



FOR INFORMATION

PUBLIC

OPEN SESSION

TO: Governing Council

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PRESENTER: See above
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DATE: May 11, 2023 for May 18, 2023

AGENDA ITEM: 7 (a) (ii)

ITEM IDENTIFICATION:

Semi-Annual Report on the Reviews of Academic Units and Programs (Part 1)

JURISDICTIONAL INFORMATION:

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

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

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

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

The compendium is forwarded, together with the record of the Committee’s discussion, to the Agenda Committee of the Academic Board, which determines whether there are any issues warranting discussion at the Board level. The same documentation is sent to the Executive Committee and the Governing Council for information.

GOVERNANCE PATH:

1. Committee on Academic Policy and Programs [for information] (February 16, 2023)
2. Agenda Committee of the Academic Board [for information] (April 18, 2023)
3. Academic Board [for information] (April 27, 2023)
4. Executive Committee of the Governing Council [for information] (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 April 12, 2022.

HIGHLIGHTS:

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

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

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

As always, the reviews noted areas for development. The reviews identified the need for units to strengthen their communication and governance structures, and suggested ways to engage in meaningful discussions regarding student recruitment and faculty workload. The reviews also highlighted the need to ensure that diversity is reflected in faculty complement and curriculum.

FINANCIAL IMPLICATIONS:

Not applicable.

RECOMMENDATION:

This item is for information and feedback.

DOCUMENTATION PROVIDED:

Compendium of Reviews of Academic Programs and Units



UNIVERSITY OF
TORONTO

OFFICE OF THE VICE-PROVOST,
ACADEMIC PROGRAMS

Reviews of Academic Programs and Units

Report to the Committee on Academic Policy and Programs

February 16, 2023

Reviews of Academic Programs and Units

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Provostial Reviews

Factor-Inwentash Faculty of Social Work and its programs

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

Decanal Reviews

Faculty of Applied Science and Engineering

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

Faculty of Arts & Science

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

Temerty Faculty of Medicine

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

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

University of Toronto Mississauga

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

University of Toronto Scarborough

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

Appendix I: Externally-commissioned reviews of academic programs

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

1. Review Summary

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

Previous UTQAP Review

Date: October 8-10, 2014

Summary of Findings and Recommendations

Significant Program Strengths

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

Opportunities for Program Enhancement

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

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

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

Consultation Process

- Vice President and Provost
- Vice-Provost, Academic Programs
- Dean, Factor-Inwentash Faculty of Social Work
- Incoming Interim Dean, Factor-Inwentash Faculty of Social Work

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

Current Review: Findings and Recommendations

1. Undergraduate Program(s) n/a

2. Graduate Program(s)

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

The reviewers observed the following **strengths**:

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

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

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

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

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

The reviewers made the following **recommendations**:

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

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

3. Faculty/Research

The reviewers observed the following **strengths**:

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

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

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

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

The reviewers made the following **recommendations**:

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

4. Administration

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

The reviewers observed the following **strengths**:

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

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

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

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

The reviewers made the following **recommendations**:

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

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

2. Administrative Response & Implementation Plan



UNIVERSITY OF
TORONTO

FACTOR-INWENTASH
FACULTY OF SOCIAL WORK

Office of the Dean

January 16, 2023

Professor Susan McCahan
Vice-Provost, Academic Programs
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Toronto, ON M5S 1A2

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

Professor McCahan:

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

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

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

Reviewer Recommendations and Responses

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

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

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

Short-term Actions

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

Medium-term Actions

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

Long-term Actions

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

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

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

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

Short-term Actions

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

Medium-term Actions

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

Long-term Actions

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

Leads: Dean, Associate Dean Academic, MSW Program Director

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

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

Short-term Actions

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

Medium-term Actions

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

Long-term Actions

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

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

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

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

Short-term Actions

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

Medium-term Actions

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

Long-term Actions

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

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

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

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

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

Short-term Actions

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

Medium-term Actions

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

Long-term Actions

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

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

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

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

Short-term Actions

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

Medium-term Actions

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

Long-term Actions

As above.

Lead: Dean, Associate Dean Research, Associate Dean Academic

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

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

Short-term Action

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

Medium-term Actions

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

Long-term Actions

As above.

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

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

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

Short-term Actions

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

Medium-term Actions

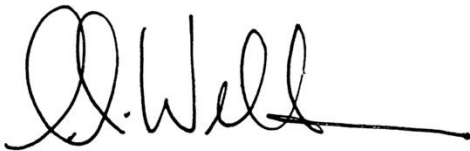
We will consult with other University leaders about strategies to address climate within the Faculty, considering issues like a possible climate survey, working out a strategy for onsite/remote/hybrid work arrangements, staff and faculty team-building activities.

Long-term Actions

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

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

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



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

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

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

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

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

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

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

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

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

4. Institutional Executive Summary

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

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

5. Monitoring and Date of Next Review

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

The next review will be commissioned for a site visit to take place no later than eight years from December 2021.

6. Distribution

On June 30, 2023, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Factor-Inwentash Faculty of Social Work, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance.

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

1. Review Summary

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

Previous UTQAP Review

Date: November 19-20, 2012

Summary of Findings and Recommendations

1. Graduate Programs

The reviewers observed the following **strengths**:

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

The reviewers made the following **recommendations**:

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

2. Faculty/Research

The reviewers observed the following **strengths**:

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

3. Administration

The reviewers observed the following **strengths**:

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

The reviewers made the following **recommendations**:

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

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

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

Consultation Process

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

Current Review: Findings and Recommendations

1. Graduate Program

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

The reviewers observed the following **strengths**:

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

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

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

The reviewers made the following **recommendations**:

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

2. Faculty/Research

The reviewers observed the following **strengths**:

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

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

The reviewers made the following **recommendations**:

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

3. Administration

The reviewers observed the following **strengths**:

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

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

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

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

The reviewers made the following **recommendations**:

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

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

2. Administrative Response & Implementation Plan



UNIVERSITY OF TORONTO
FACULTY OF APPLIED SCIENCE & ENGINEERING

January 27, 2023

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

Dear Professor McCahan,

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

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

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

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

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

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

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

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

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

Sincerely,



Chris Yip
Dean

cc:

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

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

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

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

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

David Lock, Coordinator, Academic Planning and Reviews

Emma del Junco, Acting Coordinator, Academic Planning and Reviews

Alexandra Varela, Assistant Coordinator, Academic Planning and Reviews

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

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

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

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

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

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

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

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

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

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

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

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

4. Institutional Executive Summary

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

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

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

5. Monitoring and Date of Next Review

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

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

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

6. Distribution

On June 30, 2023, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Applied Science and Engineering, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the unit/program leadership.

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

1. Review Summary

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

Previous UTQAP Review

Date: March 3-4, 2016

Summary of Findings and Recommendations

1. Undergraduate Programs

The reviewers observed the following **strengths**:

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

The reviewers made the following **recommendations**:

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

2. Graduate Programs

The reviewers observed the following **strengths**:

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

The reviewers made the following **recommendations**:

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

3. Faculty/Research

The reviewers observed the following **strengths**:

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

4. Administration

The reviewers observed the following **strengths**:

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

and University planning documents

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

The reviewers made the following **recommendations**:

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

Last OCGS review(s) date(s):

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

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

Consultation Process

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

Current Review: Findings and Recommendations

1. Undergraduate Program

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

The reviewers observed the following **strengths**:

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

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

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

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

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

2. Graduate Program

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

The reviewers observed the following **strengths**:

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

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

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

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

The reviewers made the following **recommendations**:

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

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

3. Faculty/Research

The reviewers observed the following **strengths**:

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

The reviewers made the following **recommendations**:

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

4. Administration

The reviewers observed the following **strengths**:

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

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

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

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

The reviewers made the following **recommendations**:

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

2. Administrative Response & Implementation Plan



UNIVERSITY OF TORONTO
FACULTY OF APPLIED SCIENCE & ENGINEERING

January 24, 2023

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

Dear Professor McCahan,

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

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

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

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

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

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

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

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

Sincerely,

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

Chris Yip
Dean

cc:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4. Institutional Executive Summary

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

The reviewers recommended that the following issues be addressed: addressing undergraduate student concerns regarding workload, and the number and timing of their courses; engaging with undergraduate student concerns regarding the recent PEY fee increase; addressing graduate student desire for additional courses on statistics, data analysis, and design of experiments; monitoring graduate student progress and reducing time-to-completion; providing clearer and earlier communication regarding the structure, amount, and scheduling of graduate student financial support and exploring the development of a graduate student stipend support fund. The Dean’s Administrative Response describes the Faculty, unit and programs’ responses to the reviewers’ recommendations, including an implementation plan for any changes necessary as a result.

5. Monitoring and Date of Next Review

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

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

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

6. Distribution

On June 29, 2022, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Applied Science and Engineering, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair of the Unit.

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

1. Review Summary

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

Previous UTQAP Review

Date: February 3, 2012

Summary of Findings and Recommendations

Significant Program Strengths

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

Opportunities for Program Enhancement

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

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

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

Consultation Process

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

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

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

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

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

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

The reviewers made the following **recommendations**:

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

2. Graduate Program(s) n/a

3. Faculty/Research

The reviewers observed the following **strengths**:

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

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

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

The reviewers made the following **recommendations**:

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

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

4. Administration

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

The reviewers observed the following **strengths**:

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

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

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

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

The reviewers made the following **recommendations**:

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



2. Administrative Response & Implementation Plan

UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

December 12, 2022

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

Re: UTQAP cyclical review of the African Studies Program

Dear Professor McCahan,

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

The quality of this program notwithstanding, as per your letter dated July 15, 2022, the review report raises a number of issues and challenges. I am writing to address the areas of the review report that you identify as key and as outlined in the attached table of Review Recommendations. The responses to these items and implementation plan are separated into immediate- (six months), medium- (one to two years), and longer- (three to five years) term, along with who will take the lead in each area. Where appropriate, I have identified any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them. The Dean's office has discussed the reviewers' comments through consultation with the Director of the African Studies Program and Acting Principal of New College to develop the following implementation plan incorporating the reviewers' recommendations.

Implementation Plan

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Dean’s office will monitor the implementation of recommendations through ongoing meetings with the Chair, as well as the A&S unit-level planning process. An Interim Monitoring Report to the Office of the Vice-Provost, Academic Programs, midway between the June 15, 2021, site visit and the year of the next site visit, will be prepared.

The year of the next review will be no later than the 2028-2029 review cycle.

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

Sincerely,

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

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

cc.

Marieme Lo, Director, African Studies Program, Faculty of Arts & Science
Dickson Eyoh, Acting Principal, New College
Alison Chasteen, Acting Associate Dean, Unit-Level Reviews, Faculty of Arts & Science
Daniella Mallinick, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-Provost, Academic Programs
Andrea Benoit, Academic Review Officer, Academic Planning, Office of the Dean, Faculty of Arts and Science

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

Please do the following for each recommendation in the table:

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

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

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

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

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

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

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

			<p>ASP will continue to foster and expand curricular collaboration with cognate units (e.g., a joint AS/Anthropology 3rd year course: Black Radical Theory from the Global South: Anthropological Perspective).</p> <p>We will also explore more opportunities for FAS competitive research opportunities and field courses, satisfy students' demand for more African language offerings (e.g., Amharic or Igbo, Yoruba, Twi, Lingala) by 2024.</p>	
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3. Committee on Academic Policy & Programs (AP&P) Findings

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

4. Institutional Executive Summary

The reviewers praised the program's "exceedingly strong attributes in terms of both its teaching and research capacity as well as in its commitment to the larger University community", noting clear strengths in creative and innovative pedagogical practices, with an awareness of the importance of African Studies as a field of interdisciplinary learning. They highlighted the faculty's high research impact across a wide range of disciplines, commended the director, faculty and administrative staff for their tireless work and dedication to students, emphasized the program's excellent relationships with other University departments and programs, and its commitment to equity, meaningful diversity, and social responsibility.

The reviewers recommended that the following issues be prioritized: addressing the unstable roster of courses offered; devising and implementing more effective recruitment strategies; expanding student financial aid and scholarships, including for refugees and first-generation students; stabilizing faculty positions and regularizing the teaching complement; establishing a master's degree program in African Studies; addressing ongoing challenges related to limited resources and lack of visibility within the context of New College; and enhancing support for the African Studies program by establishing an Extra-Departmental Unit within the Faculty of Arts and Science. The Dean's Administrative Response describes the Faculty, College, and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

5. Monitoring and Date of Next Review

The Dean's office will monitor the implementation of recommendations through ongoing meetings with the Chair, as well as the A&S unit-level planning process. An Interim Monitoring Report to the Office of the Vice-Provost, Academic Programs, midway between the June 15, 2021, site visit and the year of the next site visit, will be prepared.

The year of the next review will be no later than the 2028-2029 review cycle.

6. Distribution

On June 30, 2023, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Arts and Science, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the unit/program leadership.

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

1. Review Summary

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

Previous UTQAP Review

Date: February 7, 2013

Summary of Findings and Recommendations

Significant Program Strengths

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

Opportunities for Program Enhancement

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

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

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

Consultation Process

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

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

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

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

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

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

The reviewers made the following **recommendations**:

- Objectives

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

2. Graduate Program(s)

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

The reviewers observed the following **strengths**:

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

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

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

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

The reviewers made the following **recommendations**:

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

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

3. Faculty/Research

The reviewers observed the following **strengths**:

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

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

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

The reviewers made the following **recommendations**:

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

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

4. Administration

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

The reviewers observed the following **strengths**:

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

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

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

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

The reviewers made the following **recommendations**:

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

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



2. Administrative Response & Implementation Plan

UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

December 15, 2022

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

Re: UTQAP cyclical review of the Department of Earth Sciences

Dear Prof. McCahan,

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

The quality of this program notwithstanding, as per your letter dated August 16, 2022, the review report raises a number of issues and challenges. I am writing to address the areas of the review report that you identify as key and as outlined in the attached table of Review Recommendations. The responses to these items and implementation plan are separated into immediate- (six months), medium- (one to two years), and longer- (three to five years) term, along with who will take the lead in each area. Where appropriate, I have identified any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them. The Dean's office has discussed the reviewers' comments through consultation with the Chair of the Department to develop the following implementation plan incorporating the reviewers' recommendations.

Implementation Plan

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Department's recent retreat also identified priorities for long-term faculty hiring, and it anticipates over the next five years it will request another two positions as faculty retirements occur. The Department will also undertake a five-year Unit-Level Academic Planning process in early 2023. The unit-level academic plan is a forward-looking document that both articulates a department's academic plans over the following five years and also highlights progress made on the implementation plan identified in the UTQAP administrative response. Complement planning and resource allocation are two key elements addressed in the unit-level academic plan. Senior academic and administrative leadership within the Dean's Office will meet with the Department's leadership to discuss their unit-level academic plan and provide guidance and feedback. With respect to faculty complement requests, those are brought forward to the Faculty Appointments Committee (FAC), which includes representation across the three sectors (Humanities, Social Sciences and Sciences) and from the Colleges. The FAC reviews all requests for new positions once per year and makes recommendations to the Dean regarding which requests should be granted. The FAC's broad perspective is important as it is necessary to consider all requests relative to the needs of the entire Faculty, not a single department on its own.

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

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

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

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

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

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

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

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

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

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

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

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

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

The Dean’s office will monitor the implementation of recommendations through ongoing meetings with the Chair, as well as the A&S unit-level planning process. An Interim Monitoring Report to the Office of the Vice-Provost, Academic Programs, midway between the April 21-22, 2021 site visit and the year of the next site visit, will be prepared.

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

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

Sincerely,

A handwritten signature in black ink that reads "M Woodin". The letters are cursive and fluid, with a large initial "M" and a long, sweeping underline for the "i".

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

cc.

Sarah Finkelstein, Chair, Department of Earth Sciences, Faculty of Arts & Science
Alison Chasteen, Acting Associate Dean, Unit-Level Reviews, Faculty of Arts & Science
Daniella Mallinick, Director, Academic Programs, Planning & Quality Assurance, Office of the
Vice-Provost, Academic Programs
Andrea Benoit, Academic Review Officer, Office of the Dean, Faculty of Arts and Science

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

Please do the following for each recommendation in the table:

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

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

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

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

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

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

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

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

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

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

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

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

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

			high cost of living and very high rates of inflation in Toronto, we have prioritized supporting our graduate students above the baseline guaranteed by the University to ensure they are earning a living wage and can adequately focus on their research and studies.	
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3. Committee on Academic Policy & Programs (AP&P) Findings

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

4. Institutional Executive Summary

The reviewers praised the department for their commitment to incorporating high-impact practices in Earth Sciences programs, and to providing excellent and varied opportunities for field learning; they commented that opportunities for subsidized international trips are greatly valued by students. They noted that undergraduate and graduate students alike spoke well of their interactions and relationships with faculty, and that both groups have strong and active student organizations. They commended the high-profile research being conducted in the Department, noting that faculty are engaged in research and teaching activities with “clear and direct societal relevance.” Finally, they praised the recent emphasis on using joint faculty hires across departments and campuses to build strength in Geophysics and to foster collaborations across diverse subfields and academic units.

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

5. Monitoring and Date of Next Review

The Dean's office will monitor the implementation of recommendations through ongoing meetings with the Chair, as well as the A&S unit-level planning process. An Interim Monitoring Report to the Office of the Vice-Provost, Academic Programs, midway between the April 21-22, 2021 site visit and the year of the next site visit, will be prepared.

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

6. Distribution

On June 30, 2023, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Arts & Science, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to unit/program leadership.

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

1. Review Summary

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

Previous UTQAP Review

Date: September 16 – 17, 2013

Summary of Findings and Recommendations

Significant Program Strengths

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

Opportunities for Program Enhancement

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

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

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

Consultation Process

The external reviewers met remotely with the following:

Temerty Faculty of Medicine

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

9. Residents
10. Fellows
11. Administrative Staff

Faculty of Arts & Science

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

University of Toronto

15. Cognate Chairs and Directors

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

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

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

The reviewers made the following **recommendations**:

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

2. Graduate Program(s)

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

The reviewers observed the following **strengths**:

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

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

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

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

The reviewers made the following **recommendations**:

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

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

3. Faculty/Research

The reviewers observed the following **strengths**:

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

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

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

The reviewers made the following **recommendations**:

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

4. Administration

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

The reviewers observed the following **strengths**:

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

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

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

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

The reviewers made the following **recommendations**:

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

2. Administrative Response & Implementation Plan



TEMERTY FACULTY OF MEDICINE
UNIVERSITY OF TORONTO

Temerty
Medicine

L. Trevor Young, MD PhD FRCPC
Dean

Vice Provost, Relations with Health Care Institutions

January 24, 2023

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

Dear Susan,

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

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

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

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

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

Sincerely,



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



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

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

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

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

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

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

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

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

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

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

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

4. Institutional Executive Summary

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

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

5. Monitoring and Date of Next Review

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

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

6. Distribution

On June 30, 2023, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Temerty Faculty of Medicine, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to unit/program leadership.

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

1. Review Summary

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

Previous UTQAP Review

Date: January 14-16, 2013

Summary of Findings and Recommendations

Significant Program Strengths

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

Opportunities for Program Enhancement

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

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

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

Consultation Process

The external reviewers met remotely with the following:

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

Current Review: Findings and Recommendations

1. Undergraduate Program

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

The reviewers observed the following **strengths**:

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

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

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

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

The reviewers made the following **recommendations**:

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

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

2. Graduate Program(s) n/a

3. Faculty/Research

The reviewers observed the following **strengths**:

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

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

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

The reviewers made the following **recommendations**:

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

4. Administration

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

The reviewers observed the following **strengths**:

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

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

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

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

The reviewers made the following **recommendations**:

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

2. Administrative Response & Implementation Plan



TEMERTY FACULTY OF MEDICINE
UNIVERSITY OF TORONTO

Temerty
Medicine

L. Trevor Young, MD PhD FRCPC
Dean

Vice Provost, Relations with Health Care Institutions

January 12, 2023

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

Dear Susan,

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

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

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

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

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

Sincerely,

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

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

Please do the following for each recommendation in the table:

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

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

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

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

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

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

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

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

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

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

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

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

4. Institutional Executive Summary

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

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

5. Monitoring and Date of Next Review

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

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

6. Distribution

On June 30, 2023, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Temerty Faculty of Medicine, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to unit/program leadership.

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

1. Review Summary

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

Previous UTQAP Review

Date: March 24 & 25, 2014

Summary of Findings and Recommendations

Significant Program Strengths

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

Opportunities for Program Enhancement

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

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

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

Consultation Process

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

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

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

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

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

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

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

The reviewers made the following **recommendations**:

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

2. Graduate Program(s) n/a

3. Faculty/Research

The reviewers observed the following **strengths**:

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

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

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

The reviewers made the following **recommendations**:

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

4. Administration

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

The reviewers observed the following **strengths**:

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

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

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

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

The reviewers made the following **recommendations**:

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

2. Administrative Response & Implementation Plan



UNIVERSITY OF
TORONTO
MISSISSAUGA

OFFICE OF THE DEAN

January 16, 2023

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

Dear Professor McCahan:

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

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

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

Sincerely,



Amrita Danieri
Interim Vice-Principal, Academic & Dean



Tracey Bowen
Vice-Dean, Teaching & Learning

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

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

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

Please do the following for each recommendation in the table:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4. Institutional Executive Summary

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

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

5. Monitoring and Date of Next Review

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

6. Distribution

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

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

1. Review Summary

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

Previous UTQAP Review

Date: December 3 – 4, 2012

Summary of Findings and Recommendations

Significant Program Strengths

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

Opportunities for Program Enhancement

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

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

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

Consultation Process

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

Current Review: Findings and Recommendations

1. Undergraduate Program(s) n/a

2. Graduate Program(s)

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

The reviewers observed the following **strengths**:

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

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

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

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

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

The reviewers made the following **recommendations**:

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

3. Faculty/Research

The reviewers observed the following **strengths**:

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

4. Administration

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

The reviewers observed the following **strengths**:

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

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

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

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

The reviewers made the following **recommendations**:

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

2. Administrative Response & Implementation Plan



UNIVERSITY OF
TORONTO
MISSISSAUGA

OFFICE OF THE DEAN

January 16, 2023

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

Dear Professor McCahan:

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

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

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

Sincerely,



Amrita Danieri
Interim Vice-Principal, Academic & Dean



Tracey Bowen
Vice-Dean, Teaching & Learning

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

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

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

Please do the following for each recommendation in the table:

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

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

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

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

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

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

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

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

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

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

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

			<p>some much-needed time and alleviate some of the workload pressures noted earlier. There are also considerations relating to the environment (use of fuel for transportation and other). There is an opportunity to re-examine learning outcomes for our courses and try to optimize the existence of enriched and interactive in-person learning opportunities – whether these be course related or other. We should not be asking students to come to campus for passive learning (only). Greater emphasis on using technology will support accessibility and help manage the burden on student time commitments.</p> <p>During our consultation meeting with the students, the student executive team brought up the issue that they would like to have a designated space for student executive team to meet regularly and to hold student events.</p> <p>As a priority, we need sufficient spaces for students to work and interact (including between the various MMPA streams) as well as space to maintain academic integrity in testing and exam situation.</p>	<p>priority for UTM. Recommendations from external reviews has always been, and will continue to be, a major consideration during long-term planning for UTM.</p>	<p>implementing the MMPA Redesign.</p>
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3. Committee on Academic Policy & Programs (AP&P) Findings

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

4. Institutional Executive Summary

The reviewers highlighted that the program does an excellent job of preparing students for professional exams and launching graduates into traditional accounting career paths, the two-year program is unique and competitive in Canada and attracts high caliber students from diverse backgrounds who are strongly recruited by employers, and the co-op requirements of the program are an important aspect of the overall learning experience. They commended the high level of student success on external exams, the overall student satisfaction with the quality of their educational experience, and the passionate commitment of program administrators to student mentoring and support. The reviewers also noted the cooperative and respectful environment among students, faculty and staff, and the high-quality research productivity of and strong collaborative relationships between faculty across campuses; finally, they commended the program for its close relationships with accounting professional organizations.

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

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

5. Monitoring and Date of Next Review

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

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

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

6. Distribution

On June 30, 2023, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Vice-Principal, Academic & Dean of UTM, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the unit/program leadership.

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

1. Review Summary

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

Previous UTQAP Review

Date: May 23 – 24, 2013

Summary of Findings and Recommendations

Significant Program Strengths

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

Opportunities for Program Enhancement

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

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

1. About the University and UTSC: UTSC Strategic Plan, 2020-25; UTSC Academic Plan (2015-20); UTSC Admissions Viewbook (2021-22); Campus Virtual Tour; Interactive Campus Map.
2. About the Review: Terms of Reference; Review Report Template; Remote Site Visit Schedule.
3. About the Department: Previous External Review Report (2013); Final Assessment Report: Previous External Review (2013); Unit Self Study, October 2021.
4. About Programs and Courses: Description of all programs (2021-22 Academic Calendar); Description of all courses (2021-22 Academic Calendar); Self-Study Data; Curriculum Mapping: Department Curriculum Map and Course Mapping
5. Course Syllabi (all courses).
6. Faculty CVs (all faculty).

Consultation Process

The reviewers met with the following:

- The decanal group from UTSC, including the Vice-Principal Academic and Dean, Vice-Dean Recruitment, Enrolment and Student Success, Vice-Dean Teaching, Learning and Undergraduate Programs, Vice-Dean Graduate and Postdoctoral Studies, Vice-Dean Faculty Affairs, Equity and Success, Interim Associate Dean, Undergraduate Programs & Curriculum, Associate Dean, Experiential and Global Learning, Director, Office of the VP Academic and Dean, and Academic Programs Officer

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

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

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

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

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

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

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

The reviewers made the following **recommendations**:

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

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

2. Graduate Program(s) n/a

3. Faculty/Research

The reviewers observed the following **strengths**:

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

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

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

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

The reviewers made the following **recommendations**:

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

4. Administration

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

The reviewers observed the following **strengths**:

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

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

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

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

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

The reviewers made the following **recommendations**:

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

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

2. Administrative Response & Implementation Plan



UNIVERSITY OF
TORONTO
SCARBOROUGH

Office of the Vice-Principal Academic and Dean

December 19, 2022

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

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

Dear Susan,

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

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

The external review report was sent to the Chair of Arts, Culture and Media, Dr. Barry Freeman, on February 17, 2022, with a request to share it widely among the faculty, staff and students. On September 28, 2022 the decanal group, including myself, the Vice-Dean Teaching, Learning and Undergraduate Programs (VDTLUP), Associate Dean Undergraduate Programs and Curriculum (ADUPC), Interim Vice-Dean Recruitment, Enrolment & Student Success (VDRESS), and the Academic Programs Officer, met with the current Chair of Arts, Culture and Media, Thy Phu, and the Program Manager, Manaal Hussain, to discuss the external review report and administrative response; I am pleased with the depth of the discussion that took place.

My administrative response to the points raised in your letter is given below. This response has been developed in close consultation with the Chair of Arts, Culture and Media, and reflects the key elements of the unit response letter, dated November 30, 2022. It also includes responses to points raised in the Request for Administrative Response that are outside Departmental control.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Dean’s Office will monitor the implementation of recommendations through ongoing meetings with the Chair of the Department of Arts, Culture and Media, and meetings with Centennial College leadership. An interim report to the Office of the Vice-Provost, Academic Programs will be prepared for 2024-25. The next external review of the Department has been scheduled for 2027-28.

Regards,



William Gough
Vice-Principal, Academic and Dean

Implementation Plan

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

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

Please do the following for each recommendation in the table:

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

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

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

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

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

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

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

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

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

4. Institutional Executive Summary

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

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

5. Monitoring and Date of Next Review

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

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

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

6. Distribution

On June 30, 2023, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Vice-Principal Academic and Dean of UTSC, the Secretaries of AP&P, Academic Board and Governing Council,

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

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

1. Review Summary

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

Previous UTQAP Review

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

Summary of Findings and Recommendations

Significant Program Strengths:

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

Opportunities for Program Enhancement:

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

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

1. About the University and UTSC: UTSC Strategic Plan, 2020-25; UTSC Academic Plan (2015-20); UTSC Admissions Viewbook (2021-22); Campus Virtual Tour; Interactive Campus Map.
2. About the Review: Terms of Reference; Review Report Template; Remote Site Visit Schedule.
3. About the Department: Previous External Review Report (2014); Final Assessment Report: Previous External Review (2014); Unit Self Study, January 2022.
4. About Programs and Courses: Description of all programs (2021-22 Academic Calendar); Description of all courses (2021-22 Academic Calendar); Self-Study Data; Curriculum Mapping: Department of Sociology Curriculum Map and Course Mapping
5. Course Syllabi (all courses).
6. Faculty CVs (all faculty).

Consultation Process

The reviewers met with the following: the decanal group, including the Vice-Principal Academic and Dean, Vice-Dean Recruitment, Enrolment and Student Success, Vice-Dean Teaching, Learning and Undergraduate Programs, Vice-Dean Graduate and Postdoctoral Studies, Vice-Dean Faculty Affairs, Equity and Success, Director, Office of the VP Academic and Dean, and

Academic Programs Officer; the Vice-Principal Research and Innovation; the Chair of the Department of Human Geography; Department of Human Geography faculty – tenure- and teaching-stream (all ranks); Staff, UTSC Chief Librarian and library staff; departmental administrative staff; and undergraduate students.

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

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

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

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

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

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

The reviewers made the following **recommendations**:

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

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

2. Graduate Programs (n/a)

3. Faculty/Research

The reviewers observed the following **strengths**:

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

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

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

The reviewers made the following **recommendations**:

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

4. Administration

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

The reviewers observed the following **strengths**:

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

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

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

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

The reviewers made the following **recommendations**:

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

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

2. Administrative Response & Implementation Plan



UNIVERSITY OF
TORONTO
SCARBOROUGH

Office of the Vice-Principal Academic and Dean

December 19, 2022

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

Dean's Administrative Response: External Review of the Department of Sociology, University of Toronto Scarborough

Dear Susan,

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

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

The external review report was sent to the Chair of Sociology, Dr. Joseph Hermer, on March 28, 2022, with a request to share it widely among the faculty, staff and students. On September 29, 2022, the decanal group, including myself, the Vice-Dean Teaching, Learning and Undergraduate Programs (VDTLUP), Associate Dean Undergraduate Programs and Curriculum (ADUPC), Associate Dean Experiential and Global Learning (ADEGL), and the Academic Programs Officer, met with the Chair of Sociology to discuss the external review report and administrative response; I am pleased with the depth of the discussion that took place.

My administrative response to the points raised in your letter is given below. This response has been developed in close consultation with the Chair of Sociology and reflects the key elements of the unit

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

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

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

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

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

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

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

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

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

I am gratified that the reviewers recognized experiential and community-engaged learning as a strength of the curriculum in this Department. The Department's priority for the next year will be to establish a Land Based Learning Lab (LBL²) to play a coordinating role in the Department, act as a public-facing resource for land-based learning at UTSC and the wider UofT community, and drive innovations in experiential and community-engaged learning to ensure they are visible, accessible, and relevant to students.

The Land Based Learning Lab that Sociology is developing is exemplary, and will contribute significantly toward the Department's goal of ensuring that all Sociology students engage in experiential learning during their program. As well, LBL² will further the commitments of embedding principles of Indigeneity and responding to the recommendations of the UTSC [Campus Curriculum Review](#), the UTSC Strategic Plan [Inspiring Inclusive Excellence](#), and the University of Toronto's response to the Truth and Reconciliation Commission, [Wecheehetowin](#). My office is in the process of creating more coordinated infrastructure to support Department experiential learning initiatives. This has been led by the Associate Dean, Experiential and Global Learning, Lynn Tucker. Funding from the Provost's Office and University Fund over the next two years is enabling additional pilot staffing in experiential learning. My office is also engaged in ongoing conversations on governance and stewardship of the Campus Farm, which will support the important role that Sociology plays in guiding work on that site through the Indigenous Garden, in particular.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Regards,



William Gough
Vice-Principal, Academic and Dean

Implementation Plan

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

2021-22 UTQAP Review of UTSC Sociology - Review Recommendations

Please do the following for each recommendation in the table:

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

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

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

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

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

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

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

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

4. Institutional Executive Summary

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

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

5. Monitoring and Date of Next Review

The Dean’s Office will monitor the implementation of recommendations through ongoing meetings with the Chair of the Department of Sociology.

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

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

6. Distribution

On June 30, 2023, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Vice Principal Academic & Dean of UTSC, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to unit/program leadership.

APPENDIX I

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

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

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

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



FOR INFORMATION

PUBLIC

OPEN SESSION

TO: Governing Council

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

PRESENTER: See above
CONTACT INFO:

DATE: May 11, 2023 for May 18, 2023

AGENDA ITEM: 7 (a) (ii)

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

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



UNIVERSITY OF
TORONTO

OFFICE OF THE VICE-PROVOST,
ACADEMIC PROGRAMS

Reviews of Academic Programs and Units

Report to the Committee on Academic Policy and Programs

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
 - *Undergraduate*: Indigenous Studies, H.B.A.: Specialist, Major, Minor
- Institute for the History and Philosophy of Science and Technology and its programs
 - *Undergraduate*: History and Philosophy of Science and Technology, H.B.A.: Major, Minor; Science and Society, Minor (*offered with Victoria College*)
 - *Graduate*: History and Philosophy of Science and Technology, M.A., Ph.D.
- Department of Linguistics and its programs
 - *Undergraduate*: Linguistics, H.B.A.: Specialist, Major, Minor
 - *Graduate*: Linguistics, M.A., Ph.D.
- Department of Psychology and its undergraduate programs; Buddhism, Psychology, and Mental Health Minor (New College)
 - *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
 - *Graduate*: Medical Biophysics, M.Sc., Ph.D.
- Department of Nutritional Sciences and its programs
 - *Undergraduate*: Nutritional Sciences, H.B.Sc.: Major (*offered in association with the Faculty of Arts & Science*)
 - *Graduate*: Nutritional Sciences, M.Sc., Ph.D.
- Department of Physiology and its programs
 - *Undergraduate*: Physiology, H.B.Sc.: Specialist, Major, Minor (*offered in association with the Faculty of Arts & Science*)
 - *Graduate*: Physiology, M.Sc., Ph.D.; Medical Physiology, M.H.Sc.

University of Toronto Scarborough

- Department of Anthropology and its programs
 - *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
 - *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:	<p>Undergraduate programs:</p> <ul style="list-style-type: none"> • Doctor of Dental Surgery <p>Graduate programs:</p> <ul style="list-style-type: none"> • Master of Science in Dentistry, M.Sc. <ul style="list-style-type: none"> ▸ <i>Fields:</i> 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. <ul style="list-style-type: none"> ▸ <i>Fields:</i> 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):	<ul style="list-style-type: none"> • 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 (CAD/CAM, 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 (CAD/CAM, 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



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 \(utoronto.ca\)](https://www.utoronto.ca/faculty-dentistry/edi-recommendations).

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,

A handwritten signature in cursive script that reads "Laura E. Tam".

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 <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Narrative	Program and Dean's Response and Implementation Plan
<p>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.</p>	1	<p>"Very minimal interaction between programs. Need to develop interdisciplinary work to enrich each program."</p>	<p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Continue with clinical conferences for all clinical specialty students.</p> <p>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.</p> <p>Leads:</p>

			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.”	<p>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.</p> <p>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.</p> <p>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.</p> <p>Clinical research remains a long- standing challenge.</p>	<p>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)</p> <p>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)</p> <p>Leads: Vice Dean (Research)</p>
3	“We suggest one QI [Quality Improvement] committee for both DDS and postgraduate programs to encourage learning from each other and across systems.”	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Leads: Vice Dean (Education), Associate Deans (Graduate and Undergraduate Education), Faculty Development Committee</p>

<p>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.</p>	4	<p>“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.”</p>	<p>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.</p> <p>In 2021, a working group for digital dentistry was established. The working group’s recommendations were:</p> <ul style="list-style-type: none"> • Because digital dentistry is resource intensive, need to make decision based on <i>evidence</i> and understand the <i>current</i> and <i>future potential</i> of digital dentistry. • Need to identify aspects of digital dentistry that will have a <i>meaningful, profound impact</i> on dental education and clinical care. • Avoid <i>short-lived trends/fads</i>. • A Digital Dentistry Framework was established. <p>There are inherent challenges with the implementation of digital dentistry into the clinical curriculum, including:</p> <ul style="list-style-type: none"> • 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 	<p>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.</p> <p>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.</p> <p>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.</p> <p>Leads: Vice Dean (Education), Director of Clinical Affairs, Graduate Specialty Program Directors, Course Directors</p>
	5	<p>“The pool of applicants is outstanding as are the admitted students. However, if digital dentistry does not get implemented soon this may change rapidly.”</p>	<p>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.</p> <p>Applicant numbers to the DDS program have remained fairly constant, and this year, there was a significant increase in the number of applicants.</p>	
	6	<p>“The postgraduate is just as the DDS program sorely in need of a digital dentistry components (CADCAM, oral scanners, etc.) <i>now</i>,</p>	<p>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</p>	

		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.”	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>We will explore sending endodontic residents to CAMH to treat endodontic patients.</p> <p>Leads: Director of Clinical Affairs, Endodontics Graduate Specialty Program Director</p>
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.”	<p>The roles of the Undergraduate Education Committee (UGED) include:</p> <ul style="list-style-type: none"> • 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. <p>The Vice and Associate Deans (Education), UGED and the Faculty Development Committee present:</p>	<p>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:</p> <ol style="list-style-type: none"> 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	<p>“...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.”</p>	<ul style="list-style-type: none"> • 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 	<p>The Vice and Associate Deans (Education), UGED and the Faculty Development Committee shall continue to present:</p> <ul style="list-style-type: none"> • 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 <p>Leads: Associate Dean (Undergraduate Education), Vice Dean (Education)</p>
	10	<p>“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 (CAD/CAM, oral scanners, etc.) <i>now</i>, 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 Simodont. Cultural competency is also not embedded in the current curriculum.”</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>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).</p> <p>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.</p> <p>We will continue with the successful referral program that was set up this year with Toronto Public Health for endodontic patients.</p> <p>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.</p> <p>Director of Comprehensive Care will assess effects of the implemented Group Leader model on distribution of clinical experiences.</p> <p>Leads: Director of Comprehensive Care, Director of Clinical Affairs</p>

			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: <ul style="list-style-type: none"> • 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

<p>core curriculum and interdisciplinary treatment sessions.</p>		<p>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.”</p>		
<p>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.</p>	14	<p>“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.”</p>		
<p>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:</p>	15	<p>“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).”</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>Leads: Associate Dean (Graduate Education), Specialty Program Directors</p>
	16	<p>“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</p>	<p>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.</p> <p>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</p>	<p>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</p>

<ul style="list-style-type: none"> 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. 		<p>minimal progress on many these issues. This requires immediate attention despite the financial difficulties being experienced by the school.</p>	<p>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).</p> <p>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.</p> <p>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.</p> <p>To address the culture of “top down”, the May 2021 Advisory Report recommended a Clinic Office reorganization.</p>	<p>Director of Comprehensive Care has hired 8 new treatment plan coordinators (previously there were 11 total).</p> <p>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.</p> <p>Medium term [1-2 years]: Director of Comprehensive Care will assess effects of the implemented Group Leader model on patient-centered care.</p> <p>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.</p> <p>Leads: CAO, Director of Clinical Affairs, Associate Director of Clinical Operations, Faculty Development Committee</p>
	17	<p>“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.”</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>Medium term [1-2 years]: Director of Comprehensive Care will assess effects of the implemented Group Leader model on patient-centered care.</p> <p>Leads: Director of Clinical Affairs, Associate Director of Clinical Operations, Director of Comprehensive Care</p>
	18	<p>“Every program functions with slight isolation from the other and</p>	<p>The Faculty functions on a comprehensive care model which is patient-centred. Currently, Clinical Coordinators act to ensure that patient care</p>	<p>Short term [6 months]:</p>

		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: <ol style="list-style-type: none"> 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)

			<p>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)</p> <p>Leads: Vice Dean (Research)</p>
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.”	<p>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.</p>	<p>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.</p> <p>Leads: Faculty Development Committee</p>
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.”	<p>The clinic’s service to the community is promoted by:</p> <ul style="list-style-type: none"> • 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 <p>Students have mandatory outreach rotations to PMH, Mt. Sinai, CAMH, and volunteer to more remote locations.</p> <p>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.</p>	<p>Short term [6 months]: Revisions to the patient section of the website are ongoing to improve engagement with the public.</p> <p>In September 2023, a new rotation will include service at the Yonge St. Mission.</p> <p>We will continue with the successful referral program that was set up this year with Toronto Public Health for endodontic patients.</p> <p>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”</p> <p>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.</p> <p>The Faculty will continue with its communications and outreach efforts and will return to an expanded Dean’s Annual</p>
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		

		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: <ul style="list-style-type: none"> • 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.

			<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.”	<p>An EDI Working Group was first established in 2016, and their work is still ongoing.</p> <p>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.</p> <p>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.</p>	<p>Short to medium term [6 months to-2 years]:</p> <p>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).</p> <p>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</p> <ol style="list-style-type: none"> 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 <p>Leads: EDI Working Group, Dean</p>
	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 <i>Re-Envisioning Dental Education at the University of Toronto</i> 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 in 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.”	<p>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).</p> <p>We are leveraging our core strengths, including the Faculty and University reputation and faculty expertise, while maintaining and building our current programs.</p>	<p>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.</p> <p>Leads: Director of Continuing Dental Education</p>
	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.	<p>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.</p>
	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.”	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.	<p>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.</p>
	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.”		<p>Leads: Dean, CAO, Vice Dean (Education), Associate Deans (Graduate and Undergraduate Education), Director of Clinical Affairs, Director of Advancement</p>
	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.”	<p>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.</p> <p>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</p> <p>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:</p> <ul style="list-style-type: none"> • 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 	<p>Short to medium term [6 months-2 years]:</p> <p>The Director of Comprehensive Care and Director of Clinical Affairs will assess the financial implications of the new clinic scheduling and student pairing.</p> <p>We will continue our advocacy to the federal Minister of Health in conjunction with their implementation of the Canada Dental Benefit plan.</p> <p>The Clinic Office will assess the effect of the Canada Dental Benefit program, when fully launched, on clinic finances.</p> <p>Leads: Dean, CAO, Director of Comprehensive Care, Director of Clinical Affairs and Associate Director of Clinical Affairs</p>	
45	“Follow-up on external report to develop strategies to improve the financial situation.”	<p>The recommendations from the External Report related to the Faculty’s financial situation were:</p> <ol style="list-style-type: none"> 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. 	<p>Short to long term [6 months- 3 years]:</p> <p>For a) CAO will provide financial data (clinic revenue and cost of clinical instructors) related to specialty clinics to the Graduate Specialty Program Directors.</p> <p>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.</p> <p>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.</p> <p>For e) We will develop a business plan for an AEGD program.</p>	

		<p>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.</p> <p>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.</p> <p>f. Consider real estate options in the local area to provide new dental clinical facilities in more efficient settings for patients.</p>	<p>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.</p> <p>Leads: Dean, CAO, Vice Dean (Education), Director of Clinical Affairs</p>
46	<p>“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.”</p>	<p>With regard to mortgage loans:</p> <p>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.</p> <p>With regard to governmental and other grants to support patient care:</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Short to medium term [6 months-2 years]:</p> <p>We will continue our advocacy to the federal Minister of Health in conjunction with their implementation of the Canada Dental Benefit plan.</p> <p>The Clinic Office will assess the effect of the Canada Dental Benefit program, when fully launched, on clinic finances.</p> <p>Advancement team will continue to raise donations for Access to Care fund and other patient care and outreach initiative.</p> <p>Leads: Dean, Director of Clinical Affairs, Advancement team</p>
47	<p>“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</p>	<p>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.</p>	<p>Short to long term [6 months-3 years]:</p> <p>Continue with efforts in the alumni magazine to have all UofT Dentistry alumni update their contact information regularly.</p> <p>Leads: Advancement team, Manager of Communications</p>

		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.”	<p>Pre-pandemic, we had agreements with the following universities and countries:</p> <ul style="list-style-type: none"> • 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 	<p>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.</p>
	49	“There is an outstanding interprofessional pain program, which might benefit from greater exposure within the University and beyond.”	<p>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.</p>	<p>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.</p> <p>Leads: Co-directors of UTCSP.</p>

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

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

4 Institutional Executive Summary

The reviewers 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

<p>Program(s) Reviewed:</p>	<p>Undergraduate programs:</p> <ul style="list-style-type: none"> • Architectural Studies, H.B.A.: Specialist, Major <ul style="list-style-type: none"> ▶ 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 <ul style="list-style-type: none"> ▶ 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 (<i>offered in association with the Faculty of Arts & Science</i>) • Forest Conservation: Specialist, Major, Minor (<i>offered in association with the Faculty of Arts & Science</i>) • Forest Conservation Science: Specialist, Major, Minor (<i>offered in association with the Faculty of Arts & Science</i>) • Visual Studies Minor (<i>offered in association with the Faculty of Arts & Science</i>) <p>Graduate programs:</p> <ul style="list-style-type: none"> • Architecture, Landscape and Design, Ph.D. • Master of Architecture, M.Arch. <ul style="list-style-type: none"> ▶ 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. <ul style="list-style-type: none"> ▶ M.V.S. Fields: Curatorial Studies; Studio • Master of Landscape Architecture, M.L.A. <ul style="list-style-type: none"> ▶ Delivery options: 3-year; 2-year: Second-Year Advanced-Standing Option; 1-year: Post-Professional Advanced-Standing Option • Forestry, Ph.D. <ul style="list-style-type: none"> ▶ Entry options: Standard; Transfer; Direct
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	<ul style="list-style-type: none"> • Master of Science in Forestry, M.Sc.F. • Master of Forest Conservation, M.F.C. <ul style="list-style-type: none"> ▸ 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):	<ul style="list-style-type: none"> • 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.”

2 Administrative Response & Implementation Plan

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March 7, 2023

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

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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.



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 through 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

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 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.

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 Ontario's Quality Assurance Framework, "it is important to note that, while the external reviewers' report may include **commentary** on issues such as faculty complement and/or space requirements when related to the quality of the program under review, **recommendations** on these or any other elements that are within the purview of the university's internal budgetary decision-making processes must be tied directly to issues of program quality or sustainability" (emphasis added)
- You may wish to refer to the sample table provided by the Office of the Vice-Provost, Academic Programs

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Dean's Response
<p>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.</p>	1	<p>"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."</p>	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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 <p>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.</p>

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			<p>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.</p>
	2	<p>“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.”</p>	<p>Short term</p> <ul style="list-style-type: none"> • 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 <p>Medium term</p> <ul style="list-style-type: none"> • 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. <p>Long term</p> <ul style="list-style-type: none"> • 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

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			<ul style="list-style-type: none"> • 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	<p>“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.”</p>	<p>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.</p> <p>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.</p> <p>Medium term</p> <ul style="list-style-type: none"> • 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 <p>Long term</p> <ul style="list-style-type: none"> • 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	<p>“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</p>	<p>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:</p> <ul style="list-style-type: none"> • updates to the forestry research labs and greenhouses;

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		working with plants - likely important to forestry students and landscape architecture students as well.”	<ul style="list-style-type: none"> • 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. <p>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.</p> <p>Short term</p> <ul style="list-style-type: none"> • 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. <p>Medium term</p> <ul style="list-style-type: none"> • 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. <p>Long term</p> <ul style="list-style-type: none"> • 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.

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<p>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:</p> <ul style="list-style-type: none"> 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 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 		<p>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.”</p>	<p>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:</p> <p>Short term</p> <ul style="list-style-type: none"> 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 <p>Medium term</p> <ul style="list-style-type: none"> 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 <p>Long term</p> <ul style="list-style-type: none"> Revisit the branding of the Faculty and the channels through which we disseminate our work, including a revamping of our website and collateral material
	6	<p>“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.”</p>	<p>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.</p> <p>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</p>

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<p>undergraduate Forestry programs going forward.</p> <ul style="list-style-type: none"> 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 			<p>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.</p> <p>Short term</p> <ul style="list-style-type: none"> 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. <p>Medium term</p> <ul style="list-style-type: none"> 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. <p>Long term</p> <ul style="list-style-type: none"> 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

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<p>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.</p> <ul style="list-style-type: none"> 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	<p>"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."</p>	<p>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.</p> <p>Further see implementation plan above.</p>
	8	<p>"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."</p>	<p>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.</p> <p>Further see implementation plan above.</p>
	9	<p>"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."</p>	<p>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.</p>
	10	<p>"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,</p>	<p>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</p>

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		perhaps thematically focused (on topics such as urban forestry, housing, etc.)”	<p>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:</p> <p>Short term</p> <ul style="list-style-type: none"> 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 <p>Medium term</p> <ul style="list-style-type: none"> 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 <p>Long term</p> <ul style="list-style-type: none"> 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”	<p>This process is underway as part of the discussions around our Academic Plan. Further planned development of the MLA program as below:</p> <p>Short term</p> <ul style="list-style-type: none"> Examine admissions criteria and process to further strengthen the diversity of the student body

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			<ul style="list-style-type: none"> • Develop retention strategies among the Faculty's large undergraduate student body for those with an interest in pursuing landscape architecture for graduate studies <p>Medium term</p> <ul style="list-style-type: none"> • 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 <p>Long term</p> <ul style="list-style-type: none"> • 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."	<p>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.</p> <p>Short term</p> <ul style="list-style-type: none"> • 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 <p>Lead: VIS Program Director</p> <p>Medium term</p>

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			<ul style="list-style-type: none"> • 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 <p>Leads: VIS Program Director, Associate Dean Academic</p> <p>Long term</p> <ul style="list-style-type: none"> • 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 <p>Leads: VIS Program Director, Dean</p>
	19	<p>"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."</p>	Please see above.
<p>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:</p> <ul style="list-style-type: none"> • The reviewers strongly recommended that the Daniels faculty build a clear overall research agenda 	20	<p>"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."</p>	<p>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.</p> <p>Short term</p> <ul style="list-style-type: none"> • Organize sharing sessions and open discussions to enhance research culture and cross-disciplinary collaboration within the Faculty

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<p>that clarifies the role and presence of research-based programs, including the new PhD in Architecture, Landscape, and Design.</p> <ul style="list-style-type: none"> 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.) 			<ul style="list-style-type: none"> 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 through the Research Office to support enhanced grant success. <p>Medium term</p> <ul style="list-style-type: none"> 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 <p>Long term</p> <ul style="list-style-type: none"> 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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<ul style="list-style-type: none"> 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	<p>"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."</p>	<p>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 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..</p>
	23	<p>"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."</p>	<p>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.</p>
	24	<p>"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."</p>	<p>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.</p>
	25	<p>"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</p>	<p>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.</p> <p>Short term</p> <ul style="list-style-type: none"> 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.”	<ul style="list-style-type: none"> • <p>Medium term</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • <p>Long term</p> <ul style="list-style-type: none"> • 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.”	<p>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.</p> <p>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.</p> <p>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.</p> <p>Long term We will work to correct the current imbalances in the professoriate to ensure that we have a diverse faculty complement.</p>

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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."	<p>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.</p> <p>Short term</p> <ul style="list-style-type: none"> - Mentor current cohort of junior members in the stream to support their trajectory into continuing status - Re-evaluate the process of teaching stream hires <p>Medium term</p> <ul style="list-style-type: none"> • 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 <p>Long term</p> <ul style="list-style-type: none"> • 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."	<p>Actions already taken</p> <p>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.</p>
	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	<p>Actions already taken</p> <p>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.</p>

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		also be required to support the growing research programs.”	
<p>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.</p>	32	<p>“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.”</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Actions already taken</p> <ul style="list-style-type: none"> • 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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			<p>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.”</p> <ul style="list-style-type: none"> • 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 <p>Short term</p> <ul style="list-style-type: none"> • 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 <p>Medium term</p> <ul style="list-style-type: none"> • 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 <p>Long term</p> <ul style="list-style-type: none"> • 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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			<ul style="list-style-type: none"> • 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 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	<p>“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.”</p>	<p>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.</p> <p>Please see above for further plans to increase advocacy for Truth and Reconciliation, as well as for Diversity, Equity and Inclusion.</p>
	34	<p>“...[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.”</p>	<p>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.</p>
	35	<p>“A formal mentorship program including female senior faculty from other schools who engage in creative practice/research would help craft pathways to promotion.”</p>	<p>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.</p>

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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"	<p>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.</p> <p>Short term</p> <ul style="list-style-type: none"> • 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 <p>Medium term</p> <ul style="list-style-type: none"> • 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 <p>Long term</p> <ul style="list-style-type: none"> • 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."	<p>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.</p> <p>Short term</p> <ul style="list-style-type: none"> • 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 <p>Medium term</p> <ul style="list-style-type: none"> • 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 <p>Long term</p> <ul style="list-style-type: none"> • 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."	<p>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 <i>Retrofitting Suburbia</i> exhibition (rescheduled from March 2020) was attended by more than 350 individuals, including many alumni and members of the professional community.</p> <p>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.</p> <p>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.</p> <p>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.</p>
	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 follow in planning of upcoming financial and academic years. The review committee recommends that this includes the	<p>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.</p>

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	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.”	<p>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.</p> <p>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.</p>
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.”	<p>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.</p> <p>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.</p> <p>Short term</p> <ul style="list-style-type: none"> • 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 • <p>Medium term</p> <ul style="list-style-type: none"> • Conduct discussions and workshops for all staff aimed to improve workplace culture and climate • Organize staff leadership training and establish team building practices <p>Long term</p> <ul style="list-style-type: none"> • Develop multi-year long-term planning to enhance staff efficiencies and teamwork

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			<ul style="list-style-type: none"> • 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.”	<p>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.</p> <p>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.</p>
	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 <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	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."	<p>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.</p> <p>To clarify, the funding packages per capita for students between the two PhD programs are as follows:</p> <p>Forestry:</p> <ul style="list-style-type: none"> • 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. <p>Architecture, Landscape, and Design (ALD):</p> <ul style="list-style-type: none"> • 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. <p>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.</p>
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"	<p>Actions already taken</p> <p>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.</p> <p>Short term</p> <p>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.</p> <p>Medium term</p> <p>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</p>

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Dean's Response
			<p>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.</p> <p>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.</p>
	51	<p>“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.”</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Medium term We will establish an alumni association and begin data collection about the activities of our alumni to have a sense of where their career paths have led them and where their degrees have brought them geographically.</p> <p>Long term We will engage our enthusiastic alumni community locally, and globally, through alumni events, recruitment opportunities, mentorship programs, and regular alumni-specific communications.</p>

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

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

4 Institutional Executive Summary

The reviewers praised the 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 - DRAFT

1 Review Summary

Program(s) Reviewed:	Undergraduate programs: <ul style="list-style-type: none"> • 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):	<ul style="list-style-type: none"> • 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

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

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 Evolutionary 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 <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Program Response	Dean's Response
<p>The reviewers 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.</p>	1	<p>"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 CLTAs 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."</p>	<p>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.</p> <p>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 FCE: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</p>	<p>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%).</p> <p>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.</p>
	2	<p>"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."</p>		

			<p>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.</p> <p>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</p>	<p>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.</p>
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			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		

	<p>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”</p>	<p>Medium-Long term: Director to take lead and request new staff position that would have the following responsibilities:</p>	
<p>7</p>	<p>“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.”</p>	<ul style="list-style-type: none"> • 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. <p>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</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ liaising with ELOS office for external partnership development/outreach to 	

			<p>secure placements and opportunities, coordinate pedagogical support for course instructors, facilitate faculty wide collaborations and coordinate HMB communications to access ELOS student supports</p> <ul style="list-style-type: none"> ○ 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 TAs, and coordinate recognition initiatives/events within HMB 	
<p>The reviewers observed some student difficulty with navigating curricular requirements, and made some suggestions around augmenting supports for students seeking “pathfinding” guidance.</p>	8	<p>“Although program requirements and outlines are available, we recommend that learning outcomes also be made available on the HBP website.”</p>	<p>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</p>	<p>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.</p>
	9	<p>“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.”</p>		

			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.

			<p>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.</p> <p>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.</p>	
<p>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.</p>	12	<p>“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.”</p>	<p>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</p>	<p>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.</p>

	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).”	<p>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.</p> <p>A Share-Point folder with materials aimed at professional development for established</p>	<p>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.</p>
	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.”		

			<p>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.</p>	
<p>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.</p>	18	<p>“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.”</p>	<p>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.</p> <p>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</p>	<p>Short- to Long-term:</p> <p>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.</p>
	19	<p>“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.”</p>		
	20	<p>“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”</p>		
	21	<p>“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</p>		

		<p>were not given office space in New College with their senior colleagues.”</p>	<p>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.</p>	
<p>Other recommendations not prioritized in the Request for Administrative Response</p>	<p>22</p>	<p>“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.”</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>The Administrative Human Resource Services office will continue to work with the Director on addressing additional staffing needs.</p>
	<p>23</p>	<p>“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.”</p>		

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

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

4 Institutional Executive Summary

The reviewers 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 - DRAFT

1 Review Summary

Program(s) Reviewed:	Undergraduate programs: <ul style="list-style-type: none"> Indigenous Studies, HBA: Specialist, Major, Minor
Unit Reviewed:	Centre for Indigenous Studies
Commissioning Officer:	Dean, Faculty of Arts & Science
Reviewers (Name, Affiliation):	<ul style="list-style-type: none"> 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

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

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 multidisciplinary 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 UTFAs 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 <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Program Response	Dean's Response
<p>The reviewers 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."</p>	1	<p>"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."</p>	<p>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.</p>	<p>Short-to-medium:</p> <p>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.</p>
	2	<p>"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."</p>	<p>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.</p> <p>A committee will be struck this fall to investigate the possibility of offering first-year courses by the fall of 2026.</p>	

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 properly 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 <i>Dean’s Advisory Committee on Indigenous Teaching and Learning</i> . 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		

		<p>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”</p>		<p>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.</p> <p>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.</p>
<p>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:</p> <ul style="list-style-type: none"> 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). 	<p>11</p>	<p>“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”</p>	<p>The Acting Director is meeting with the Vice Dean Academic Planning to investigate the process of undertaking an academic name change.</p> <p>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.</p> <p>Brand promotion is currently being undertaken using existing revenues.</p>	<p>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.</p> <p>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</p>
	<p>12</p>	<p>“Department of Indigenous Studies ‘Brand’ Promotion: the University of Toronto (likely a</p>		

<ul style="list-style-type: none"> • 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). 		<p>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”</p>		<p>available for discussing longer-term space plans.</p> <p>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.</p>
	13	<p>“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”</p>		
	14	<p>“the review committee strongly encourages FAS and the UofT to make the building of a permanent home for CIS and FNH a top priority”</p>		
<p>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.”</p>	15	<p>“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</p>	<p>The appointment of the Associate Director position will provide opportunities to explore student recruitment.</p>	<p>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</p>

	<p>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.”</p>		<p>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.</p> <p>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.</p> <p>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</p>
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				<p>webinar or hosting topic-based workshops for high school students.</p> <p>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.</p>
<p>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.)</p>	16	<p>“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”</p>	<p>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.</p>	<p>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.</p> <p>As noted above, resources and supports for expanding experiential learning are available through the A&S Office of Experiential Learning & Outreach Support (ELOS).</p> <p>A&S is currently working with the Centre regarding the creation and appointment for an Associate Director position.</p> <p>To support participation in Indigenous community-engagement research opportunities, A&S will soon launch a <i>Community-Engaged Indigenous Fieldwork Fund</i>.</p>
	17	<p>“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”</p>		
	18	<p>“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.”</p>		

	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 - DRAFT

1 Review Summary

Program(s) Reviewed:	<p>Undergraduate programs:</p> <ul style="list-style-type: none"> • History and Philosophy of Science and Technology, HBA: Major, Minor • Science and Society, Minor (<i>offered with Victoria College</i>) <p>Graduate programs:</p> <ul style="list-style-type: none"> • 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):	<ul style="list-style-type: none"> • 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 <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Program Response	Dean's Response
<p>The reviewers made a number of observations and potential suggestions related to enhancing the undergraduate program, including:</p> <ul style="list-style-type: none"> • Enhancing the structure and clarity of course offerings • Exploring options for providing students with more experiential learning and research opportunities 	1	<p>"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."</p>	<p>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.</p> <p>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</p> <p>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</p>	<p>The Vice-Dean, Undergraduate and the Vice-Dean, Academic Planning, will work with the IHPST leadership on any proposed curriculum changes.</p> <p>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.</p>
	2	<p>"...the students with whom we spoke expressed an active desire for more real-world and research opportunities relating to their programs of study"</p>		

			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.	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.”	<p>We plan a multi-pronged approach to current responsibilities for large courses:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>	
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

<p>related to enhancing the graduate student experience, including:</p> <ul style="list-style-type: none"> • 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.”	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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)</p> <p>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.</p>
	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”		
<p>The reviewers observed that “some of [IHPST’s] rapid growth has come at the expense of overall program coherence,”</p>	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.”	<p>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</p>	<p>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</p>

<p>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.</p>	10	<p>“... 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.”</p>	<p>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.</p> <p>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.</p>	<p>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.</p>
<p>The reviewers recommended undertaking an IHPST-wide curriculum review that engages students and faculty, to strategically identify potential future areas of focus.</p>	11	<p>“We encourage IHPST to continue strengthening and strategically building out a rigorous program of interdisciplinary study.”</p>	<p>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:</p> <ul style="list-style-type: none"> - 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 	<p>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.</p>
	12	<p>“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.”</p>		
	13	<p>“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.”</p>		

			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.	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."	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.	
	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."	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 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 IHPST is in keeping with recommendations in the		

		2018 review and is also fully supported by this Committee.”		(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.
	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: <ul style="list-style-type: none"> • Linguistics, HBA: Specialist, Major, Minor Graduate programs: <ul style="list-style-type: none"> • Linguistics, MA, PhD
Unit Reviewed:	Department of Linguistics
Commissioning Officer:	Dean, Faculty of Arts & Science
Reviewers (Name, Affiliation):	<ul style="list-style-type: none"> • 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

Previous UTQAP Review

Date: November 14-15, 2013

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 <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Program Response	Dean's Response
The reviewers 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"	<i>Short term; initiative underway:</i> 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 2 nd 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.	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"	<i>Longer Term:</i> 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 1 st year gateway courses among faculty. If there is a need to	

			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.”	<p>Item 3: <i>Short term; initiative underway:</i> 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.</p> <p>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. <i>Longer Term:</i> 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</p>	<p>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.</p> <p>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.</p> <p>The Faculty recognizes the Department’s efforts at improving graduate supervision. A&S suggests the Department reach out to</p>
	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”		

			<p>arising from recent hires in the Tri-Campus Graduate Unit.</p> <p>Item 4: <i>Short-Medium term initiative:</i> 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</p> <p>Item 5: <i>Long term initiative:</i> 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.</p> <p>Item 6: <i>Short term; initiative underway:</i> See item 3 above.</p>	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)”	<p><i>Medium to long term initiative:</i> 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.</p>	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)”	<p><i>Short, medium- and long-term initiative:</i> 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</p>	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)”	<p>Item 9: <i>Previous and Medium-term initiative:</i> 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.</p>	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”	<p><i>Short term; initiative underway:</i> 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.</p> <p><i>Longer term:</i> 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.</p>	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.

<p>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.</p>	11	<p>“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.”</p>	<p>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.</p>	<p>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.</p>
<p>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.</p>	12	<p>“Encourage uniformity in relation to admin and teaching across different departments/faculties”</p>	<p><i>Current practise:</i> 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.</p>	<p>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.</p>

			<p><i>Longer term:</i> The Executive Committee will explore further ways of encouraging enhanced communications and coordination across all campuses.</p>	
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.	<p>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.</p> <p>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.</p>
	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.
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3 Committee on Academic Policy & Programs (AP&P) Findings

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

4 Institutional Executive Summary

The reviewers praised the department 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 - DRAFT

1 Review Summary

Program(s) Reviewed:	<p>Undergraduate programs (<i>housed within the Faculty of Arts and Science Department of Psychology</i>):</p> <ul style="list-style-type: none"> • Psychology, HBSc: Specialist, Major, Minor • Psychology Research, HBSc: Specialist <p>Undergraduate programs (<i>housed within New College</i>):</p> <ul style="list-style-type: none"> • Buddhism, Psychology and Mental Health: Minor (BPMH)
Unit Reviewed:	Department of Psychology
Commissioning Officer:	Dean, Faculty of Arts & Science
Reviewers (Name, Affiliation):	<ul style="list-style-type: none"> • 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,

A handwritten signature in black ink that reads "M Woodin". The letters are cursive and fluid, with a large initial "M" and a stylized "W".

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 <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Unit/Program Response	Dean's Response
<u>Department of Psychology and its undergraduate programs:</u>				
<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>A1</p> <p>A2</p> <p>A3</p> <p>A4</p>	<p>"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."</p> <p>"Expand undergraduate course curriculum in Abnormal/Clinical Psychology and Computational Psychology."</p> <p>"Consider expanding curriculum beyond historical or traditional topics in psychology and introducing multidisciplinary themes with social relevance."</p> <p>"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</p>	<p>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</p>	<p>Immediate-to-Short:</p> <p>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.</p> <p>The A&S Advancement office has begun working with Psychology regarding fundraising.</p>

community, and increasing faculty and student interaction		problem solving, application of concepts, and team projects.”	enhancing the social relevance of the curriculum.	<p>Medium: 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</p>
	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.	
	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.”	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.	
	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.”	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	
	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.”		
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.”			

		<p>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.</p> <p>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.</p> <p>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</p>	<p>students in these programs to engage in experiential learning early in their study.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Long: Departmental hiring priorities do not necessarily translate into tenure-stream positions because new tenure-stream</p>
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			<p>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.</p> <p>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.</p>	<p>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.</p>
<p>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</p>	<p>A10</p>	<p>"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."</p>	<p>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</p>	<p>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.</p>

<p>programs may mitigate against such biases”.</p>			<p>PSY 100. As such, we do not intend to take action on this front.</p>	
<p>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.</p>	<p>A11</p>	<p>“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).”</p>	<p>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.</p>	<p>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.</p>
	<p>A12</p>	<p>“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.”</p>	<p>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.</p>	
	<p>A13</p>	<p>“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).”</p>	<p>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</p>	<p>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.</p>
	<p>A14</p>	<p>“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.”</p>		
	<p>A15</p>	<p>“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.”</p>		<p>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)</p>

			<p>FCE by 0.5 to account for the increased demands on this role since our workload policy was set in 2012.</p>	
<p>The reviewers strongly recommended that the Department continue to develop plans for future directions through 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.</p>	<p>A16</p>	<p>“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.”</p>	<p>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.</p>	<p>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.</p> <p>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</p>

				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 <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Unit/Program Response	Dean's Response
<u>Buddhism, Psychology and Mental Health Minor:</u>				
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.	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"	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.	
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.”	<p>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.</p> <p>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.</p>	<p>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.</p>
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...”			
<p>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</p>	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.”	<p>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.</p>	<p>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.</p>

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.”	<p>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 <i>content</i> 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.</p> <p>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).</p>	<p>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.</p>
	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.”	<p>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.</p>	<p>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.</p>
	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.”	<p>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.</p>	<p>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.</p>

	B10	<p>“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.”</p>	<p>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.</p>	<p>At the present time, A&S is not supportive of a new online track, given the more immediate need to address the existing curriculum.</p>
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3 Committee on Academic Policy & Programs (AP&P) Findings

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

4 Institutional Executive Summary

The reviewers praised the 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.

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 - DRAFT

1 Review Summary

Program(s) Reviewed:	Graduate programs: <ul style="list-style-type: none"> • Medical Biophysics, MSc, PhD
Unit Reviewed:	Department of Medical Biophysics
Commissioning Officer:	Dean, Temerty Faculty of Medicine
Reviewers (Name, Affiliation):	<ul style="list-style-type: none"> • 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

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.

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

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



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 <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	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."	<p>We are committed to continuously improving the graduate curriculum. This is already done on a continuous basis. See points listed below:</p> <ul style="list-style-type: none"> ▪ 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. <p>Implementation Plan: While our curriculum is continuously evaluated, we will focus our efforts on improving assessment methods and reducing redundancy across modules.</p>	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.

			<p>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:</p> <ul style="list-style-type: none"> ▪ 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. <p>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.</p>	
<p>The reviewers made several observations and possible suggestions related to student experience and supports:</p> <ul style="list-style-type: none"> ▪ 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	<p>“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.”</p>	<p>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.</p>	<p>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.</p>

<ul style="list-style-type: none"> 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. 			<p>Implementation Plan: We will focus on communication between Department leadership and MBP students to call attention to available University-wide resources.</p>	
	4	<p>"... graduate student mental well-being and resiliency should be carefully monitored and supported in order to optimize pandemic recovery."</p>	<p>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.</p> <p>Implementation Plan: MBP will continue to work with MBPGSA leadership to monitor student mental well-being and provide access to resources at UofT.</p>	<p>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.</p>
	5	<p>"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."</p>	<p>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.</p> <p>Implementation Plan: MBP will continue to host an annual Alumni Day with the goal of supporting both academic and nonacademic career paths.</p>	<p>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.</p>
<p>The reviewers noted that students reported some difficulty with accessing courses outside of Medical Biophysics.</p>	6	<p>"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."</p>	<p>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.</p>	<p>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.</p>

			<p>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.</p>	
<p>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.</p>	7	<p>“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.”</p>	<p>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.</p> <p>Implementation Plan: A regularly scheduled meeting with the Chair/Vice-Chairs will be developed specifically to increase communication with ECRs.</p>	<p>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.</p>
	8	<p>“... 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</p>	<p>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.</p> <p>Implementation Plan: Our proposed database will improve quantification and tracking of faculty engagement and will enable targeted encouragement where needed.</p>	<p>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.</p>

		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

<p>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.</p>		<p>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."</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p>
<p>The reviewers recommended exploring the implementation of modern systems to aid with efficiently tracking student recruitment and progression, and monitoring faculty engagement.</p>	14	<p>"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:</p>	<p>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,</p>	<p>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.</p>

	<ul style="list-style-type: none"> ▪ 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” 	<p>schedule committee meetings and calculate student stipends.</p> <p>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.</p> <p>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.</p>	
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3 Committee on Academic Policy & Programs (AP&P) Findings

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

4 Institutional Executive Summary

The reviewers praised the 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 - DRAFT

1 Review Summary

Program(s) Reviewed:	<p>Undergraduate programs (<i>offered in association with the Faculty of Arts & Science</i>):</p> <ul style="list-style-type: none"> Nutritional Sciences, HSc: Major <p>Graduate programs:</p> <ul style="list-style-type: none"> Nutritional Sciences, MSc, PhD
Unit Reviewed:	Department of Nutritional Sciences
Commissioning Officer:	Dean, Temerty Faculty of Medicine
Reviewers (Name, Affiliation):	<ul style="list-style-type: none"> 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

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 dietitians
- 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

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 plans 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 PFSNRA 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



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 <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	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. <i>LEAD: Associate Chair Undergraduate Education</i>	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. <i>LEAD: Associate Chair Undergraduate Education</i>	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.) <i>LEAD: Associate Chair Undergraduate Education</i>	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.

			<p>ideas and speakers to our monthly faculty meeting to brainstorm on how to incorporate more experiential learning opportunities.</p> <p><i>LEAD: Associate Chair Undergraduate Education</i></p>	<p>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.</p>
<p>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.</p>	5	<p>"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."</p>	<p>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.</p> <p><i>LEAD: Chair</i></p>	<p>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.</p> <p>The A&S Dean's Office and Office of the Faculty Registrar will continue to engage in discussions with DNS about possible collaborations.</p>
<p>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</p>	6	<p>"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."</p>	<p>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.</p> <p><i>Medium Term</i> <i>LEAD: Associate Chair Graduate Education</i></p>	<p>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.</p>

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 4 th -year course offerings to determine which courses may be suited to be co-listed as graduate offerings. <i>Medium Term</i>	DNS' education leadership has agreed to review courses currently offered to 4 th -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 3 rd - and 4 th 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. <i>LEAD: Associate Chair Graduate Education</i>	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 3 rd - and 4 th -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 3 rd - and 4 th -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.

			<p>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.</p> <p>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. <i>LEAD: Chair</i></p>	
<p>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.”</p>	14	<p>“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.”</p>	<p>DNS has recently implemented several initiatives that are intended, in part, to support new faculty members, including:</p> <ul style="list-style-type: none"> ▪ 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). <p>We will continue to communicate with our new faculty and solicit their feedback as to how DNS can facilitate their success. <i>LEAD: Chair and Associate Chair Research & Innovation</i></p>	<p>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.</p>
<p>The reviewers remarked on the omission of an Indigenization strategy from the Departmental</p>	15	<p>“There is also a need to holistically embrace EDI and Indigenization through faculty and</p>	<p>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</p>	<p>DNS has been working towards incorporating EDI and Indigenization in faculty recruitment through collaborating with other stakeholders, including the</p>

<p>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.</p>		<p>student recruitment, course offerings and research opportunities.”</p>	<p>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. <i>LEAD: Chair and Associate Chairs Graduate Education and Research & Innovation</i></p>	<p>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.</p> <p>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.</p>
	16	<p>“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.”</p>	<p>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).</p> <p>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. <i>Medium and Long Terms</i> <i>LEAD: Chair and Associate Chair Graduate Education</i></p>	<p>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.</p>
	17	<p>“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</p>	<p>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</p>	<p>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</p>

		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. <i>Medium and Long Terms</i> <i>LEAD: Associate Chair Graduate Education</i>	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. <i>LEAD: Chair and Associate Chairs Graduate Education and Research & Innovation</i>	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. <i>Lead: Chair and Associate Chairs, TFoM Facilities Management & Space Planning</i>	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. <i>LEAD: TFoM Dean’s Office</i>	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. <i>LEAD: TFoM Dean's Office and Facilities Management & Space Planning</i>	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. <i>Immediate and Medium Terms</i>	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. <i>Immediate and Medium Terms</i>	To help inform their website, DNS will review client-facing materials from the Faculty of Arts & Sciences.

	25	<p>“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.”</p>	<p>The Undergraduate Curriculum Planning Committee will review the course syllabi to ensure that both course-based and program-based objectives are met. <i>Immediate Term and Medium Terms</i></p>	<p>DNS will review the course syllabi to address the alignment of course-based and program-level objectives.</p>
	26	<p>[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).”</p>	<p>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.</p>	<p>After consultation with A&S, DNS will have the potential to expand course offerings with the hiring of new faculty members.</p>
	27	<p>“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.”</p>	<p>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/ <i>LEAD: Associate Chair Graduate Education</i></p>	<p>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.</p>
	28	<p>“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</p>	<p>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</p>	<p>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</p>

	<p>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.”</p>	<p>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.</p> <p>Further additional financial support from the TFoM Dean’s Office has been committed to support graduate student stipends across the faculty.</p>	<p>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.</p>
29	<p>“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.”</p>	<p>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.</p>	<p>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.</p>
30	<p>“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.”</p>	<p>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.</p> <p><i>LEAD: Associate Chair Graduate Education</i></p>	<p>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.</p>
31	<p>“...funding from industry seems to be underrepresented... There should be more effort at establishing MITACS and Alliance type funding among DNS faculty, especially ECR.”</p>	<p>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).</p> <p><i>LEAD: Associate Chair Research & Innovation</i></p>	<p>DNS is taking steps to address the issue of underrepresented funding from industry.</p>

	<p>32</p>	<p>“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.”</p>	<p>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.</p> <p>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.</p> <p><i>LEAD: Chair</i></p>	<p>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.</p>
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3 Committee on Academic Policy & Programs (AP&P) Findings

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

4 Institutional Executive Summary

The reviewers praised the 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 - DRAFT

1 Review Summary

Program(s) Reviewed:	<p>Undergraduate programs (<i>offered in association with the Faculty of Arts & Science</i>):</p> <ul style="list-style-type: none"> • Physiology, HSc: Specialist, Major, Minor <p>Graduate programs:</p> <ul style="list-style-type: none"> • Physiology: MSc, PhD • Medical Physiology, MHSc
Unit Reviewed:	Department of Physiology
Commissioning Officer:	Dean, Temerty Faculty of Medicine
Reviewers (Name, Affiliation):	<ul style="list-style-type: none"> • 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 MSc 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 MSc program is prized by some faculty, but students viewed the effort required as disproportionate relative to the perceived benefit

- ▶ MHS 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
- ▶ MHS 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
 - ▶ MHS 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 MHS program learning objectives and organization
 - ▶ Reviewers recommend that MHS 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 through 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 <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	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."	<p>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:</p> <ol style="list-style-type: none"> 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. 	<p>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.</p> <p>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.</p>
	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.

			<ol style="list-style-type: none"> 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. 	
	<p>1c</p>	<p>“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.”</p>	<p>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:</p> <ol style="list-style-type: none"> 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.) 	<p>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.</p>

<p>The reviewers commented on a disconnect between student and faculty impressions regarding the success of the MHS 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.</p>	2a	<p>“there was a striking disconnect between the impressions of success (or lack thereof) of the MHS 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.”</p>	<p>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: <u>job placements for our graduates.</u></p> <p>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 MHS 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.</p>	<p>The Department has been working to ensure that the MHS 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.</p>
	2b	<p>“Re-evaluation of the program learning objectives and organization is recommended.”</p>	<p>We agree. This was last carried out in the summer of 2022 for the Quality Council review, which was favourable.</p>	<p>The Department is planning to reevaluate learning objectives and organization for the MHS program.</p>
	2c	<p>“Our recommendation is to extend the program by one term and bolster or extend some courses”</p>	<p>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.</p> <p>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).</p>	<p>In making the decision to bolster a few of the courses in the program, the Department has taken course feedback into consideration.</p>
	2d	<p>“AI/machine learning, big data and commercialization aspects of the program should be bolstered”</p>	<p>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</p>	<p>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</p>

			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 explore 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: <ol style="list-style-type: none"> 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 Workplace 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 opportunities 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 Medicine 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 with 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 TAs) 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 <u>ongoing</u> 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

feelings of isolation and disconnection from the program.			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.
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.	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.
	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."	<p>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.</p> <p>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.</p> <p>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:</p> <ol style="list-style-type: none"> 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.

<p>The reviews commented on a sense that the Department is “over-committed” and recommended that some committees be amalgamated, particularly as new committees (in key areas of EDI and Big Data/AI) are formed.</p>	<p>9</p>	<p>“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.”</p>	<p>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.</p>	<p>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.</p>
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3 Committee on Academic Policy & Programs (AP&P) Findings

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

4 Institutional Executive Summary

The reviewers praised the 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 Department 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 Department 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 - DRAFT

1 Review Summary

Program(s) Reviewed:	Undergraduate programs: <ul style="list-style-type: none"> • Evolutionary Anthropology, HBSc: Specialist, Major • Socio-Cultural Anthropology, HBA: Specialist, Major • Anthropology: Minor (Arts) • Combined Degree Programs with the OISE Master of Teaching: <ul style="list-style-type: none"> ▸ 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):	<ul style="list-style-type: none"> • 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

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

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



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,

A handwritten signature in black ink, appearing to read 'W. Gough', written in a cursive style.

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 <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Program Response	Dean's Response
The reviewers 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."	<p>Short-term (1 year) and ongoing:</p> <p>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.</p> <p>In addition to revamping our website, our Communications Committee has also significantly expanded our use of social</p>	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.

			<p>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.</p>	
	2	<p>“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.”</p>	<p>Short-term (1 year) and ongoing:</p> <p>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.</p> <p>Medium term (2-4 years):</p> <p>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.</p>	<p>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.</p>

	3	<p>“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.”</p>	<p>Short-term (1 year) and ongoing:</p> <p>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.</p> <p>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.</p>	<p>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.</p>
	4	<p>“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.”</p>	<p>Short-term (1 year) and ongoing:</p> <p>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.</p>	<p>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.</p>
	5	<p>“Once the university (hopefully quickly) updates the Anthropology website, we suggest that a</p>	<p>Short term (1-year)</p> <p>This has been completed, with a staff member being assigned to the newly formed Communications Committee.</p>	<p>The Marketing and Communications Office is working to more strongly consolidate communications</p>

		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 <i>What to do with a degree in anthropology</i> and <i>Cultivating good study habits in anthropology</i> . (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.

			<p>wide efforts related to the Scarborough Academy of Medicine and Integrated Health (SAMIH).</p> <p>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:</p> <ul style="list-style-type: none"> • ANTB66H3 <i>Spiritual Paths: A Comparative Anthropology of Pilgrimage</i> • ANTC66H3 <i>Anthropology of Tourism and Placemaking</i> • ANTB22H3 <i>Primate Behaviour</i> • ANTD19H3 <i>Primate Conservation</i> • ANTC47H3 <i>Human and Primate Comparative Osteology</i> • ANTD20H3 <i>Culture and Community</i> • ANTD71H3 <i>Community Engaged Fieldwork with Food</i> <p>ANTB64H3 <i>Are You What You Eat? The Anthropology of Food.</i></p>	
<p>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</p>	9	<p>“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,</p>	<p>Medium term (2-4 years):</p> <p>We have already begun work in this direction and to establish a Minor in Medical Anthropology as early as September 2024, and eventually Major.</p> <p>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</p>	<p>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.</p>

<p>response you may wish to provide additional context regarding cognate programs, such as Health Studies).</p>		<p>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.”</p>	<p>likely be possible to offer Medical Anthropology at the Specialist level at some point in the near future.</p> <p>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.</p>	
<p>The reviewers suggested that the Department may wish to monitor the popularity of its new offerings, and improve outreach where appropriate to encourage enrolments.</p>	10	<p>“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.”</p>	<p>Short-to-medium term (1-3 years):</p> <p>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.</p> <p>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</p>	<p>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.</p>
	11	<p>“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.”</p>		
	12	<p>“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.”</p>		
	13	<p>“The newly launched Certificates yet have insufficient data to assess their impact. However, the Department should carefully</p>		

		<p>consider the potential audience being targeted by such programming, to ensure they facilitate building capacity within the Department.”</p>	<p>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.</p> <p>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.</p>	
<p>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.</p>	14	<p>“The addition of a field school would also bring them in line with most of their international comparators.”</p>	<p>Short term (1-2 years):</p> <p>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 HBA). 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.</p> <p>Medium-to-long term (4-7 years):</p> <p>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</p>	<p>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.</p> <p>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.</p>

			<p>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.</p> <p>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.</p>	
15		<p>“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.”</p>	<p>Ongoing:</p> <p>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</p>	<p>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.</p>

			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.”	<p>Short term (1 year):</p> <p>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.</p>	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

<p>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.</p>	<p>18</p>	<p>stream faculty for annual review, promotion, and eligibility for research related resources”</p> <p>“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.”</p>	<p>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.</p>	<p>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.</p>
<p>The reviewers recommended exploring options to enhance support for the maintenance of teaching and training labs.</p>	<p>19</p>	<p>“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.”</p>	<p>Short-to-medium term (1-3 years):</p> <p>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.</p> <p>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</p>	<p>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.</p>

		<p>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.</p> <p>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.</p>	
20	<p>“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.”</p>	<p>Short term (1-2 years):</p> <p>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.</p> <p>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.</p>	<p>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.</p>
21	<p>“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</p>	<p>Short-to-medium term (1-3 years):</p> <p>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.</p>	<p>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</p>

		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		

		<p>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.”</p>	<p>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.</p> <p>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.</p> <p>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.</p>	
Other recommendations not prioritized in the Request for Administrative Response	26	<p>“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.”</p>	<p>Continuing:</p> <p>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.</p>	<p>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.</p>
	27	<p>“It would be important for the Department to understand the reasons for this inability to attract sessional instructors and try to address</p>	<p>Continuing:</p> <p>The Department has understood after comparison with other campuses at UofT, and other institutions, that we</p>	<p>Where appropriate, the Dean’s Office is working with Departments to identify areas where contractually limited or</p>

		<p>them. With sufficient planning, a term limited instructor position may help alleviate some of this.”</p>	<p>have been advertising too late to attract more sessional candidates. Going forward we post earlier to maximize the pool of applicants for our positions.</p>	<p>part-time appointments might help to alleviate reliance on sessional instructors and provide more continuity for students.</p>
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3 Committee on Academic Policy & Programs (AP&P) Findings

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

4 Institutional Executive Summary

The reviewers praised the 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 - DRAFT

1 Review Summary

Program(s) Reviewed:	Undergraduate programs: <ul style="list-style-type: none"> • 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):	<ul style="list-style-type: none"> • 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



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,

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

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 <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Program Response	Dean's Response
The reviewers recommended 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.	<p>Short-to-medium term (2 years):</p> <p>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.</p>	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	<p>“Integrate research-intensive components in the assignments of different C-level or D-level classes.”</p>	<p>Short-to-medium term (2 years):</p> <p>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.</p>	
	3	<p>“Offer opportunities for applied research capstones under faculty supervision. These can be either individual or small-group applied research projects.”</p>	<p>Short term (1 year):</p> <p>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</p>	

			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.”	<p>Short term, and continuing:</p> <p>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).</p>	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.”	<p>Short term (1 year), and continuing</p> <p>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</p>	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."	<p>Ongoing:</p> <p>We are exploring opportunities to develop internship positions in the federal civil service. This is being led by the Associate Chair (Research).</p>	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."	<p>Short-to-medium term (2 years):</p> <p>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</p>	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.”	<p>Short-to-medium term (2 years):</p> <p>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).</p>	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.”	<p>Short term (1 year):</p> <p>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)</p>	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.”	<p>Short-to-medium term (2 years):</p> <p>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.</p>	
	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.”	<p>Short term (1 year):</p> <p>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</p>	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.

			<p>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.</p> <p>Medium term (2-4 years):</p> <p>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.</p>	
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."	<p>Short term (1 year):</p> <p>In 2023-24 we will work to better support faculty in developing applications for external funding. We will work with the OVPRI to</p>	This area falls under the mandate of the Vice-Principal Research and Innovation Office at UTSC. See also recommendation 4.

support student research, as well as its reputation.			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.”	<p>Short-to-medium term (2 years):</p> <p>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.</p>	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	<p>Short term (1 year):</p> <p>We will implement a UTSC-specific orientation for TAs at the beginning of each semester, starting September 2023. This will</p>	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 remuneration 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.”	<p>Short-to-medium term (2-3 years)</p> <p>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.</p>	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.