportunities for Medical Anthropology to contribute to other UTSC programs, and/or the planned Scarborough Academy of Medicine and Integrated Health. (In preparing your	9	"the Department is encouraged to continue to think about how best to rebuild the medical anthropology curriculum, broadly incorporating its current strengths in biomedical and comparative evolutionary anatomy (including medical primatology, and medical osteology which are unique in Canada) in conjunction with culture and health expertise from the sociocultural side. Significant opportunities for service teaching exist (if the financial model ensures an incentive for such) that could help support the core mission of the Department. These should be explored with respect to existing programs (including biology,	**Medium term (2-4 years):** We have already begun work in this direction and to establish a Minor in Medical Anthropology as early as September 2024, and eventually Major. We have had several meetings as a group and have determined that we currently offer enough topically relevant courses that it would be possible to launch Medical Anthropology as a Major. If our faculty complement increases (see #16 below), and if the program proves to be as popular with students as it once was, it will	Discussions for the proposed Medical Anthropology program are well underway and have been further galvanized by planning related to SAMIH. We are working closely with the Department to meet these program goals, including the identification, where appropriate, of Co-op pathways. A logical first step would be the creation of a Minor program to help establish need and demand, from which the Department could build toward a Major.

| response you may wish to provide additional context regarding cognate programs, such as Health Studies). | | environmental science, health studies) and the newly announced medical academy, and to enhance pathways and synergies between and with other units, perhaps with cross listed, elective or even required anthropology courses in other programs." | likely be possible to offer Medical Anthropology at the Specialist level at some point in the near future.

We have formed a working group (consisting of both evolutionary and socio-cultural anthropologists) and are in the process of thinking through the objectives of this program, including how it complements (but does not replicate) the offerings in Health Studies. As a Department, we have participated in several meetings that are related to planning for SAMIH and we will ensure that our Medical Anthropology program contributes to the broader aims of this campus-wide initiative. | |
|---|---|---|---|---|
| | 10 | "the need to continue to maintain and grow resources in Medical Anthropology broadly should continue to be developed, particularly in light of future retirements, and increasing opportunities with the newly announced medical academy as well as the current health studies program." | | |
| | 11 | "A proposed renewal of the Medical Anthropology program as a Certificate, Minor or possibly Major, with more integrated links with Health Studies and the planned medical academy, is an opportunity for the Department going forward." | | |
| The reviewers suggested that the Department may wish to monitor the popularity of its new offerings, and improve outreach where appropriate to encourage enrolments. | 12 | "As the Self-Study notes, there are currently no Anthropology students in the Master of Teaching or any students in the Certificate in Evolutionary Anatomy and 8 students in the Certificate in Bioarchaeology. All of these are new programs, operating in the very different and difficult context of the pandemic. The Department may want to monitor the popularity of these two certificates, and other forms of micro-credentials more broadly, particularly as it has plans to introduce more certificates." | **Short-to-medium term (1-3 years):**

The two certificate programs in Evolutionary Anthropology were launched just before the COVID pandemic hit. Since completing these certificates rely on hand-on learning opportunities it did not make much sense to actively promote these programs until we could return to in-person learning. Now that we have returned to the classroom, we will make sure that students are aware of these opportunities.

With respect to the Combined Degree Programs with OISE's Master of Teaching, many (if not all) of faculty members in the Department were familiar with these programs. To remedy this, we have ensured that information about them is presented on our Departmental website. We also intend | The Dean's Office supports the Department's plans to promote its two Certificates as well as its Combined Degree Program with the Master of Teaching offered by the Ontario Institute for Studies in Education (OISE). At the decanal level, we will work with our Combined Degree Programs and Certificates Coordinator to develop a communications plan with the Department to advertise these offerings and showcase them to students with the aim of increasing enrolments. |
| | 13 | "The newly launched Certificates yet have insufficient data to assess their impact. However, the Department should carefully | | |

		consider the potential audience being targeted by such programming, to ensure they facilitate building capacity within the Department."	to circulate information about these programs to students who are currently enrolled in our first- and second-year courses. Because students in the Combined Degree Program earn two degrees upon completion, it is essential that they learn about these opportunities early on in their academic career so that they can enroll at the appropriate time.

We shall also make sure that all of the above programs are showcased at our different recruitment events that take place throughout the year. Our newly enhanced use of different social media platforms, described above, will also be another way to disseminate news of these opportunities. | |
| The reviewers recommended exploring the potential addition of a field school, as well as considering options to encourage expanded participation in research activities for fourth year students, in order to more fully support learning objectives related to research independence, scientific thinking and knowledge of methodologies. | 14 | "The addition of a field school would also bring them in line with most of their international comparators." | **Short term (1-2 years):**

Since the retirement of Archaeology faculty Dr. Marti Latta and Dr. Bruce Schroeder well over a decade ago, the we have concentrated our efforts on two subjects within Anthropology: Socio-Cultural anthropology (which leads to an HBA) and Evolutionary Anthropology (which leads to an HBSc). More recently, and based in part on feedback from students, we have decided to reinstate Archaeology as a third subject within our program, first as a Minor, effective as early as Fall 2024.

Medium-to-long term (4-7 years):

In addition to serving as a 'bridge' between Evolutionary and Socio-cultural Anthropology, establishing the Archaeology program area will provide us with the opportunity of greatly enhancing the 'experiential education' opportunities that we can offer our students at UTSC. More specifically (and working in consultation with local First Nations communities) we plan to launch an archaeological field school in the neighboring Rouge Valley | At UTSC there is an active expansion of Experiential Learning opportunities campus-wide, which offers a mechanism to support the planned field school possibilities. We are also working with the International Student Centre and with the Office of the Vice-President International on the expansion of global mobility and global classroom opportunities. The Dean's Office will work in partnership with the Department in planning to ensure this is sustainable and appropriately built into the curriculum.

The Dean's Office will work with the Department on the development of a new Minor in Archaeology, which will establish important groundwork for a potential future Major in this area. |

			adjacent to UTSC. The Rouge Valley contains a range of important archaeological sites spanning from early hunter-gatherer millennia ago through Iroquois farming societies, to a range of historic sites inhabited by both Indigenous nations and newly arrived settlers. The Rouge Valley also contains Ganatsekwyagan – a 17th century Seneca village designated as a National Historic Site of Canada. The field school we intend to run, in collaboration with First Nations partners, will excavate sites that link Holocene climate change with changing Indigenous lifeways including the adoption of agriculture. Over the last two years, we have been making progress in realizing these aims. In 2021, Dr. Lisa Janz (an archaeologist) joined our Department, and we are currently in the process of recruiting a second archaeologist who we hope will join the Department in July 2023. With two faculty members in place along with the 50% hire of a Lab Technician (already approved by the Dean's office) we will have the necessary faculty and administrative support to make this goal a reality. As we work to launch this field school, we intend to work every step of the way in close collaboration with local First Nations stakeholders and to ensure that we get their input on how to best move forward and to learn what they may hope to get out of this initiative.	
	15	"we think that ensuring more students are involved in research at the fourth year would help ensure that they more fully achieve learning objectives like Research Independence, Scientific thinking, and Knowledge of Methodologies."	**Ongoing**: The Department has several current opportunities for students to engage in research, but we acknowledge these may not have been showcased as fully as they could have during the review. We have numerous courses, including ANTD19H3, ANTD20H3 and ANTD71H3 that offer students the opportunity to gain experience doing first hand research. Many of our undergraduates also work in the labs of our Evolutionary Anthropology faculty and often are	The Dean's Office will work with the Department on curricular planning in this area. The Research and Innovation Office is also a valuable resource for considering how campus-wide undergraduate student research opportunities can be leveraged in support of this recommendation.

			provided with opportunities to co-publish with them. I should also note that Genevieve Dewar regularly brings students with her on archaeological excavations to South Africa and Lisa Janz anticipates doing the same with respect to her field site in Mongolia.	
The reviewers recommended that the Department explore the possibility of increasing the overall number of faculty members contributing to HBSc offerings where opportunities permit, to better align with international comparators.	16	"in the HBSc programs, they have a faculty cohort across key sub-areas of the field, though they could increase the overall number of faculty members to be closer to the international comparators. "	**Short term (1 year):** The Department agrees that our current faculty complement is unbalanced and that our program would benefit by having more anthropological faculty who can contribute to our science-program offerings. Currently, we have 6 faculty members in the Evolutionary / planned Archaeological program and 11 faculty members in the Socio-Cultural program. The addition of the second Archaeologist (to be hired in July 2023) will add to our science-program offerings. Through the 2023 Faculty Complement Committee process (currently in progress), we are seeking two hires in Evolutionary / Biological Anthropology. In addition to seeking a replacement for Larry Sawchuk who retired in December 2022, we are requesting a growth position (teaching stream) in Human Biology. This growth position would provide further support for the re-introduction of Medical Anthropology into the curriculum and may allow us to offer Medical Anthropology not only as a Major but also as a Specialist program. The requested teaching stream position would buttress the range of science-based courses that we can offer in our program and would contribute to the goals of SAMIH. We will also request hiring one of our long term sessional instructors in Evolutionary Anthropology – Mariam Nargwala – on a part-time basis for the next two years while the aforementioned searches are underway.	At UTSC, faculty complement needs are considered annually with the support of the Faculty Complement Committee. The Department's needs will be assessed in this context, recognizing also the campus's commitment to ensuring support for programs that will be helping to advance undergraduate targets for SAMIH. Replacement lines for retirements are managed separately from the proposal process for new faculty hires.
The reviewers observed some lack of clarity among teaching-stream faculty, regarding their roles with respect to	17	"UTSC should review and better promote policies and procedures to ensure the appropriate review and mentoring of teaching	**Short-term (1-2 years) and continuing:**	The Dean's Office, in particular the Vice-Dean, Faculty Affairs, Equity, and Success, Jessica Fields, has been actively

research and funding opportunities, as well as processes for annual review and promotion. They recommended that UTSC review and promote existing policies and procedures for the support and mentorship of teaching-stream faculty, and their eligibility for research-related resources.		stream faculty for annual review, promotion, and eligibility for research related resources"	Because teaching stream positions are comparatively new (not just within the Anthropology Department, but at UTSC more generally), there has been a bit of uncertainty / ambiguity concerning how these faculty members should be assessed for promotion purposes and the extent to which they are eligible to receive different forms of research funding. These questions have been brought to the attention of the Dean's Office and work is underway to address them.	working with Departments and with tri-campus colleagues to address these issues. There have been major steps taken in recent years to ensure clarity around promotions criteria and to support teaching-stream colleagues toward promotions. Eligibility for tri-agency research opportunities has also been clarified and barriers removed for teaching-stream colleagues. Vice-Dean Fields has been convening a working group on teaching-stream faculty experiences at UTSC, and a report is currently being finalized which will help to inform our response to this area of recommendation.
	18	"Teaching stream staff have experienced some challenges, in part because the rank is relatively new, with understanding their roles with respect to research and external and internal funding opportunities, as well as the processes for annual review, and for promotion, especially to full professor. We would urge the UTSC administration to continue to develop clear expectations and processes for members of the teaching stream."		
The reviewers recommended exploring options to enhance support for the maintenance of teaching and training labs.	19	"there is an identified need to establish core funding for the operating of the two primary teaching and training labs – the Evolutionary Anthropology teaching lab which requires some level of ongoing operational management, and the Centre for Ethnography which for all intents and purposes constitutes a lab in its mission and use. Both will require ongoing maintenance and periodic upgrades of facilities and equipment for training and research purposes."	**Short-to-medium term (1-3 years):** The Centre for Ethnography and the Evolutionary Teaching Lab are critical to maintaining the vibrant intellectual life of the Department and to support both our teaching and research goals. The Centre for Ethnography currently has an additional two years of support (at 40K a year). This allows us to bring in two to three fellows per year (who apply for the fellowship on a competitive basis), and to host a series of events and training workshops that are relevant to our undergraduate students. We are also working to develop a new Minor in Ethnographic Research which will be open to students from across UTSC; therefore the Centre will become even more important to the Department in the years to come. The Evolutionary Teaching Lab does not receive any funding on a yearly basis and we are constantly looking for sources of support to replace aging equipment and to purchase new items that are needed for both teaching and research	The Department's plan to request these needs as a part of the annual Planning and Priorities process is an appropriate step to shift the ongoing maintenance needs away from OTO or ad hoc funds.

			purposes. In the past, we have applied for (and received Departmental Research Funds from the OVPRI line), but this has been on an ad hoc basis. Because funding sources for these two critical labs remains ambiguous, it is difficult to make short term and long-term plans. The Evolutionary Teaching Lab needs approximately 10K annually to support its activities. The CE needs approximately 50K a year. The Department will request 60K in funding to be added to our base budget for these initiatives, but this requires support at the Decanal level.	
	20	"We support their efforts [of faculty in Evolutionary Anthropology] to have the same TA support as other Science program lab courses as their courses should be dealt the same, even if other courses in the Anthropology Department are part of Arts programs. Secondly, as noted in the Self Study, their labs do not receive sufficient technical support. The tech support person is only a 20% position, which is insufficient to attract and keep a high-quality tech person. We support their request for a 50% position and their request for a dedicated annual budget to supply and restock the labs (including the new archaeology lab). Such modest efforts will help ensure that their courses are fully supported with appropriate supplies and technical support to assist the student learning."	**Short term (1-2 years):** This has received approval from the Dean's office. As the Chair, I have met with many of the Chairs in other science-based disciplines to get a sense of what they receive by way of TA funding for lab-based courses. Our business office has this information in hand and will add it to our annual budget request. We will be requesting 2.5 hours per student in our lab-based courses. With respect to the 50% lab position, this has received approval from the Dean's office and we are currently working with HR to develop a job description which will soon be posted.	This recommendation has been prioritized and supported by the Dean's Office. A review was undertaken to compare Anthropology's TA resourcing in lab-based courses with Sciences units and adjustments made based on these findings. Support for the lab position has also been confirmed.
	21	"The Centre for Ethnography…has become an important space within the Department, not just for training and research, but broader Departmental activities that bring together faculty and students with invited lecture series and social events. It is recommended that the	**Short-to-medium term (1-3 years):** See #19 above: We currently have funding for the next 2 years. After that, the Centre for Ethnography will require support. We are requesting 40 – 60K a year to cover our operating costs.	The Centre for Ethnography is an EDU-D that reports to the Office of the Vice-Principal Research and Innovation at UTSC, so these funding needs will need to be discussed in that context, along

		Centre's space be maintained for these purposes, and that ongoing support for its operation and activities, including potentially their expansion, be explored through both internal (through the office of the Vice-Principal Research and Innovation) and external opportunities."		with potential external grant opportunities.
	22	"The lack of baseline funding for both the teaching lab (and its management) as well as the Centre for Ethnography are two areas that should be seriously examined for the long-term growth and success of the student experience"	See #19 and #21 above.	
	23	"The current Archaeology teaching materials are very sparse, and an initial purchase of some core teaching materials for students to engage in hands on processes for learning is recommended."	See #19 above re: funding request for the Evolutionary Anthropology Teaching Lab.	
The reviewers recommended exploring options to enhance student supports and advising, noting some ongoing issues relating to staffing structure. They also observed that UTSC will need to consider strategies to ensure sufficient space for new hires, and look at creative solutions to allow support staff to work in proximity to one another as appropriate.	24	"Given that Anthropology was part of the Social Science unit and Departmentalized just over a decade ago, the support staff have shared responsibilities across three or even six Departments, and due to space constraints are not located within a single contiguous space. There has also been high turnover in some positions, that have created knock-on challenges for students and program advising in the unit."	**Medium term (2-3 years):** We thank the reviewers for this recommendation and agree that it is important for the Department. It has become clear that the Department requires one or more additional staff members to respond to the growth which has taken place among the different Social Science disciplines. The role of the Administrative Assistant is currently serving 6 different Departments which have grown significantly over the past decade, and the level of work is unsustainable for a single role. Splitting this role into 2 staff members (each of which serve 3 disciplines) is critical to meeting the needs of our different Departments. We are also facing similar issues with respect to Undergraduate Advising. As the number of students in the Social Sciences students have grown, it has become increasingly difficult to provide them with the necessary advice they need in terms of pursuing	With the opening of Highland Hall, staff space in the Social Sciences was consolidated, which has proven to be successful. The Dean's Office is working with Departments to review staff complement and planning and ensure appropriate support. As a part of post-pandemic planning we are working as a campus to consider long-term flexible options that can further build community and reduce space pressures on campus. These recommendations will be factored into those conversations.
	25	"we recognize that space is a significant issue across campus, but with upcoming hires, and lost office space formally used by visiting fellows to the Centre for Ethnography, UTSC will need to develop a strategy to ensure sufficient space for new hires (and their research lab needs) and		

		look at possible solutions to ideally provide some contiguous space for support staff teams to work together or in proximity. Possible solutions noted in our meetings include the short-term use of portables for temporary/student/visiting scholar office needs."	their academic and career goals. Within the next 2-3 years, we expect it will be necessary to add one new undergraduate advisor to serve the needs of students in Social Science disciplines. Our ability to realize these goals relies on Decanal support to hire 2 additional staff members over the next 2 – 3 years. The Department recognizes that the issue of space is understood by all (faculty, staff and the administration alike), and is doing the best we can to address the serious space issues while also recognizing that these issues are an indicator that demand for studies at UTSC is increasing, and UTSC has become a much sought- after place to pursue an undergraduate degree and a career as a member of the faculty or staff. We expect the creation of SAMIH and its associated space will alleviate some of the pressures we are currently facing in Highland Hall with respect to office space. During the interim, it will be helpful to explore other options: perhaps moving the embedded librarians back to the library (so that this space is opened to faculty, staff, fellows, TA's, HQP, and the like). Some faculty members may also be willing to share office space or a year or two, provided this is not taken to be a permanent solution. We understand this is being reviewed at the Decanal level.	
Other recommendations not prioritized in the Request for Administrative Response	26	"Individual faculty…have many longstanding connections with local and other organizations such as the Toronto Ward museum, which the Department may want to consider establishing more formal partnerships with."	**Continuing**: Agreed. We have also recently partnered with First Nations people at Curve Lake. Formalizing these and other connections is an excellent idea that we will look into.	This recommendation aligns closely with the campus's strategic emphasis on partnering with communities in relationally accountable ways and on UTSC's role as an anchor institution in the eastern GTA.
	27	"It would be important for the Department to understand the reasons for this inability to attract sessional instructors and try to address	**Continuing**: The Department has understood after comparison with other campuses at UofT, and other institutions, that we	Where appropriate, the Dean's Office is working with Departments to identify areas where contractually limited or

		them. With sufficient planning, a term limited instructor position may help alleviate some of this."	have been advertising too late to attract more sessional candidates. Going forward we post earlier to maximize the pool of applicants for our positions.	part-time appointments might help to alleviate reliance on sessional instructors and provide more continuity for students.

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 excellent quality of the undergraduate programs at UTSC, observing that the tri-campus model provides a scope and quality of research that is difficult to compete with elsewhere; they remarked on the high morale among faculty and students, with students particularly appreciative of the welcoming and supportive educational experience, and opportunities for experiential learning; they observed that the Department is well aligned with the UTSC strategic plan, especially with respect to advancing a culture of leadership, and promoting inclusion and healthy learning; they highlighted unique offerings such as the new certificates in Bioarchaeology and Evolutionary Anatomy, and the combined degree programs with OISE's Master of Teaching; finally, the reviewers commended the high quality of faculty teaching and strong departmental leadership, and the department's strong commitment to integrating an anti-racist agenda and decolonizing framework to teaching, recruitment, retention and hiring practices, and incorporating Equity, Diversity and Inclusion principles into everyday operations.

The reviewers recommended that the following issues be addressed: strategically enhancing departmental communications and outreach; considering strategies to better integrate the UTSC co-op program into curriculum planning; exploring options for reinvigorating the Medical Anthropology program; monitor the popularity of new offerings, and improving outreach where appropriate; exploring the potential addition of a field school, and considering options to encourage expanded participation in research activities for fourth year students; exploring the possibility of increasing the overall number of faculty members contributing to HBSc offerings; reviewing and promoting existing policies and procedures for the support and mentorship of teaching-stream faculty; exploring options to enhance support for the maintenance of teaching and training labs; exploring options to enhance student supports and advising; and considering strategies to ensure sufficient space for new hires and support staff.

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 Political Science. The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than the Winter of 2026. The

next external review of the Department will be commissioned in 2028-29 to take place in the 2029-30 academic year.

6 Distribution

On June 30th 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 leadership.

UTQAP Cyclical Review: Final Assessment Report and Implementation Plan <mark>- DRAFT</mark>

1 Review Summary

Program(s) Reviewed:	**Undergraduate programs:** • Political Science, HBA: Specialist, Major, Minor • Public Law: Minor • Public Policy, HBA: Major, Major (Co-op)
Unit Reviewed:	Department of Political Science
Commissioning Officer:	Vice-Principal Academic & Dean, University of Toronto Scarborough
Reviewers (Name, Affiliation):	• Professor Loleen Berdahl, School of Public Policy, University of Saskatchewan • Professor Anastasia Loukaitou-Sideris, School of Public Affairs, UCLA • Associate Professor Jared Wesley, Political Science, University of Alberta
Date of Review Visit:	March 22 – 24, 2022 (conducted remotely)
Date Reported to AP&P:	April 13, 2023

Previous UTQAP Review
Date: November 14-15, 2013

Summary of Findings and Recommendations

Significant Program Strengths
- High-quality pedagogy and faculty commitment to teaching
- Appeal of new Public Policy Major (co-op and non-co-op) to motivated students
- Faculty's exemplary research record

Opportunities for Program Enhancement
- Conducting a curricular review with a view to strengthening course content and sequencing
- Re-examining learning outcomes relative to disciplinary currency and students' future careers
- Evaluating the potential for enhanced involvement in UTSC graduate education
- Better preparing students for their future careers
- Reviewing the staffing structure to identify efficiencies and reduce workload

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

1. About the University and UTSC: UTSC Strategic Plan, 2020-25; UTSC Academic Plan (2015-20); UTSC Admissions Viewbook (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); Data Provided for Self Study; Unit Self Study, February 2022; Curriculum Mapping
4. About Programs and Courses: Description of all programs (2021-22 Academic Calendar); Description of all courses (2021-22 Academic Calendar);
5. Course Syllabi (all courses).
6. Faculty CVs (all faculty).

Consultation Process

The reviewers met with the following:

1. 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; Associate Dean, Experiential and Global Learning; Interim Associate Dean, Undergraduate Programs and Curriculum, and Academic Programs Officer;
2. The Chair of the Department of Political Science;
3. The Associate Chairs of the Department of Political Science;

4. The Director of Arts & Science Co-op and staff;
5. Department of Political Science faculty – tenure- and teaching-stream (all ranks);
6. UTSC Chief Librarian and Liason Librarian;
7. Departmental administrative staff;
8. Undergraduate students (Political Science, Public Policy, and Public Law programs).

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

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

The reviewers observed the following **strengths:**

- Overall quality
  - ▸ The Department is strong and healthy, taking good advantage of available resources
- Objectives
  - ▸ The goals and performance of the UTSC Department of Political Science align very well with the objectives set forth in the University's 'Statement of Institutional Purpose' and the UTSC 2020-25 Strategic Plan
  - ▸ The Department's dual focus on high quality research and teaching has resulted in a highly productive and innovative set of faculty, and an engaged student body
- Admissions requirements
  - ▸ Admissions requirements are appropriate; reviewers were impressed at the level of coordination between the Department and the Arts & Science Co-op unit which has been key to ensuring that the policy program admits an appropriate number of co-op students each year
- Curriculum and program delivery
  - ▸ Department has a range of undergraduate courses and programs that covers most of the breadth of the political science discipline
  - ▸ Since the last review the Department has introduced a number of changes that enhanced the educational experience of students, including 28 new courses
  - ▸ Program requirements and learning outcomes are exceptionally well-developed
  - ▸ A model for the University's commitment to "respond selectively to new fields of research as they emerge," evidenced by the development of public law programs
  - ▸ Minor in Public Law has grown, setting the stage for a new proposed Major in Public Law
  - ▸ The Major (Co-op) in Public Policy offers students valuable work-integrated learning opportunities
- Innovation
  - ▸ The Department has established innovative and effective forms of learning outside the conventional classroom space through The Beyond the Classroom and Summer Scholars programs
- Student engagement, experience and program support services

- High levels of student satisfaction regarding faculty engagement; praised the internship and research activities provided
- "Faculty made frequent mention of the talent and dedication of the UTSC political science student organizations."
- Quality indicators – undergraduate students
  - Overall increase to average CGPAs of admitted students while also increasing enrolments
  - Great majority of students are able to complete their degree within four years
- Student funding
  - Department provides additional sources of funding through the *Beyond the Classroom* and the *Summer Scholars* program
  - PSSA (Political Science Students Association) and LSOU (Law Society of UTSC) are provided funding by the Department to help host academic, professional, and social events for students.

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

- Curriculum and program delivery
  - Reviewers caution against building crucial Indigenous politics and research methods content into separate courses; "there is much room to indigenize and decolonize much of the existing Political Science curriculum, rather than simply creating a new series of distinct courses."
  - Research opportunities for students appear limited and somewhat ad hoc depending on faculty initiative and grant availability
  - Student preparedness in research methods is an area of concern; current quantitative and qualitative methods courses for public policy students offered outside the Department
  - Reviewers note a lack of courses related to analysis of Big Data, data mining, social media scan, and new digital technologies
  - Absence of a course that deals with ethics in public policy and conflict resolution
  - Students in the Major (Co-op) in Public Policy have an exceptionally heavy load of mandatory, extra-to-load, non-credit professional development courses compared with students who are pursuing other programs
  - Co-op program requirement for students to complete two, four-month placements creates some barriers to student success and career advancement as students must return to the classroom after completing each work placement. While pedagogically valuable, limits students' ability to continue work placements beyond their four-month period and may dissuade some employers from participating
- Accessibility and diversity
  - Many students take co-op programs as a means of jumpstarting their careers and earning income while attending school; additional student fees for co-op can create barriers to equity, diversity and inclusion
- Assessment of learning
  - "The methods used for assessing student achievement are acceptable, albeit not particularly innovative or imaginative."

- Student engagement, experience and program support services
  - ▸ Staffing levels for student support services does not appear to have kept pace with the growing number of enrolments
  - ▸ Reviewers observed some concerns regarding the level of orientation provided to Teaching Assistants

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▸ Reviewers recommend developing and executing a plan to meet commitments to the Truth and Reconciliation Commission's Calls to Action, focusing on specific ways the Department intends to decolonize and indigenize the curriculum in all its programs
  - ▸ Reviewers encourage a holistic approach to methods training that also incorporates quantitative and qualitative traditions. "This may come through a combined course in research design, separate methods courses, or through the integration of methods training into existing coursework."
  - ▸ Consider enhancing offerings or creating a new compulsory offering on political science research methods to provide skill-based training for Political Science and Public Policy students in research design, methods, argumentation, reading, and writing
  - ▸ Integrate research-intensive components into C-level and D-level classes
  - ▸ Offer opportunities for applied research capstones under faculty supervision and encourage faculty to train and hire more undergrad research assistants to work on their research projects by offering incentives through PTR
  - ▸ Explore possibilities for establishing undergraduate research assistantships
  - ▸ Consider the development of a course offering on Ethics in Public Policy
  - ▸ Offer a D-level class on Big Data analysis and consider the development of a Data science analytics certificate or microcredential in the future
  - ▸ Work with the Arts & Science Co-op unit to streamline and reduce the number of applications students are required to submit for co-op placements
  - ▸ Expand the number of government co-op placements by engaging more strategically with government partners
  - ▸ Reduce the number of mandatory, non-credit courses required to complete the Major (Co-op) in Public Policy by integrating professional development into existing, for-credit courses
  - ▸ Consider transforming the second policy co-op placement into an internship
  - ▸ Strengthen and expand paid summer research opportunities for students through the newly established Summer Research Scholars program
  - ▸ "Consider the development of Global Classrooms by partnering with other international programs in Political Science and Public Policy and offering joint course."
- Accessibility and diversity
  - ▸ Explore reducing or eliminating co-op education fees for students who lack financial resources

- Assessment of learning
  - ‣ Explore options for competency-based learning and more applied writing assessment and assignments
- Student engagement, experience and program support services
  - ‣ Consider ways to further integrate students into decision-making structures within the Department
  - ‣ Reviewers suggest hiring an additional staff member to contribute to the advising and mentoring of students
  - ‣ Organize a workshop/orientation at the beginning of each new semester for teaching assistants that complements training received from the Center for Teaching and Learning.
- Quality indicators – alumni
  - ‣ Reviewers observed alumni support for greater workplace learning opportunities, and additional courses on data, statistics, and programming
- Student funding
  - ‣ "Work with the University's Development Office and Alumni Relations to identify more opportunities for student stipends for the Beyond the Classroom and Summer Scholars programs."

2. Graduate Program(s) n/a

3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
  - ‣ The Department's faculty are highly research engaged and take advantage of research supports made available to them internally
  - ‣ Faculty research interests range across the political science discipline; strong research outputs, robust citation levels, and numerous awards
- Faculty
  - ‣ The Department has increased its teaching-stream and tenure-stream faculty, particularly strengthening its Public Law offerings
  - ‣ The faculty complement plan is clearly well-thought out in terms of areas of study and is positioned to improve its coverage of Indigenous content through a new hiring
  - ‣ "The Department seems to have also aligned well with some of the campus's strategic goals and initiatives and has been able to hire a new senior faculty who will enhance its i-EDI offerings."

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

- Research
  - ‣ Reviewers note that the Department's tri-agency funding could be stronger
- Faculty
  - ‣ Reviewers observed part-time faculty hires are conducting research on their own time, which raises inequity concerns

The reviewers made the following **recommendations**:

- Research
  - ‣ Prioritize external research grant funding, particularly SSHRC funding, in PTR processes. "The University may wish to consider tying internal grant funding to plans for external research grant applications."
- Faculty
  - ‣ Revisit the faculty complement plan with attention to issues of faculty diversity and faculty equity with more Black and Indigenous hiring and its coverage of i-EDI issues
  - ‣ "Explore opportunities for engagement with university research institutes to promote student research, community engagement, and additional access to research and collaborative spaces."
  - ‣ Consider adding an additional tenure-stream faculty member to support the curricular needs of Public Law if the proposed major is approved

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
  - ‣ Highly collegial culture with a staff and faculty that works very well together and with the administration
  - ‣ "There is a tremendous amount of respect and goodwill among members of the Department community regardless of role or rank… this is all-too-rare in political science departments, and is a testament to the UTSC's quality of recruitment and retention."
  - ‣ The program gains visibility through the work of its faculty members who publish op-eds, offer public commentary, and are quoted in the media
  - ‣ Reviewers applaud the Department for establishing an equity committee to advance the integration of EDI principles into the curriculum and human resource processes within the Department

- ▸ "The last decade has been a period of growth for the department, as it emerges from an integrated social sciences unit. An inward mindset has been understandable and productive during his period."
- Organizational and financial structure
  - ▸ The Department has experienced appropriate faculty growth, commensurate to the increase in the student body
  - ▸ Reviewers observed that Department staff are doing an outstanding job and work well with central services
- Long-range planning and overall assessment
  - ▸ "The Department's anticipated development of a new Major in Public Law provides opportunities for student body, faculty, and tuition growth."
  - ▸ Reviewers deemed the Department's long-range planning to be generally sound and consistent with the University's Academic Plan
- International comparators
  - ▸ Reviewers ranked the Department amongst the top political science units in Canada and noted research productivity is exceptionally high in comparison to departments of a similar size
  - ▸ "It is worth noting that the high number of programs makes UTSC an outlier among Canadian political science departments; only UBC and Western have more programs (with seven each), and those schools have roughly three times the number of undergraduate students."

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

- Relationships
  - ▸ There appears to be relatively few co-op placements within municipal or provincial governments
- Organizational and financial structure
  - ▸ Reviewers note part-time faculty make a significant contribution to the Department but are not invited to participate in formal Department governance, do not have permanently-assigned office space, and are not compensated for their time spent on research
  - ▸ Comments were raised regarding the level of TA resources and supports by both faculty and students. TAs also noted challenges in accessing the campus, scheduling issues, a lack of dedicated TA space, and a lack of Departmental orientation
  - ▸ Reviewers remarked that some members of staff appear to be overworked, supporting multiple units scattered in various areas of the building
- Long-range planning and overall assessment
  - ▸ "The Department has been innovative in its use of part-time positions to create greater certainty for contingent faculty, but given that these part time faculty members are essentially working full time, the Department should strive to limit these positions and seek full time positions."
  - ▸ "A potential long-range challenge is the lack of checks and balances on the Department chair position, the lack of clear and broadly understood principles for PTR committee membership, and the lack of student and non-tenure stream faculty

representation in departmental planning and governance."

The reviewers made the following **recommendations**:

- Relationships
  - ▸ Develop and execute a plan for improving the scholarly connections between faculty and members of the Scarborough and GTA communities, particularly those in government
  - ▸ Encourage more faculty to look beyond "outreach" when defining and pursuing meaningful community engagement
  - ▸ Look for strategic opportunities to coordinate research and teaching with other campus partners.
- Organizational and financial structure
  - ▸ "Explore developing an internal governance framework (e.g., constitution) to replace the ad hoc approach of assigning responsibilities to Associate Chairs, giving voice to non-tenure-track faculty, and engaging student representatives."
  - ▸ Involve part-time faculty in conversations regarding the future of the Department and conduct a review of part-time faculty working conditions
  - ▸ Reviewers recommend exploring appropriate ways to provide enhanced orientation and support for Teaching Assistants
  - ▸ Reviewers encouraged creating an additional Administrative Assistant position and an additional Academic Advisor position to reflect the growing size of the Department
  - ▸ Concentrate staff work spaces in one centralized building hub
- Long-range planning and overall assessment
  - ▸ Consider developing a Space Committee composed of faculty, staff, and students to audit the spaces and space needs in the Department, and identify possible underutilized spaces
  - ▸ Reviewers encourage developing connections with the three new campus research institutions focusing on sustainability, health, and economic development to spearhead research and bring new resources to the campus and hopefully to the Department

2 Administrative Response & Implementation Plan

UNIVERSITY OF TORONTO SCARBOROUGH

Office of the Vice-Principal Academic and Dean

March 14, 2023

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 Political Science, University of Toronto Scarborough

Dear Susan,

Thank you for your letter of December 5, 2022 requesting my administrative response to the external review of the Department of Political Science. I want to thank the review team – Professor Loleen Berdahl, School of Public Policy, University of Saskatchewan, Professor Anastasia Loukaitou-Sideris, School of Public Affairs, UCLA, and Associate Professor Jared Wesley, Political Science, University of Alberta – for their consultation with the Department during the remote site-visit, held from March 22-24, 2022, and for their Report, which was finalized on May 2, 2022, and shared with the Department.

We deeply appreciate the reviewers' overall positive assessment of the Department as among the top Political Science units in Canada. They observed that significant strides have been made since the last review, including an increase in tenure-stream faculty and increased course offerings. They noted that student enrolment has increased significantly, as have the GPAs of entering students; the new Minor in Public Law is popular and growing, and the anticipated development of a Major in Public Law will provide opportunities for students and faculty. They highlighted that the significant number of programs on offer is unique among Canadian Political Science Departments, and the Major (Co-op) in Public Policy offers students valuable work-integrated learning opportunities. They commended the Department's dual focus on high quality research and teaching, and highly collegial culture with very high levels of student satisfaction.

The report from the review team identifies a number of areas for enhancement and development, including student research and training opportunities, enhancing the Co-op program and other program areas, expanding faculty diversity and improving supports for part-time faculty. With this letter you will find below a table which summarizes the responses to the specific recommendations of the reviewers, and their anticipated timelines for implementation.

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 Political Science. An interim report to the Office of the Vice-Provost, Academic Programs will be prepared in the **Winter of 2026**. The next external review of the Department will take place in the **2029-30** academic year.

Sincerely,

William A. Gough

Vice-Principal Academic & Dean

2021-22 UTQAP Review of the UTSC Department of Political Science - 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 *verbatim from the request*	Rec. #	Recommendations from Review Report *verbatim from the review report*	Program Response	Dean's Response
The reviewers recommended exploring ways to expand student research training and opportunities.	1	Develop a new, compulsory 100- or 200-level course on political science research (or re-orient existing introductory courses) to provide skill-based training in research design, methods, argumentation, reading, and writing.	**Short-to-medium term (2 years):** The Department offers A-level courses oriented around topics in politics (e.g., authoritarianism, the politics of climate). These topics vary, depending on the instructor. This year, A-level instructors coordinated around a common initiative to support the development of student writing in their courses. We will expand this coordination with common modules on research design/argumentation/and methods, as well as professional "soft skills." In effect, we envision the sections of A-level courses as topic-based "breakout groups" from a common curriculum that will begin in first year and continue through subsequent years. We expect to roll out this new plan over the next two years, to be complete by 2025. It is being led by the Associate Chair (Undergraduate), in close cooperation with A-level instructors.	The Dean's Office will work closely with the Department on curricular changes in this area. The Vice-Principal Research and Innovation Office is also a valuable resource for considering how campus-wide undergraduate student research opportunities can be leveraged in support of this recommendation.

| | 2 | "Integrate research-intensive components in the assignments of different C-level or D-level classes." | **Short-to-medium term (2 years):**

The Department agrees that C-level courses should incorporate greater opportunities for students to engage with research to better prepare them for 4th-year seminars. We will also be undertaking an overall review of courses focused on research skills, with an aim to improving and systematizing our offerings in qualitative methods (interpretive work, ethnography, interviews, document analysis) and quantitative methods (use of data/computation, visualization of data, and reading tables and graphs). These skills are increasingly important in political science and are also highly transferable to other domains. This curriculum will begin at the A-level and continue through the B-level to better prepare students for intensive research in their C- and D-level classes, as well as research opportunities outside their classes. We expect to roll out this new plan over the next two years, to be complete by 2025. It will be led by the Chair and the Curriculum Committee, in close cooperation with A-level instructors. | |
| | 3 | "Offer opportunities for applied research capstones under faculty supervision. These can be either individual or small-group applied research projects." | **Short term (1 year):**

Beginning in 2023-24, the Department will offer POLD02Y3: Senior Research Seminar in Political Science, which will structure undergraduate capstone research under the supervision of a faculty member in the Department. The course will be led by a Unit 1 or 3 instructor and provide a forum for discussing issues and developing skills | |

			relevant for carrying out research. Individual student research will be supervised by a faculty member with expertise in the substantive area of the student's research interest. This is the same model used in Political Science at UTSG.	
	4	"Strengthen and expand paid summer research opportunities for students through the newly established Summer Research Scholars program."	**Short term, and continuing**: We are increasing the stipend available to students in the Beyond the Classroom program from $1000 to $1250 in an effort to expand access for a greater number of students and bring pay into alignment with minimum wage. Due to budgeting, we will offer a limited Summer Research Scholars program in 2023 and a more fulsome program in 2024 and beyond. The Summer Research Scholars program is a return to a past practice in the Department. We will explore the possibility of connecting this program and faculty supervisions to SSHRC SIG funding, with the aim to helping faculty develop successful SSHRC applications in the fall and winter cycles. This will be led by the Chair and the Associate Chairs (Undergraduate and Research).	The Beyond the Classroom initiative has been a successful example of experiential learning at UTSC, and the Dean's Office will work with the Department on planning as it continues to develop. In addition to SSHRC SIG funding, the newly established research institutes at UTSC, led by the Vice-Principal Research and Innovation Office, and the University of Toronto Excellence Award, funded by the Vice-Principal Research and Innovation, may offer further pathways to complement Department-led research support in this area.
	5	"Offer incentives to faculty by rewarding them through PTR to hire and train more undergraduate research assistants to work on their grants."	**Short term (1 year), and continuing** We will integrate into PTR for 2023-24 a greater opportunity for faculty to explain their activities relating to student mentorship as well as the securing of financial and other support for students. This will include RAs working on grants, supervisions of UTSC work study and other programs, and supervisions	This recommendation is initially best addressed through the Departmental PTR process, but it speaks to the broader question of how student research experience can be incentivized for faculty and built more intentionally into Departmental programming.

			of students in the Department's Summer Scholars program and undergraduate Senior Research capstone. This will be led by the Chair in consultation with the Equity Committee.	
The reviewers suggested a number of possible approaches for enhancing the co-op program, such as: streamlining the application process; exploring ways to reduce fees for students who experience barriers; integrating professional development into for-credit courses; and/or expanding placements in government organizations.	6	"Expand the number of policy co-op placements in government organizations."	**Ongoing**: We are exploring opportunities to develop internship positions in the federal civil service. This is being led by the Associate Chair (Research).	The Arts & Science Co-op Office at UTSC works with Departments to explore potential placement opportunities and also prepares students to apply as widely as possible to opportunities. While it is important to note that placements may offer broader points of connection to students' academic training, we are working to expand opportunities in the arts, humanities, and social sciences. Placement opportunities may also manifest as experiential learning, not necessarily as co-op.
	7	"Reduce the number of applications each student is required to submit to participate in the policy co-op program."	**Short-to-medium term (2 years):** As a Department, we are committed to ensuring an alignment between the ambitions of our students and the skills they require to pursue these goals. Since students are expected to apply widely for co-op placements in order to ensure a successful outcome in the application cycle, we are unable to impose limits on the number of applications they make during this process (nor is it desirable). It is not always possible for students to align their co-op placement with their area of primary interest, as co-op employers require certain skillsets and select applicants accordingly. The Department will take steps to improve alignment between skill sets and placements by prioritizing this in	As the Departmental response notes, students are expected to apply widely, and placement rates can be negatively impacted by placing limits on the number of applications submitted. Students are competing with co-op applicants from across the province.

			curriculum changes we will bring forward in 2023-4 and 2024-5. This is led by the Chair, together with the Curriculum Committee.	
	8	"Reduce the number of mandatory, non-credit courses required to complete the policy co-op program by integrating professional development into existing, for-credit courses."	**Short-to-medium term (2 years):** We will integrate professional development into existing, for-credit courses, beginning at the A-level. This was flagged by the external reviewers, and by our surveys of both alumni and current students, as an area where they would like to see more focus in the program. We will explore the possibility of reducing the number of required courses to complete the policy co-op program. This is led by the Associate Chair (Undergraduate).	The Arts & Science Co-op Office will work with the Department to determine the best approach to this recommendation. The existing suite of preparatory non-credit courses are designed to support all students pursuing co-op placements in the arts and sciences at UTSC with skills including resume development, and interview and placement preparation.
	9	"Reduce or eliminate co-op education fees for students with the inability to pay."	We believe this recommendation is outside the capacity of the Department.	Fundraising for access-based supports for Co-op and experiential learning opportunities is a priority for the current UTSC fundraising campaign. We are also assessing Co-op fees closely each year to reduce or minimize increases whenever possible. We note that Co-op fees cannot be reduced by the use of tuition and government grant (WGU) income.
The reviewers made a number of recommendations around enhancing offerings in specific areas, such as Big Data Analysis/Data Science, and Ethics and Public Policy.	10	"Offer one D-level class on Big Data analysis open to students who have already taken a quantitative research class. In the future, consider the development of a Data Science analytics certificate or microcredential, possibly in collaboration with other Departments on campus, that would offer students greater expertise in data analytics."	**Short term (1 year):** We have co-led with colleagues in Sociology the development of a certificate program in Quantitative and Computational Social Science, which launched in 2022-23. We will be submitting a faculty complement request, as soon as possible, to hire a colleague with expertise in teaching students how to leverage computing (e.g., machine learning)	The Dean's Office will support Departmental conversations on curriculum development in this area. Faculty complement proposals are reviewed and assessed annually as a part of the Faculty Complement Committee. There are dedicated lines prioritized for diversity hires, with particular attention to Black and Indigenous faculty, contributing to our

			and new sources of data (e.g., web scraping) to advance research in political science. This complement request will be completed by the Chair and submitted for consideration for the 2022-23 cycle.	commitment to meeting population parity for these groups of faculty by 2027.
The reviewers urged the Department to continue efforts to expand faculty diversity where opportunities permit, prioritizing Black and Indigenous hiring, and incorporating coverage of i-EDI issues across the curriculum.	11	"Revisit the faculty complement plan with attention to issues of faculty diversity and faculty equity."	**Short-to-medium term (2 years):** The Pathway to Parity and the University's strategic plan of Inclusive Excellence are priorities for the Department. It is also a top priority for the Department to be inclusive and welcoming. We believe with high confidence we will achieve these objectives with the current plan and hiring policies, given the level of diversity in our hiring pools and our recognition of how topics and methods are informed by the life experiences of researchers. Nonetheless, we will keep close track of results, and adjust processes and plans accordingly if those results are not aligning with our explicit commitments and values. This will be led by the Chair and the Equity Committee.	
	12	"Develop and execute a plan to meet commitments to the Truth and Reconciliation Commission's Calls to Action, focusing on specific ways the Department intends to decolonize and indigenize the curriculum in all of its programs."	**Short term (1 year):** Since the external review, we have added new courses on Indigenous politics and governance (POLD54H3 - Michi-Saagiig Nishnaabeg Nation Governance and Politics; POLC52H3F Indigenous Nations and the Canadian State) in 2022-23, in addition to the pre-existing course POLC56H3 Indigenous Politics and the Law. We have also augmented the coverage of Indigenous politics in POLB50Y Canadian Government	This recommendation aligns directly with the recent campus curriculum review, which included Indigenous knowledges as an explicit priority. Recommended action 1.1 speaks directly to this area, and the Department is taking concrete steps to meet this goal. The Department of Political Science is also represented on the UTSC Working Circle, which is supporting the campus in the implementation of these recommended actions.

			and Politics, which is mandatory for all students in political science, public policy, and public law. The augmented coverage in POLB50Y includes guest speakers and participation of faculty with leading expertise in Indigenous politics and history. **Medium term (2-4 years):** More generally, we believe it is incumbent on the Department to ensure all students graduating from its programs are aware of the history, culture, and politics of the Indigenous peoples who have lived on this land since time immemorial. This objective, which is ongoing, will require continued curricular reforms, including at the A-level and continuing through B- and C-level courses. In the context of political science, an important element of decolonizing the curriculum involves teaching students about Indigenous peoples from Indigenous perspectives rather than from the perspective of the Canadian state (e.g., as a "policy issue"). We will explore a change in program requirements, to ensure students do not graduate from our program without knowledge of local Indigenous peoples and history. The will be led by the Chair in cooperation with the Curriculum Committee and the Equity Committee.	
The reviewers observed that while faculty are highly research-engaged, exploring ways to incentivize external grant funding could strengthen the Department's ability to	13	"Prioritize external research grant funding, particularly SSHRC funding, in PTR processes."	**Short term (1 year):** In 2023-24 we will work to better support faculty in developing applications for external funding. We will work with the OVPRI to	This area falls under the mandate of the Vice-Principal Research and Innovation Office at UTSC. See also recommendation 4.

			provide support for the development and/or updating of the Canadian Common CV, including by leveraging student support and the Discover Research platform. We will work to amend PTR for 2023-24 to appropriately recognize the work and benefits of external funding to the Department and students. This will be led by the Associate Chair (Research) in consultation with the Chair and Equity Committee.	
The reviewers recommended that attention be paid to available supports for part-time faculty (in developing your response you may wish to consult with the Office of the Vice-Provost, Faculty and Academic Life, who have expertise on matters relating to part-time teaching-stream faculty).	14	"Conduct a review of part-time faculty working conditions with an aim to closing the gap between part- and full-time faculty."	**Short-to-medium term (2 years):** We have ensured that all part-time faculty have full use of a private office for all days they are on campus. We have also ensured that part-time faculty have similar privileges to full-time faculty when it comes to teaching: for example, by giving part-time faculty priority, whenever possible, to re-teach courses they have designed and taught the previous year. Part-time faculty are also full members of the Department and invited to all Department meetings. We will continue to consult with individual part-time faculty about working conditions. We will explore the development of a committee of part-time faculty to report about working conditions, yearly or as needed, to the Chair and Associate Chair (undergraduate), and to the Department Equity Committee.	The Vice-Dean Faculty Affairs, Equity, and Success, has recently led a working group focused on the experience of teaching-stream faculty, a group that also includes part-time faculty. That report is expected to be released shortly. The Dean's Office has also recently established a new teaching award category to recognize the contributions of CLTA and part-time faculty.
The reviewers recommended exploring appropriate ways to provide enhanced orientation and support for Teaching Assistants.	15	"Organize a workshop/orientation at the beginning of each new semester for teaching assistants. This orientation will complement the more general orientation that teaching	**Short term (1 year):** We will implement a UTSC-specific orientation for TAs at the beginning of each semester, starting September 2023. This will	For Departments with tri-campus graduate units, TA training is typically coordinated centrally. There is an important role for UTSC-specific training, but this needs to be factored into the hours allotted by the collective

		assistants receive from the Center for Teaching and Learning."	be overseen by the Chair and Associate Chair (Undergraduate). We have developed space in political science to support graduate students/TAs for research and other work, while on campus.	agreement. The Dean's Office is currently working with CTSI on the coordination of EDI training modules for TAs to provide dedicated support in this area. There is a lounge space for graduate students at UTSC that has been recently established in the S-wing. It is becoming a popular spot for informal gatherings and lunch for graduate students and postdoctoral fellows, and we will ensure that the Department has details about this resource.
The reviewers observed that staff support for student services has not kept pace with enrolment, and recommended considering ways to provide enhanced student advising and mentoring.	16	"Hire an additional staff member to contribute to the advising and mentoring of students."	The Department believes it is worth considering hiring an additional staff member to preserve institutional memory for important positions which will be vacant soon, due to retirements.	**Short-to-medium term:** With the opening of Highland Hall, staff space in the Social Sciences was consolidated, which has proven to be successful. The Dean's Office is working with Departments to review staff complement and planning and ensure appropriate support, including for confirmed retirements. We note that student advising is a shared responsibility with the Office of Student Experience and Well-being.
	17	"Concentrate staff work spaces in one centralized building hub."	We believe this to be important for efficiency, morale, and community, as soon as space conditions permit. It is often remarked by faculty that our staff are a major draw to UTSC.	
The reviewers recommended considering ways to enhance connections and collaborations with a number of internal and external parties, including cognate Departments, University research institutes, members of the Scarborough and GTA communities (particularly in government), and international political science and public policy programs.	18	"Explore opportunities for engagement with university research institutes to promote student research, community engagement, and additional access to research and collaborative spaces."	**Short term, and continuing**: We will create a new standing committee, The Community Engagement and Research Opportunities Committee, comprised of the Chair and Associate Chair (Research), as well as faculty involved with university research institutes and community partners, to track and systematize inter-Departmental opportunities for coordination/collaboration, as well as faculty engagement with university institutes, tri-agency funding, and community groups. Presently, faculty have strong	**Short-to-medium term:** In addition to Departmental work in this area, UTSC is actively working to ensure better support for community-engaged initiatives, including through tri-campus conversations underway around better recognition for community-engaged scholarship. The Department of Political Science shares vital synergies with newly established research institutes at UTSC. Campus discussions are also underway about the

		connections to university institutes (e.g., Data Sciences Institute, Clusters of Scholarly Prominence) and important external organizations (e.g., Atlantic Council, Women in International Security-Canada). We do not have a system in place for celebrating these connections or for developing opportunities for further connections, particularly for new faculty. This is connected to item 13 above about the need to provide additional collegial support and encouragement for faculty to cultivate funding and other opportunities for research collaborations and social impact.		development of the Golden Mile project, which is working to meet key priorities around reciprocal relationship building with communities articulated in our strategic plan, and to reflect UTSC's role as an anchor institution in the eastern GTA.
	19	"Develop and execute a plan for improving the scholarly connections between faculty and members of the Scarborough and GTA communities, particularly those in government."	We are still considering a plan to address this item (see decanal response).	
The reviewers recommended exploring the development of a Departmental governance framework, with an eye to increasing transparency and accountability, and encouraging the engagement of non-tenure-track faculty and student representatives.	20	"Explore developing an internal governance framework (e.g., constitution) to replace the ad hoc approach of assigning responsibilities to Associate Chairs, giving voice to non-tenure-track faculty, and engaging student representatives."	**Short-to-medium term (2 years):** The Department has a constitution, however, the Chair will need to meet with the Associate Chairs, as soon as possible at the beginning of their term in 2023, to update the constitution in a few areas, including committee structure and terms of reference, the roles and responsibilities of the Associate Chairs, the management of TAs, and the organization of Department "area groups" to facilitate curricular coordination between faculty members.	The Dean's Office will support the Department in these conversations as needed.
The reviewers recommended undertaking an assessment of the Department's available spaces and spatial needs, and exploring	21	"Consider developing a Space Committee composed of faculty, staff, and students to audit the spaces and space needs in the	**Short term (1 year):** The Department worked informally, in consultation with students, staff, and faculty,	**Short-to-medium term:** As a part of post-pandemic planning we are working as a campus to consider long-term

creative and flexible options to optimize the use of available resources.		Department, identify possible underutilized spaces (e.g. storage), and propose flexible spatial arrangements."	to undertake an audit of space in 2022-23, which resulted in an improved use of office space and considerable improvements to two common spaces that now support student/RA research for both undergraduate and graduate students. These room are equipped with office furniture, computers, a mini fridge, and microwave. We do not believe a standing space committee is necessary, rather, the Department will formalize a system for the rational allocation of office space -- for example, by using teaching schedules of faculty to allocate shared offices in a way that ensures each faculty member their own office on the days they are working at UTSC. The Department will create an ad hoc space committee in 2023, led by the Chair and including faculty, students, and staff, to further enhance the livability and functionality of common spaces available to graduate and undergraduate students.	flexible options that can further build community and reduce space pressures on campus. These recommendations will be factored into those conversations.
Other recommendations not prioritized in the Request for Administrative Response	22	"Work with the University's Development Office and Alumni Relations to identify more opportunities for student stipends for the Beyond the Classroom and Summer Scholars programs."	**Ongoing**: As mentioned above, the Department will relaunch a Summer Scholars program in summer 2023 and expand it for summer 2024 and beyond. We have increased the stipend for the Beyond the Classroom program to bring renumeration in line with the minimum wage standards in Ontario. The Chair will work with the Community Engagement and Research Opportunities Committee to increase support available for Beyond the	See recommendation 9.

			Classroom and, especially, the Summer Scholars program.	
	23	"If the major in Public Law is approved, the Administration should consider adding one more tenure-stream faculty to the Department to help carry on the increased curricular needs without an adverse effect on the needs of other programs."	**Short-to-medium term (2-3 years)** The Chair will monitor enrolment in the Public Law major, once it is approved, and consider its capacity to have all required courses taught, typically, by permanent faculty.	The proposed Major in Public Law is making good progress towards governance with anticipated start in September 2024. See recommendation 10 for context around the UTSC Faculty Complement Committee, which considers enrolment as an important criterion for assessment of new hires.

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 among the top Political Science units in Canada, noting that it is strong, healthy, and taking good advantage of available resources. They observed that significant strides have been made since the last review, including an increase in tenure-stream faculty and reduced reliance on sessional lectures; an increase in the number of course offerings; and the adoption of the Beyond the Classroom model to provide more equitable summer internships to underprivileged students. They noted that student enrolment has increased significantly, as have the GPAs of entering students; the new Minor in Public Law is popular and growing, and the anticipated development of a Major in Public Law will provide opportunities for students and faculty. They highlighted that the significant number of programs on offer is unique among Canadian Political Science departments, and the Major (Coop) in Public Policy offers students valuable work-integrated learning opportunities. They commended the department's dual focus on high quality research and teaching, which results in a highly productive and innovative set of faculty and engaged student body. Finally, the reviewers praised the department's culture as highly collegial, with very high levels of student satisfaction.

The reviewers recommended that the following issues be addressed: exploring ways to expand student research training and opportunities; streamlining the application process; exploring ways to reduce fees for students who experience barriers; integrating professional development into for-credit courses, and/or expanding placements in government organizations; enhancing offerings in specific areas, such as Big Data Analysis/Data Science, and Ethics and Public Policy; continued efforts to expand faculty diversity where opportunities permit; exploring ways to incentivize external grant funding could strengthen the department's ability to support student research, as well as its reputation; examining available supports for part-time faculty; exploring appropriate ways to provide enhanced orientation and support for Teaching Assistants; considering ways to provide enhanced student advising and mentoring; considering ways to enhance connections and collaborations with a number of internal and external parties; exploring the development of a departmental governance framework, with an eye to increasing transparency and accountability; undertaking an assessment of the department's available spaces and spatial needs.

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 Political Science. The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than Winter of 2026 on the status of the implementation plans.

The next review will be commissioned in 2028-29, to take place in the 2029-30 academic year.

6 Distribution

On June 30th, 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 University of Toronto Scarborough, 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.