



**FOR
INFORMATION**

PUBLIC

OPEN SESSION

TO: Agenda Committee

SPONSOR: Susan McCahan, Vice-Provost, Academic Programs
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PRESENTER: See above
CONTACT INFO:

DATE: October 24, 2023 for October 31, 2023

AGENDA ITEM: 2a

ITEM IDENTIFICATION:

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

JURISDICTIONAL INFORMATION:

The Committee on Academic Policy and Programs (AP&P) is the point of entry into governance for reports, summaries and administrative responses on the results of reviews of academic programs and units commissioned by academic administrators. Within the Accountability Framework for Cyclical Review of Academic Programs and Units, the role of the Committee is to ensure that the reviews are conducted in accordance with University policy and guidelines, that an appropriate process has been followed, that adequate documentation is provided and consultations undertaken, and that issues identified in the review are addressed by the administration. 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).

The compendium of review summaries (“the Semi-Annual Report on the Reviews of Academic Units and Programs”) report 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 of general academic significance warranting discussion at the Board level. The same documentation is also sent to the Executive Committee and Governing Council for information. “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).

GOVERNANCE PATH:

1. Committee on Academic Policy and Programs [for information] (October 24, 2023)
2. **Agenda Committee of the Academic Board [for information] (October 31, 2023)**
3. Academic Board [for information] (November 16, 2023)
4. Executive Committee of the Governing Council [for information] (December 5, 2023)
5. Governing Council [for information] (December 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 Agenda Committee on April 18, 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 eleven external reviews of units and/or academic programs are being submitted to AP&P for information and discussion; all of these 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 (“Semi-Annual Report on the Reviews of Academic Units and Programs”)



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

October 24, 2023

Reviews of Academic Programs and Units

Report to the Committee on Academic Policy and Programs

October 24, 2023

Decanal Reviews

Faculty of Arts & Science

- Department of Computer Science and its programs
 - ▶ *Undergraduate*: Computer Science (HBSc): Specialist, Major, Minor (Specialist Foci: Artificial Intelligence, Computational Linguistics and Natural Language Processing, Computer Systems, Computer Vision, Game Design, Human-Computer Interaction, Scientific Computing, Theory of Computation, Web and Internet Technologies); Data Science (HBSc): Specialist
 - ▶ *Graduate*: Applied Computing: MScAC (Concentrations: Applied Mathematics, Data Science, Quantum Computing); Computer Science: MSc, PhD
- Department of Germanic Languages and Literatures and its programs
 - ▶ *Undergraduate*: German Studies, HBA: Specialist, Major, Minor; German Studies in English, Minor; Al and Malka Green Yiddish Program, Minor; Business German, Minor; Certificate in Global German Studies (U of T Global Scholar)
 - ▶ *Graduate*: Germanic Languages and Literatures: MA (Fields: German Literature, Culture and Theory, Yiddish Studies); Germanic Literature, Culture and Theory: PhD
- Mathematical Finance program
 - ▶ *Graduate*: Master of Mathematical Finance: MMF
- Department of Mathematics and its programs
 - ▶ *Undergraduate*: Mathematics, HBSc: Specialist, Major, Minor; Applied Mathematics, HBSc: Specialist; Mathematics and Physics, HBSc: Specialist; Mathematics and Philosophy, HBSc: Specialist; Mathematical Applications in Economics and Finance, HBSc: Specialist; Mathematics and its Applications (Physical Science), HBSc: Specialist; Mathematics and its Applications (Probability/Statistics), HBSc: Specialist; Mathematics and its Applications (Teaching), HBSc: Specialist;
 - ▶ *Combined Degree Programs*: BSc: Mathematics, Major / MT: Master of Teaching
 - ▶ *Graduate*: Mathematics: MSc, PhD
- Undergraduate Area Studies programs housed within the Munk School of Global Affairs & Public Policy; Centre for European, Russian, and Eurasian Studies and its programs
 - ▶ *Undergraduate*:
 - Programs housed within the Munk School of Global Affairs & Public Policy: American Studies, HBA: Major, Minor (associated with the Centre for the Study of the United States); Contemporary Asian Studies, HBA: Major, Minor (associated with the Asian Institute); South Asian Studies: Minor (associated with the Asian Institute)

- Programs housed within the Centre for European, Russian and Eurasian Studies: European Studies, HBA: Major; European Union Studies: Minor; Hungarian Studies, HBA: Major, Minor
- ▶ *Graduate:*
 - Programs housed within the Centre for European, Russian and Eurasian Studies: European & Russian Affairs: MA
- Munk School of Global Affairs & Public Policy and its undergraduate and graduate professional programs
 - ▶ *Undergraduate:* Peace, Conflict & Justice, HBA: Specialist, Major; Public Policy, HBA: Major
 - ▶ *Graduate:* Master of Global Affairs: MGA; Master of Public Policy: MPP

Faculty of Applied Science & Engineering

- Department of Mechanical and Industrial Engineering and its programs
 - ▶ *Undergraduate:* Mechanical Engineering: BAsC; Industrial Engineering: BAsC
 - ▶ *Graduate:* Mechanical & Industrial Engineering: MEng, MAsC, PhD

Temerty Faculty of Medicine

- Department of Pharmacology & Toxicology and its programs
 - ▶ *Undergraduate:*
 - Programs offered in association with the Faculty of Arts and Science: Biomedical Toxicology, HBSc: Specialist, Major; Environment & Toxicology, HBSc: Specialist; Pharmacology, HBSc: Specialist, Major; Pharmacology & Biomedical Toxicology, HBSc: Specialist
 - ▶ *Graduate:* Pharmacology: MSc, PhD

University of Toronto Mississauga

- Department of Sociology and its programs
 - ▶ *Undergraduate:* Criminology, Law & Society, HBA: Specialist, Major; Sociology, HBA: Specialist, Major, Minor

University of Toronto Scarborough

- Journalism Program (offered Jointly with Centennial College)
 - ▶ *Undergraduate:* Journalism, HBA: Specialist (Joint program with Centennial College)
- Paramedicine Program (offered Jointly with Centennial College)
 - ▶ *Undergraduate:* Paramedicine, HBSc: Specialist (Joint program with Centennial College)

Appendix I: Externally-commissioned reviews of academic programs

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

1 Review Summary

Program(s) Reviewed:	<p>Computer Science (HSc): Specialist, Major, Minor</p> <ul style="list-style-type: none"> Specialist Foci: Artificial Intelligence, Computational Linguistics and Natural Language Processing, Computer Systems, Computer Vision, Game Design, Human-Computer Interaction, Scientific Computing, Theory of Computation, Web and Internet Technologies <p>Data Science (HSc): Specialist</p> <p>Applied Computing, MScAC</p> <ul style="list-style-type: none"> MScAC Concentrations: Applied Mathematics, Data Science, Quantum Computing <p>Computer Science: MSc, PhD</p>
Unit Reviewed:	Department of Computer Science
Commissioning Officer:	Dean, Faculty of Arts & Science
Reviewers (Name, Affiliation):	<ul style="list-style-type: none"> Professor Nancy M. Amato, Head of the Department of Computer Science, Abel Bliss Professor of Engineering, University of Illinois at Urbana-Champaign Professor Kavita Bala, Dean, Ann S. Bowers College of Computing and Information Science, Cornell University Dr. Matthew Turk President, Toyota Technological Institute at Chicago (TTIC) Professor Emeritus, Department of Computer Science University of California, Santa Barbara
Date of Review Visit:	June 2-3, 2022 (conducted virtually)
Date Reported to AP&P:	October 24, 2023

Previous UTQAP Review

Date: February 3–5, 2014

Summary of Findings and Recommendations

Significant Program Strengths

- Flexible, model undergraduate curriculum
- Well-conceived, growing undergraduate program is a “gem” of the University
- Highly competitive graduate programs attract excellent students
- Excellent reputation and visibility of doctoral program
- Faculty leadership in Canadian research networks
- Partnerships with external institutions and outreach activities

Opportunities for Program Enhancement

- Increasing undergraduate course offerings and opportunities to work with tenure-track faculty
- Strengthening graduate course offerings
- Maintaining quality of graduate students and managing time-to-completion
- Expanding coverage of key disciplinary areas in the curriculum and research and increasing international publication and citation rankings
- Building communication and relationships among faculty and addressing physical separation of the Department across multiple locations
- Modernizing laboratories to meet student needs

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

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

Consultation Process

Dean, Vice-Dean, Academic Planning, Acting Associate Dean, Unit-Level Reviews, Faculty of arts & Science; Chair; Associate Chair, Undergraduate; Associate Chair, Graduate; academic leadership team; undergraduate and graduate programs senior administrators; administrative management; administrative staff; faculty, students, chairs of cognate units: Department of Chemistry, Department of Statistical Sciences, Department of Mathematics, Department of Physics, Faculty of Arts & Science; Department of Laboratory Medicine & Pathobiology, Department of Medicine, Temerty Faculty of Medicine; Department of Electrical & Computer Engineering, Faculty of Applied Science & Electrical Engineering.

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
 - ▶ Strong and comprehensive programs, with well-taught courses
 - ▶ Systems for admissions, program delivery, and assessment function well in an environment of extremely high demand and limited resources
 - ▶ Huge interest in programs, in keeping with trends at peer institutions
 - ▶ Huge demand in other disciplines for training in computing subjects “so a strong CS department serves the university’s mission in many ways”
- Objectives
 - ▶ Programs are modern and field-appropriate; learning outcomes are consistent with academic and professional expectations
- Curriculum and program delivery
 - ▶ Teaching-stream faculty are especially engaged in delivering high-quality programs that reflect current topics, tools, and pedagogy
 - ▶ Students feel that there are good opportunities for involvement in research
- Assessment of learning
 - ▶ Learning is assessed in meaningful ways
- Student engagement, experience and program support services
 - ▶ Students are happy with their educational environment
 - ▶ Students receive good support and program guidance from administrative and technical staff as well as from faculty
- Quality indicators – undergraduate students
 - ▶ Excellent student quality, with acceptance rates and yields showing high selectivity and high demand
 - ▶ Completion rates and times are similar to those at other top CS departments
- Quality indicators – alumni
 - ▶ Huge demand for students who have completed degrees offered by the department

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

- Admissions requirements
 - ▶ “High demand for the program and the lack of departmental control over admissions to the CS stream by A&S can lead to limited opportunities to enter the program later, resulting in a stressful environment which negatively impacts the student experience and limits opportunities to improve diversity”
- Student engagement, experience and program support services

- ▶ Students are frustrated about paying higher fees, and do not understand how they are used to improve their experiences in the department
- ▶ Department does not have the staffing resources to meet expectations of higher levels of service
- ▶ Concerns regarding program challenges related to huge demand for admission or transfer into the department's programs and courses

2. Graduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ Programs are well structured, taught, and administered, given resource limitations
 - ▶ MScAC is a long-standing successful program; "it is very well staffed and addresses an important need of providing internships and a strong program to position students well post graduation, including a potential pathway to the PhD"
- Objectives
 - ▶ Programs are modern and field-appropriate, and the learning outcomes are consistent with academic and professional expectations
- Curriculum and program delivery
 - ▶ Students engage in research projects, industry internships, and required coursework in ways consistent with other top research departments
- Student engagement, experience and program support services
 - ▶ Students are generally happy and well-served
 - ▶ Students are satisfied with their programs and have a strong sense of community within their research areas
 - ▶ Students receive good support and program guidance from administrative and technical staff as well as from faculty
- Quality indicators – graduate students
 - ▶ Excellent student quality, with acceptance rates and yields showing high selectivity and high demand
 - ▶ Completion rates and times are similar to those at other top CS departments
 - ▶ Department (and therefore the PhD program) is highly ranked internationally
- Quality indicators – alumni
 - ▶ Huge demand for students who have completed degrees offered by the department

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

- Student engagement, experience and program support services
 - ▶ Students commented that the department feels "siloed"
 - ▶ Graduate student culture noted as a point of stress and concern, reported as "nonexistent" or "varying greatly depending on area or group"

- ▶ Monitoring and tracking of program requirements for students noted as uneven, with some students getting limited timely feedback
- Student funding
 - ▶ Graduate student stipends are a very significant source of stress; “flagged by faculty and students as very low, with a desire all around to increase them to be competitive with other top CS departments”
 - ▶ Department feels that a lack of budgetary transparency prevents them from providing more competitive funding packages for graduate students
 - ▶ Variation in student funding packages causes inequities; “need for some students to pick up one (or more) TA positions to augment their stipend exacerbates unequal treatment”

The reviewers made the following **recommendations**:

- Student funding
 - ▶ “Funding for graduate students does not match the very high cost of living in Toronto and should be increased”

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ Faculty are exemplary both in the research and teaching track, and the department benefits from their dedication
 - ▶ Department has an excellent international reputation for its strong faculty and research agenda
- Faculty
 - ▶ 2014 review warned that a decline in tenure stream faculty and lack of faculty hiring posed risks to department’s international ranking; reviewers congratulate the department for avoiding these risks and growing its reputation and ranking through excellent faculty hires in both tenure and teaching stream
 - ▶ Growth of the tenure-stream faculty since the previous review has been important and very positive
 - ▶ Highly successful recent recruiting of strong junior faculty
 - ▶ Faculty complement is well-balanced between junior and senior faculty, with significant strength in most areas of computing
 - ▶ Junior faculty seem supported and engaged

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

- Faculty
 - ▶ Recent hiring in the tenure stream has been successful, but department does not have a clear sense of how much faculty complement growth will be authorized going future
 - ▶ Reviewers note the lack of a consistent policy and approach regarding the significant number of faculty who are on leave or on reduced appointments due to engagements in industry; concerns expressed regarding the increased responsibilities for remaining faculty
 - ▶ The teaching stream faculty require more staffing both in teaching lines and in support staff and coordinators; “Teaching-stream faculty have good morale but are rightly concerned about being at their breaking point in terms of being ‘one person away from disaster.’”

The reviewers made the following **recommendations**:

- Faculty
 - ▶ Department would benefit from more autonomy and freedom to recruit as needed to address the growth of interest in computing
 - ▶ More teaching stream faculty are required to meet demand for increased enrolment
 - ▶ Acknowledging that arrangements for faculty leaves and reduced appointments due to industry engagement may be necessary for faculty retention, reviewers note that the department needs a sustainable, strategic approach to the issue

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
 - ▶ Overall department morale is good, relationships between faculty and staff appear to be good
 - ▶ Faculty have a strong sense of community and seem to be engaged in the department despite being distributed over multiple campuses and buildings
 - ▶ Department has significant involvement in many other parts of the university including joint appointments and engagements in interdisciplinary programs, cross-disciplinary research collaborations, institutes, and centers, etc.
 - ▶ Cognate departments recognize and appreciate the importance of computing and having a strong CS department at the university

- ▶ Department recognizes the benefits of faculty affiliations with prestigious Vector Institute
- ▶ Department has a very visible and high profile outside the university in industry and academia
- Organizational and financial structure
 - ▶ Good leadership structure within the department with many senior faculty willing to provide needed leadership in various roles
 - ▶ Despite challenges brought on by massive growth in the past decade, including space-related challenges and resources that have not scaled accordingly, “the department has done a nice job of administering and improving its programs and increasing its reputation”
 - ▶ Well-organized administrative and technical staff are of great assistance to both students and faculty
 - ▶ New Faculty Council is a good step toward maintaining a cohesive culture of shared decision making
- Long-range planning and overall assessment
 - ▶ “This is a very strong department with exemplary faculty, in both research and teaching, and it is ranked worldwide as a leader in many important research areas”
 - ▶ Arts & Science leadership recognize the importance of supporting the CS department and expressed a commitment to addressing space-related challenges
 - ▶ Department appears to have weathered the COVID-19 pandemic well
- International comparators
 - ▶ “The Department of Computer Science at Toronto is the strongest in Canada in terms of size, coverage, research strengths, recognition, and international reputation”

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

- Relationships
 - ▶ Faculty report being deeply concerned that a department-wide culture is hard to maintain given the lack of unified departmental space, the tri-campus structure, and rapid growth of the department in recent years
 - ▶ Reviewers note concerns that relationships with prestigious external partners do not necessarily benefit the department as a whole
 - ▶ Concerns expressed by a small number of staff regarding differing treatment compared to faculty, with regard to issues such as compensation, career growth, office space, and schedule flexibility
- Organizational and financial structure
 - ▶ Size and complexity of the department following recent growth has led to difficulty ensuring that all faculty are informed and have appropriate input on departmental matters
 - ▶ Challenges in maintaining appropriate administrative staff complement due to staff taking secondments or pursuing other options for career advancement; challenges in growing the staff complement due to slow-moving and opaque resource allocation processes at the Faculty level

- ▶ Lack of adequate space is a long-standing issue for the department that has become even more critical with the growth of the department and its programs; lack of progress on this issue is causing significant frustration and limiting faculty and staff morale
- ▶ Widespread recognition that shared departmental space is needed to “bring together all the disparate research groups into a shared space that will allow deeper collaborations and address the significant fragmentation that the department is experiencing culturally”
- ▶ Robotics faculty and graduate students do not have office space at the St. George campus, limiting opportunities to integrate into the department through connections with colleagues in other areas
- ▶ Lack of a transparent budget model or resource allocation policy at the Faculty level leads to strategic planning challenges for the department, particularly regarding faculty hiring
- ▶ Concerns raised that the tri-campus structure causes significant complexities, resulting in a lack of a clear strategic vision for the department and challenges with strategic coordination in faculty hiring
- ▶ Tri-campus arrangements, in which some faculty divide their time between teaching at UTM or UTSC and research at the St. George campus, leads to “a less than ideal environment for their students in both settings”
- ▶ Departmental self-study raises the need for a structure like a “School of Computing” to provide additional autonomy and budget control in order to thrive in the current period of growth
- Long-range planning and overall assessment
 - ▶ EDI was not a strong theme in the departmental self-study or in review site visit meetings with faculty, students, and staff; reviewers “worry that it is not a significant priority shared uniformly across the department”
 - ▶ Unclear if a departmental strategy exists for promoting or increasing diversity
 - ▶ Apparent lack of a role committed to EDI in senior leadership; lack of a clear mandate for other roles in the department with EDI-related responsibilities
 - ▶ Faculty and staff expressed concern and uncertainty about future growth in the department, including whether further growth will be allowed and whether additional resources will be available to support growth

The reviewers made the following **recommendations**:

- Relationships
 - ▶ Consider a strategic visioning exercise around engagement with industry and other external partners, with consideration of how these partnerships may be of benefit to the department and the institution
 - ▶ Develop a strategic partnership with the Data Sciences Institute
- Organizational and financial structure
 - ▶ Continue to develop better processes and structures for information flow, and for shared and collaborative decision making

- ▶ Departmental leadership/Faculty Council should actively solicit input and clearly communicate decisions and directions to all faculty
- ▶ Additional growth in faculty and staff complements is needed in order to maintain the department's high status and support growing demand
- ▶ Faculty should ensure that the department is aware of Faculty-level commitments regarding faculty and staff growth and how these relate to enrollment growth
- ▶ Faculty of Arts & Science should clarify budget model and resource allocation policy to support strategic planning at the departmental level
- ▶ Additional space is needed to support current needs and future growth of the faculty, staff, and student body, to prevent siloing of research areas, and to promote a shared departmental culture
- ▶ MScAC "seems somewhat underrealized in its potential" as a revenue-generating program; department should engage in more strategic planning about how to use resources generated by the program to support the department
- Long-range planning and overall assessment
 - ▶ More concerted effort, thought, and action is required in EDI
 - ▶ Continue working to mitigate stress experienced by students seeking entry into CS programs
 - ▶ Consider the future of graduate-level programs in computer science, including structures for programs that may be more scalable and cost-effective for the department while still providing important resources
 - ▶ Consider whether a structure such as a "School of Computing" would support the development of a strong strategic vision around the complexities of the tri-campus arrangement, strategic recruiting, and plans for engagement or collaboration with other related divisions and units within the university



UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

September 21, 2023

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

RE: UTQAP cyclical review of the Department of Computer Science and its programs

Dear Prof. McCahan,

I write in response to your letter of June 12, 2023, regarding the October 17-18, 2022, UTQAP cyclical review, held remotely, of the Department of Computer Science and its undergraduate and graduate programs: BSc: Data Science, Specialist; BSc: Computer Science, Specialist, Major, Minor; MScAC: Master of Science in Applied Computing; MSc, PhD: Computer Science, and requesting our Administrative Responses.

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers, Nancy M. Amato, University of Illinois and Urbana-Champaign, Kavita Bala, Cornell University, and Matthew Turk, Toyota Technological Institute at Chicago (Emeritus, UC Santa Barbara), for their very comprehensive review of the Department of Computer Science. We would also like to thank the Chair, Prof. Eyal de Lara, and faculty, administrative staff, and all those who contributed to the preparation of the self-study. We also want 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 February 2, 2023, after which the Chair shared it widely with faculty, staff, and students in the Department. We are extremely pleased with the reviewers' positive assessment of the overall strength of the Department of Computer Science, its continued evolution in the undergraduate and graduate programs, and its outstanding, productive faculty. The reviewers observed that the programs were "strong, well designed and well run," faculty have "a strong sense of community," and that both undergraduate and graduate students are "happy" and "satisfied" with their programs. The review report also raised several issues and challenges and identified areas for enhancement, including the need for departmental growth, increasing graduate stipends, and space concerns.

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 Chair 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 identify 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 Department of Computer Science will take place no later than the 2029-30 review cycle. My office monitors progress on Implementation Plans through periodic meetings with the Chair and through the department'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 review cycle 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 Department of Computer Science and its undergraduate and graduate programs.

Sincerely,



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

CC.

Eyal de Lara, Chair, Department of Computer Science, Faculty of Arts & Science

Brenda Chow, Director of Administration, Department of Computer Science, Faculty of Arts & Science

Gillian Hamilton, Associate Dean, Unit-Level Reviews, Faculty of Arts & Science

Suzanne Wood, Special Advisor to the Dean on 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 Department of Computer 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>	Unit Response	Dean's Response
The reviewers observed a number of factors that may negatively impact undergraduate student wellbeing and satisfaction, including the structure of program admissions, and the level of available student services.	1	"The high demand for the program and the lack of departmental control over admissions to the CS stream by A&S can lead to limited opportunities to enter the program later, resulting in a stressful environment which negatively impacts the student experience and limits opportunities to improve diversity."	Recognizing the significant stress felt by many prospective Computers Science (CS) students, the Department has worked closely with the Faculty of Arts and Science (A&S) to change program admission policies. In 2022-2023, the Department limited enrolment in the CS Specialist program to students in the CS admission stream and implemented a supplementary application for those students outside the CS stream wishing to join the Specialist program later. This ensures that students are not making decisions to attend UofT based solely on a desire to study CS. We also worked with the Office of the Faculty Registrar to address some of our shared concerns about gender representation and are thrilled that our CS admission stream cohorts have included a higher proportion of women and non-male students. As A&S gathers more rich demographic information from applicants, we are excited about the possibility of further collaborations to	Short-term: The Dean's Office, and the Faculty Registrar in particular, have worked closely with the Department to resolve issues around admissions to Computer Science programs. As the unit response notes, there is now a new admissions process for CS, aimed at avoiding situations in which students come to U of T to study CS, only to find that they cannot gain admission to the program.
	2	"The enrolment strategy seems to be responding to the demand, but the student stress in trying to join the programs offered by the CS department should be mitigated."		

			<p>improve the diversity of our incoming cohorts.</p> <p>We will continue to monitor how effective the supplementary application is on reducing student stress, and the Associate Chair of Graduate Studies will assess and implement any needed changes in the medium term.</p>	
	3	<p>“The department recognizes that the students expect a higher quality of service (particularly since they pay higher fees) but does not have the staffing resources to meet this expectation. Further, more teaching track faculty are required to meet the demand.”</p>	<p>With A&S’s support, the Department has grown its staff and faculty complement. However, staff turnover in some areas has been high, leading to some temporary shortfalls in service. We are actively engaged in investigating ways to retain staff. Some faculty members have also reduced their FTE, leading to reduced teaching capacity. See response #5 for more details.</p> <p>In the Undergraduate (UG) area, the addition of a Mentorship & Career Coordinator and a Student Life & Program Assistant has resulted in enhanced career advising and support for co-curricular learning opportunities including mentorship, conference attendance, and travel grants.</p> <p>The Department has also allocated additional faculty time to support UG initiatives through an Undergraduate Liaison role currently held by a teaching-stream faculty member. These roles allow us to develop resources and programming to enhance belonging, to celebrate diverse student accomplishments, and to reduce barriers to access to academic and co-curricular opportunities, including engagement in research, work-integrated learning, mentorship, and career exploration.</p>	<p>Short- to medium-term: As noted in the unit response, the Office of the Dean has been working with Computer Science to increase staff complement. Administrative HR Services will continue to work with the Department to address staffing levels.</p> <p>The Dean’s Office recognizes the importance of ensuring that the Department has appropriate faculty complement for its programs. Over the past 5 years, the Department’s complement has grown considerably, both in the teaching and tenure streams. Currently, there are 6 open searches in the Department.</p> <p>Long-term: 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, Computer Science will be asked to outline their complement needs over the next five years. This plan will be reviewed by the Dean and Vice-Deans. The ULP for Computer Science will inform future requests to the Faculty Appointments Committee.</p>

			<p>The Department continues to face ongoing issues with instructional capacity and workload. We appreciate the support of A&S as we pilot two term staff positions this year (a second Lab Instructor and a part-time Learning Strategist), which aim to better support instructors and their students. If this pilot is successful, we may seek to continue these roles on an ongoing basis. The Department also plans to request additional teaching stream faculty positions and the staff needed to support their teaching.</p> <p>The Director of Administration and the Department Chair will monitor the effectiveness of staff and faculty support over the medium term, with the long-term goal of increasing student support levels through more efficient delivery of services and/or by increasing staff and/or faculty complement. The Department will work closely with A&S on complement plans.</p>	
<p>The reviewers observed differing opinions from Computer Science community members about the value of MScAC and its benefits to the department; and broadly noted an opportunity for the department to strategically review its master's-level programming as a whole.</p>	4	<p>"Given the large demand for computing education, this may be a good time for the department to think about what it wants from its Masters-level programs including considering restructuring it to be like programs, such as ECE's MEng program, or perhaps adding another track of this program which does not include the labor-intensive internship program."</p>	<p>We acknowledge that the MScAC program is labor-intensive. However, we believe that the result is a high-quality program that confers long-term benefits for the Department, the University, and our students. These benefits far exceed those of a course-based Masters. MScAC is unique, attracting a growing cohort of exceptional students seeking training in industrial R&D. Program alumni are directly helping to address Canada's shortfall in industrial R&D and addressing a high-priority Departmental strategic objective of greater industrial engagement.</p> <p>Looking beyond UofT, the MScAC program is garnering the attention of both the provincial</p>	<p>The Dean's Office agrees with the Department that the MScAC program, although labour intensive, is very successful and serves an important function for students. The internship is a particularly valuable aspect of the program that helps to attract top students.</p> <p>Short-term: The primary focus of the Dean's Office is to support the outstanding programs already offered by the Department. Should the Department be interested in making significant changes to their programs, the Vice-Dean, Graduate Education would be available for consultation.</p>

			<p>and federal governments. Ministers of education, economic development, and innovation are acutely aware that MScAC graduates are integral to many companies boosting their research and innovation footprint in the country. This positions the Department as an integral player in Canada's innovation ecosystem.</p> <p>Adding a course-based Master's program is not a priority, as the Department is concentrating its resources on the MScAC and research-stream MSc and PhD programs.</p>	
<p>The reviewers observed that a significant number of Computer Science faculty are on leave and/or have partial appointments in industry, and recommended that the department develop a strategy around how to approach such arrangements and relationships sustainably, for the unit's long-term health. Noting a significant increase in demand for Computer Science offerings in recent years, they also broadly recommended that the department strategically expand its faculty complement when opportunities permit.</p>	5	<p>"Faculty on leave. A significant number of faculty are on leave or with partial appointments in industry. These arrangements are common in many top CS departments and might be necessary to retain these faculty. However, a lack of a consistent policy and approach has meant the net loss to the department has been high, with further fragmentation. A strategic plan on how to approach these kinds of relationships sustainably for the department's long-term health is needed."</p>	<p>We fully understand both the importance and the complexity of this issue. While having strong connections to industry is important for a top CS department, having faculty on leave lowers the quality of instruction and supervision we can offer our students, and also shifts the required administrative service on a smaller fraction of the faculty. To create a balanced policy that will be mutually beneficial to both the Department and our faculty, we are striking a sub-committee within the CS Planning and Budget committee. This subcommittee is charged with studying the approach taken to this problem by other institutions and creating a policy that would be optimal for our department. We are also asking for decanal and provostial representation on the committee, as support from the highest levels of university administration is critical for such a policy.</p> <p>The Department Chair and Vice-Chair expect to work with divisional and institutional representatives over the long term to develop a policy that best supports the</p>	<p>Short- to medium-term: The Dean's Office recognizes the complexities that arise through faculty connections with industry partners. The Dean supports the Department's efforts to resolve this through a sub-committee and will be happy to provide representation from the Dean's Office.</p>

			Department and faculty members with industry relations	
6	“Resources to grow. To maintain the department’s high status and support the growing demand and importance of computing in society and to all academic disciplines, the department needs to grow in the research track faculty, the teaching faculty, and staffing.”		With the support of A&S, the Department has recently increased recruiting for staff and faculty (see response #3) and continue to monitor the need for additional growth.	The Faculty has been supporting the Department through increasing staff and faculty complement over the past several years.
7	“The department would benefit from more autonomy and freedom to recruit as needed to address the growth of interest in computing.”		<p>Currently, the Department works with the A&S to request new faculty lines and staff positions. We look forward to working with A&S to achieve more autonomy in the future.</p> <p>Growth is further constrained by availability of space and the Department is actively working with the A&S to find new space, both to consolidate geographically separated groups, and to locate new space for future expansion. We are working with A&S on an interim space solution.</p> <p>As in response #3, the Director of Administration and Department Chair will work with A&S to develop a long-term staff and faculty complement plan.</p>	Medium- to long-term: Under the Faculty’s new budget model, which is under development, the Department will have more autonomy in allocating its resources.
8	“Additionally, the Faculty should ensure that the department understands the commitments that the Faculty and the university have made in terms of faculty and staff growth, and what relationship this has to enrollment growth. The review team observed that the department was unaware of resources, such as faculty positions, allocated by the Faculty of Arts & Science. The department should also be strategic in making decisions about revenue generating programs, such as the MScAC, including how they use the resources they generate. For example, can these resources be used to augment		The Department appreciates the support A&S has provided in approving faculty lines as well as support for start-up funds. We are open to working with A&S to better understand resource allocation. As mentioned above, the Department will transition to a new budget model, which will provide a more fulsome picture of how student revenues and other factors contribute to the overall resources allocated at the unit level. This will allow the Department to think more strategically about	Medium- to long-term: The Dean’s Office will work with the Department to ensure better communication around the allocation of resources. The new budget model should provide considerably greater transparency, given that the Department will have more autonomy over resource allocation.

		graduate stipends? To hire more faculty or staff? Clarity about these issues would allow the department to be more strategic when selecting which of the many opportunities available to them should be pursued.”	leveraging resources to enhance student experience. The Director of Administration, the Financial Officer and the Department Chair will work with A&S over the medium term to implement a new budget model that will allow more strategic deployment of resources	
Note: in considering approaches to addressing the following three prompts, you may wish to refer to the tri-campus graduate unit MOA process:	-			
a. The reviewers noted a number of challenges impacting departmental cohesion and collaboration, and recommended that the department continue to develop and enhance processes and structures for information flow, and for shared and collaborative decision making.	9	“The new Faculty Council is a good first step to maintain a cohesive culture of shared decision making, but the department recognizes the need and should continue to develop better processes and structures for information flow, and for shared and collaborative decision making.”	The Department has had a long history of cohesive and collaborative governance over its 50 years. However, the rapid growth of the department over the last 7-10 years has cause it to “stretch” to the point where we are larger than most other departments at the university. While there have been growing pains, we are hopeful that the phase of rapid expansion is over, and we can spend the next several years building a governance structure that is appropriate for an entity with nearly 100 faculty members. Indeed, the Department of Computer Science Faculty Council, which is formed by 7 representative of various CS areas, is one of the primary methods by which we are improving information flow, and engaging individuals from all areas of the department in decision making. Almost every topic of importance comes up at the Faculty Council, and then at a Faculty Meeting. Additionally, the Department has a regular academic leadership meeting. While the leadership portfolios do not correspond to specific areas of CS, from a practical	Short- to medium-term: The Dean’s Office supports the Department’s efforts to enhance cohesion and collaboration, including regular meetings and the Computer Science Faculty Council. We encourage the Department to consult with the Vice-Dean, Faculty and Academic Life, regarding their efforts to create a more collaborative culture.

			<p>perspective we always aim to have representation from a diversity of research areas and backgrounds, to make sure that the decisions taken by the Department are representative.</p> <p>The Department Chair and Vice-Chair will monitor the effectiveness of the Faculty Council and Academic Leadership group over the medium term. Consultations with faculty members and with the Vice-Dean, Faculty and Academic Life may lead to changes to collaborative structures in the long-term.</p>	
<p>b. The reviewers also noted some challenges related to communication and collaboration across the tri-campus graduate department, and urged enhanced strategic coordination, and the development of a clear and unified tri-campus vision.</p>	10	<p>“Tri-campus arrangement. The tri-campus structure causes significant complexities. While many faculty felt they benefited from having the larger faculty size through this arrangement, concerns were raised about lack of coordination in hiring and in creating the separate robotics group on one of the campuses. This new arrangement deviates from the past arrangement and further fragments the research faculty and the graduate students. It was also mentioned that these robotics faculty and graduate students would benefit from simple support like office space (not lab space) in St. George to integrate better into the department. The overall lack of strong strategic coordination - and a clear unified vision - across the tri-campus arrangement was regarded as problematic.”</p>	<p>Although each campus separately manages its own recruitment, faculty members from all three campuses participate in the hiring process for all faculty members across all three campuses. This ensures that feedback from the other two campuses is taken into account and further ensures a consistent recruitment strategy.</p> <p>Recognizing that the tri-campus graduate experience requires better coordination, a Memorandum of Agreement is being drafted that clearly outlines the roles and responsibilities of the Department and the core processes and procedures that govern the graduate program across all three campuses. This will lead to standardized practices on all campuses.</p> <p>If space allows, (see responses #20 and 21), touch-down collaboration areas for students and faculty from other campuses will be provided.</p> <p>The Tri-Campus MOA will be implemented in the short-term. The Department Chair, in</p>	<p>Short- to medium-term: The Dean’s Office notes that the new tri-campus MOA will facilitate the standardization of practices and clarify and institutionalize the need for consistent consultation and collaboration across campuses.</p>
	11	<p>“If the goal is to develop graduate programs in these campuses, that will require a much larger faculty and much more concerted effort on research and hiring coordination. Additional thought should be put into these issues.”</p>		

			<p>collaboration with the Associate Chair, Recruiting, and the Faculty Council will continue to work on unifying the campuses over the long term</p>	
<p>c. The reviewers noted departmental concerns that graduate student stipends are low compared to global peers, as well as concerns that students may be funded at different levels.</p>	<p>12</p>	<p>“...one very significant source of stress was stipends: graduate student stipends were flagged by faculty and students as very low, with a desire all around to increase them to be competitive with other top CS departments, which is even more critical given the high cost of living in Toronto. However, the department feels that a lack of budgetary transparency prevents them from funding these students more competitively. The faculty also flagged that different students are funded at different amounts, causing inequities.”</p>	<p>The Department has recently changed the funding guarantee for MSc and PhD students to consist of the base (required by SGS) plus a departmental fellowship, which is given to graduate students without substantial external scholarships, stipends, or employment. This has enabled the Department to significantly raise the minimum amount of money that graduate students take home. We have also made it easier for graduate students to get an additional teaching assistantship at UTM or UTSC. In the long term, additional sources of money to support graduate students need to be found. The Department will be working with Advancement on a plan to engage new donors to provide more funds for graduate students, particularly those outside of the more mainstream fields of AI and Machine Learning research.</p> <p>The Department Chair, Vice-Chair and Associate Chair, Graduate Studies will continue to work with A&S and Advancement over the medium term to maximize existing funding and seek new student funding</p>	<p>Short- to medium-term: The Dean recognizes that graduate funding is an ongoing concern. The A&S Advancement office will engage with Computer Science on new fundraising initiatives.</p> <p>Short- to medium-term: Graduate funding is a priority for the Dean. The Faculty funds students within a broader U of T graduate student funding model that guarantees a minimum level of support to students in the funded cohort. Since 2018-19, the Faculty has increased the minimum level of support by \$500 per year. Going forward, the Faculty will increase the minimum level of support by another \$1,000 in 2023-24 and \$500 in 2024-25. This translates to a minimum funding package of \$20,500 in 2024-25. We continue to introduce regular increases to enhance graduate student support.</p> <p>Graduate units may provide graduate students with stipends above the Faculty’s minimum support amount; indeed, many units have specific minimum levels of support that are higher than the Faculty minimum. The Dean’s Office recognizes the important efforts that the Department has been making to support graduate funding.</p>
	<p>13</p>	<p>“the inconsistent, and in many cases non-competitive, stipends are clearly a rising concern that will likely harm the graduate program if it is not addressed.”</p>		
	<p>14</p>	<p>“the funding for graduate students does not match the very high cost of living in Toronto and should be increased.”</p>		

<p>The reviewers observed limited departmental engagement with matters relating to equity, diversity and inclusion, both in the review self-study and in site visit meetings; and further noted that current admissions structures limit opportunities to recruit a diverse undergraduate student body. They emphasized that “more concerted effort, thought, and action” is required in the space of EDI, to develop and support a diverse faculty complement and student body. (In developing your response, please refer to the department’s gradSERU findings and consult with the School of Graduate Studies).</p>	15	<p>“Diversity (EDI). EDI was barely mentioned in the report and in our meetings with faculty, students, and staff. We requested additional information on this topic but worry that it is not a significant priority shared uniformly across the department. It seems to be taken for granted; however, the statistics we see of diversity in the faculty ranks (for example) do not justify that complacency. There did not seem to be a senior leadership role committed to EDI in the associate chairs group. Those who believe they are in charge of EDI were recently appointed and were not sure what their mandate was. More concerted effort, thought, and action is required in EDI.”</p>	<p>An Associate Chair, EDI, has been created with a mandate to: 1) create and implement a process for reporting and addressing EDI-related issues; and 2) to collaboratively work with faculty, staff, and undergraduate and graduate students to increase diversity practices in recruiting in each of these groups. Recruiting processes will now specifically include EDI deliberations. We will also use any available demographic statistics to identify areas where diversity could be increased. We will make equal gender representation a priority in the medium term.</p> <p>A tool for anonymous disclosure for EDI concerns has already been created. The tool has received a small number of responses, with a few describing feelings of isolation and experiences with microaggressions. In consultation with Director, High Risk, Faculty Support & Mental Health, a resource page is in progress to help members of the Department connect with resources if they are experiencing discrimination. We will also work with the EDI Director in A&S to seek guidance on planning and implementing EDI initiatives.</p>	<p>Short- to medium-term: Arts & Science is firmly committed to improving equity, diversity, and inclusion among students, staff and faculty, and indeed, enhancing EDI is identified as a key priority in the A&S 2020-2025 Academic Plan, Leveraging our Strengths. 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. EDI is also a key component of the A&S unit-level planning process, described in our response to #3 above.</p> <p>Short-term: The Faculty of Arts and Science hired a Director of Equity, Diversity & Inclusion in December 2021. The Director is well-positioned to offer guidance to Computer Science on how to best implement EDI initiatives at the departmental level and to advise the Department regarding divisional plans.</p> <p>Short-term: The Vice-Dean Graduate Education will work with SGS and with the Department on leveraging GradSERU (“Graduate Student Experience in the Research University”) survey data to inform graduate studies decisions, including EDI.</p>
	16	<p>“We did not directly hear significant discussion around attempts to increase diversity by tenure-track faculty. For the undergraduates, we have some concern that this responsibility falls on the teaching faculty. For the faculty and graduate level, it was not clear what major planning and efforts have been undertaken to promote diversity.”</p>	<p>With A&S now collecting demographic information of applicants, the Department is planning targeted outreach initiatives aimed at prospective students from underrepresented groups. These initiatives include: Pursue STEM, the PRISM program (intended to help students traditionally</p>	<p>Short-term: The Dean acknowledges the continuing efforts of Computer Science to advance EDI within the Department. As described above, the Director of Equity, Diversity and Inclusion is available to help inform next steps taken by Computer Science.</p>

			<p>underrepresented in CS to engage in research) and Second-year Learning Communities (intended to help students newly admitted to CS, especially those from underrepresented groups, to foster a sense of belonging in CS).</p> <p>The MScAC program has historically had a diverse student body, stemming from a unique admissions process that values traditional admissions metrics (GPA, publications, research and work experiences) but also a diversity of experiences (diversity of coursework, diversity in extra-curriculars, etc.). The admissions committee also considers issues such as cultural norms that may create disadvantages for some students. Some patriarchal societies, for example, restrict access to education for women. Consequently, the MScAC program has students from diverse nationalities, disciplinary backgrounds, socioeconomic circumstances and as well as mature students.</p> <p>In terms of gender balance, the MScAC program exceeds the benchmark for STEM subjects and for the MSc program. The most recent inbound cohort (starting September, 2023) is 34% female. To further increase diversity, the program will actively increase recruitment in areas that have traditionally been under-recruited, such as Latin America, and in disciplines further removed from the quantitative sciences.</p> <p>As stated under response #15, the Associate Chair, EDI will work with representatives of different staff, student and faculty groups</p>	
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			within the department on EDI initiatives over the medium term	
The reviewers recommended that the department consider a strategic visioning exercise around its engagement with industry, and with cognate entities such as the Vector Institute, the Data Sciences Institute and the Schwartz Reisman Institute, with the goal of leveraging the presence of these Institutes and other industrial partners, to benefit the department, as well as the broader University.	17	“The department should consider a strategic visioning exercise around engagement with industry and entities like the Vector Institute, the Data Science Institute, and the Schwartz Reisman Institute to plan how to leverage the presence of these Institutes and other industrial partners to benefit the entire department, and indeed the campus.”	Many faculty members already collaborate with industry partners and other UofT units. Graduate students are beneficiaries of funding from sponsors such as Vector Institute, the Data Science Institute, and the Schwartz Reisman Institute. We agree that strategic partnering at the departmental level rather than at the PI level could result in synergistic gains. Over the medium term, we propose initiating meetings with senior leaders, perhaps at a one-day retreat, to brainstorm and develop creative strategies for supporting each other’s research and vision.	Short- to medium-term: The Dean recognizes the Department is in agreement with this review report recommendation and is exploring options to strengthen engagement with local institutes and industrial partners. Medium- to long-term: As noted in #3 above, the Department will work with the Dean’s Office on the development of a ULP following the completion of the UTQAP review. The ULP, which will be developed through consultations within the Department, will offer an important opportunity to consider strategies to leverage partnerships with other entities within and beyond the university.
The reviewers encouraged the department, the Faculty of Arts & Science and the University to continue to strategically consider which organizational structure(s) might optimally serve research, teaching, and tri-campus needs in Computer Science, and in related areas.	18	“School of Computing. The department review points out the need for a structure like a School of Computing to achieve the level of autonomy, budget control, and nimbleness that the department needs to thrive during this period of growth and to realize its importance to all fields of study. Further, a school of Computing could develop a strong strategic vision around the complexities of the tri-campus arrangement. We encourage the department, the Faculty of Arts & Science, and the Provost to continue to explore such a structure including developing a strong intellectual argument and justification for the structure. A School of Computing should also develop a thorough plan for engagement or collaboration with related units such as the Data Science Institute, the I-School, Statistics, and Math (in campuses where they are separate).”	The Department would welcome more autonomy and believes that a structure like a School of Computing would provide greater visibility and involvement into the many cross-University initiatives involving computation and computational sciences. As a unit within a large faculty, we are willing to work with A&S over the long term to develop a plan that allows more flexibility. In the meantime, CS faculty and students continue to collaborate with other departments and industry partners to build a solid cross-functional platform for cutting edge research. Additionally, the Department attracts many non-budgetary faculty members who add to the core knowledge and expertise of the Department by teaching graduate courses and supervising students.	Medium- to long-term: At the time of the site visit, discussions were ongoing regarding the possibility of a School for Computational and Data Science. Although the Faculty has not necessarily decided against a School, current discussions are instead focused on the roll-out of Faculty’s plans for a new budget model. The new model, as discussed above, will give more autonomy to units, and would have implications for the administration of a School. Once the new budget model is in place, the Dean’s Office would be happy to re-open the discussion regarding the School if the relevant units wish to pursue it.
	19	“At the University of Toronto, the tri-campus structure is unique, and the school might provide an opportunity to incorporate it in a way that makes it a strength rather than a complication that isolates faculty or students. A School could allow the kind of coordination required to	The Department has experienced precipitous growth over the last few years, resulting in a need to unify a larger group of staff, faculty and students with diverse interests. In the long term, it would be ideal for an	Short- to medium-term: The Dean’s Office recognizes the rapid growth experienced by the Department and the commensurate need for enhanced communication and coordination across all stakeholders. The

		enable strategic recruiting across the tri-campus. Planning for the School should also consider how it relates to other entities such as the Vector Institute, the Data Science Institute, and the cognate departments, so that all parties benefit.”	independently run School of Computer Science to operate more strategically. However, within the current framework of A&S, the Department can continue to build relationships and advocate for change, with the Faculty’s support. For example, the Department is working closely with the A&S in the medium term to consolidate space and bring researchers with like interests into closer proximity (see below).	office of the Vice-Dean Research & Infrastructure will continue to work with the Department on space issues. We encourage the Department to consult with the Vice-Dean, Academic Operations, regarding its efforts to build future partnerships.
The reviewers observed broad community desire for access to common space, to unite the department’s various research groups, and encourage greater collaboration.	20	“Space. There is widespread recognition that a common building is needed to bring together all the disparate research groups into a shared space that will allow deeper collaborations and address the significant fragmentation that the department is experiencing culturally. The faculty and the graduate students mentioned that the department is siloed, and this loss of shared culture was largely attributed to the lack of shared space. New space is also needed for growth of the faculty, staff, and student body. Space was a topic raised many times in the past, including in the last review. We heard significant frustration over the lack of progress on a new shared space to bring the department together.”	Indeed, space is one of the greatest challenges facing CS, as we are fragmented across 4 different buildings, leading to a fragmentation of our community and challenges to effective communication across the department. While there are plans to construct a new building for CS (and cognate departments), it will likely be many years before we can come together in this new building. A&S acknowledges our need for space consolidation, and has been very helpful in developing an interim solution in the medium term. The research group currently experiencing the greatest degree of fragmentation is the Artificial Intelligence (AI) group, whose faculty are divided across the Pratt Building, sorely in need of renovation, and the Vector Institute for AI, located off-campus in the MaRS Discover Building. The Department is working closely with A&S on an interim space solution.	Medium- to long-term: Acknowledging the challenges of increasing space demands for all our A&S units, we are continuing to work with Computer Science to address space needs through the Vice-Dean, Research & Infrastructure portfolio.
	21	“While the new building is constructed, the campus should consider how they can provide improved conditions in the interim.”	See response to #20.	See response to #20.

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 very strong, with exemplary faculty in both research and teaching; and noted that it is ranked as a worldwide leader in many important research areas. Programs appear strong, modern, field-appropriate, well-designed and well-run; and both undergraduate and graduate students appear satisfied with their academic experiences. Given the massive growth of student demand for Computer Science offerings over the past decade, the department has done a good job of administering and making improvements to its programs, and increasing its reputation. They note that the department has been highly successful in recruiting strong junior faculty, who seem supported and engaged; and that teaching stream faculty are instrumental in delivering high-quality and contemporary undergraduate programs. They highlighted a strong sense of faculty community and engagement; that administrative and technical staff are well-organized and service-oriented; and that the department enjoys significant and productive collaborations across the University. Finally the reviewers emphasized the department's effective leadership structure and engaged senior faculty, and observed that the unit appears to have navigated the COVID-19 pandemic very well.

The reviewers recommended that the following issues be addressed: addressing a number of factors that may negatively impact undergraduate student wellbeing and satisfaction, including the structure of program admissions, and the level of available student services; considering future strategies for the MScAC and departmental master's-level programming as a whole; developing a sustainable, strategic approach to faculty leaves and reduced appointments due to industry engagement; strategically expanding faculty complement as opportunities permit, in response to the significant increase in demand for Computer Science offerings in recent years; continuing to develop and enhance processes and structures for departmental information flow and for shared and collaborative decision making; enhancing strategic coordination and developing a clear and unified tri-campus vision; addressing concerns related to graduate student stipends; undertaking concerted effort, thought, and action related to matters of equity, diversity, and inclusion, to develop and support a diverse faculty complement and student body; considering a strategic visioning exercise around engagement with industry and with cognate entities with the goal of leveraging partnerships to benefit the department and the broader University; giving strategic consideration to which organizational structure(s) might optimally serve research, teaching, and tri-campus needs in Computer Science and in related areas; and considering approaches to address departmental desire for community space, to unite the unit's various research groups, and encourage greater collaboration. 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 will provide an interim report to the Vice-Provost, Academic Programs midway between the 2021-22 UTQAP review cycle and the year of the next site visit on the status of the implementation plans.

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

6 Distribution

On June 30th 2024, 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:	<p>German Studies, HBA: Specialist, Major, Minor German Studies in English, Minor Al and Malka Green Yiddish Program, Minor Business German, Minor Certificate in Global German Studies (U of T Global Scholar)</p> <p>Germanic Languages and Literatures, MA: Fields:</p> <ul style="list-style-type: none"> • German Literature, Culture and Theory • Yiddish Studies <p>Germanic Literature, Culture and Theory, PhD</p>
Unit Reviewed:	Department of Germanic Languages and Literatures
Commissioning Officer:	Dean, Faculty of Arts and Science
Reviewers (Name, Affiliation):	<ul style="list-style-type: none"> • Professor David Gramling, Department of Central, Eastern, and Northern European Studies, University of British Columbia • Professor Carrie Smith, Modern Languages and Cultural Studies Department, University of Alberta • Professor Kathryn Starkey, Department of German Studies, Stanford University
Date of Review Visit:	March 9-10, 2022 (conducted remotely)
Date Reported to AP&P:	October 24, 2023

Previous UTQAP Review

Date: February 6-7, 2014

Summary of Findings and Recommendations

Significant Program Strengths

- Excellent range of undergraduate course offerings and well-structured curriculum
- Premier graduate program ranked among the top in North America
- Increase in undergraduate and graduate enrolment over the past eight years
- Outstanding faculty with diverse areas of expertise
- Remarkable faculty research output, funding, publication record, and citation frequency

Opportunities for Program Enhancement

- Strengthening graduate student training as future language teachers
- Reviewing best practices for graduate comprehensive examinations
- Exploring the provision of increased support for conference participation and mentoring of graduate students
- Examining graduate student funding and time to completion rates
- Assessing the availability and cost of undergraduate study abroad programs and evening courses
- Expanding the use of technology for language instruction and addressing classroom space concerns

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, Acting Vice-Dean, Academic Planning; department chair; associate chair, graduate; associate chair, undergraduate; faculty; undergraduate and graduate students; administrative staff and senior program administrators as well as members of relevant cognate units: Centre for Medieval Studies; Cinema Studies Institute; Department of History; Department for the Study of Religion.

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 “a gem” of the highest quality, and “should be protected and promoted as a model program in language and culture”
 - ▶ Program is unique in Canada in providing intensive and rigorous training in the target language
- Objectives
 - ▶ Programs appear consistent with the University’s emphasis on academic excellence and with the Department’s and University’s desire to maintain international pre-eminence
 - ▶ Undergraduate program requirements align with Degree Level expectations
- Admissions requirements
 - ▶ Admission requirements to all programs appear appropriate; quality of admitted students is excellent
 - ▶ Robust number of majors in 2020-21 (36) far exceeds the number of German majors in most departments across North America
 - ▶ Unclear from documentation how many students are enrolled in each of the four Minor programs, but total number (113) is impressive, despite a drop since 2013
- Curriculum and program delivery
 - ▶ Undergraduate curriculum is thorough and in line with proficiency goals
- Innovation
 - ▶ Teaching stream faculty should be commended for their innovative courses and clear dedication to the undergraduate program
- Student engagement, experience and program support services
 - ▶ Students spoke positively about the “Kaffeestunde” and the “iPraktikum” co- and extra-curricular opportunities
 - ▶ Teaching stream faculty are very engaged and energetic; and the Chair’s efforts to generate student involvement in the iPraktikum program are much appreciated
 - ▶ Department ranks very highly in student surveys; undergraduate majors note an excellent sense of community
 - ▶ The heft of research opportunities for undergraduate students is an impressive departmental strength
 - ▶ The “iPraktikum” is a signature program, and is leading the way in providing important applied research and professional development opportunities
 - ▶ Undergraduate colloquium is a unique feature of the research environment
 - ▶ Students note that opportunities to work on faculty research projects, such as the “Critical Zones” Environmental Humanities Research Network are highly valuable

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

- Admissions requirements
 - ▶ Lack of clarity noted around enrolment numbers in the Certificate in Global German Studies
- Student engagement, experience and program support services
 - ▶ Students reported disappointment in the lack of faculty and graduate student participation in the “Kaffeestunde”
 - ▶ Undergraduate students reported some tension in fourth year, when heritage speakers and more recent language learners are together in the same classes; nonheritage speakers report feeling disadvantaged, while heritage speakers felt that they had missed out on the bonding experience of years 1–3
 - ▶ Student feedback indicates that undergraduates do not necessarily find the dedicated co-curricular research opportunities useful
 - ▶ Participation in experiential learning research and professional development opportunities appears low

The reviewers made the following **recommendations**:

- Curriculum and program delivery
 - ▶ Department should consider developing an annual large enrolment, English-language lecture course to draw students from across U of T into the Minor
 - ▶ Consider promoting one of the 200-level English-language seminars as an entry-level lecture course
 - ▶ Consider developing topics that could speak broadly to the current interests of Canadian students
 - ▶ “[T]here could be more engagement by the research faculty in the undergraduate program”
 - ▶ Students expressed a desire for an accelerated language class that would combine two semesters into one

2. Graduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ Department has a large and healthy graduate student population; graduate program is the largest of its kind in Canada, and one of the largest in North America
- Admissions requirements
 - ▶ Admission requirements appear reasonable; quality of admitted students is excellent
- Student engagement, experience and program support services
 - ▶ Enviable size of graduate program offers tremendous potential for developing a lively intellectual community

- ▶ Research faculty are very successful and active in scholarship; provide excellent research models to graduate students
- ▶ Faculty seminars expose graduate students to their research, and provide opportunities for students to engage deeply in their own research
- ▶ Department has worked to place collaboration and community in graduate student research environment front and centre with two new initiatives: the fledgling Collaborative Research and Creativity initiative, and the Graduate Research Colloquium
- ▶ Department offers additional funding to students who participate in available research opportunities, to encourage greater uptake
- ▶ Graduate students appreciate the support they receive from faculty
- Quality indicators – graduate students
 - ▶ Graduate students have been very successful at receiving competitive fellowships
- Student funding
 - ▶ Department has been very successful in building its reputation and attracting graduate students, in part because it has secured external fellowships that fund international graduate students

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

- Overall quality
 - ▶ Graduate program “seems to be training students for the kind of academic jobs that no longer exist, and places undue pressures on students while not providing them with adequate funding or curricular support to complete the program as it is currently designed”
- Objectives
 - ▶ Department appears focused on the idea that all graduate students are aiming for and will achieve a tenure track position at a research institution
- Assessment of learning
 - ▶ Proficiency Exam is based on an extremely long list of primary texts, which appears to have no correlation with the seminars offered; reviewers “unanimous in deeming such an extensive reading list and series of exams as both counterproductive to the intellectual goals of the Department, and unreasonable given the funding situation”
- Curriculum and program delivery
 - ▶ Graduate seminars are focused on faculty research interests and don’t seem to offer adequate coverage, although coverage is a requirement for the program
- Student engagement, experience and program support services
 - ▶ Reviewers note it would have been useful to meet separately with the MA students, to get a sense of their experience in the program
 - ▶ Graduate students note frustration with the PhD exam structure, and feel that faculty “were disengaged and could do more to contribute to the intellectual climate of the Department”
 - ▶ Evidence suggests that it is unrealistic to expect students to complete the PhD within the five years allotted

- ▶ Though some faculty suggested that student teaching commitments is the reason for the longer time to PhD completion, reviewers observe that the year-long Qualifying Examination is likely a major contributing factor
- ▶ Reviewers note a lack of clarity around faculty commitment to student mentoring
- ▶ Graduate students note concerns that non-academic career paths are not a topic of discussion in the Department, and the onus is also placed on students to seek out University workshops on alternative careers
- ▶ Graduate student research opportunities beyond coursework and the thesis are fairly traditional, with more innovative opportunities seeing limited student participation
- Student funding
 - ▶ While funding is guaranteed for five years, few students are currently able to graduate by the end of their fifth year

The reviewers made the following **recommendations**:

- Overall quality
 - ▶ PhD program requires major updates to improve the quality of training, experience, and to decrease time to completion
 - ▶ Maintain a stand-alone MA program as a means of recruiting PhD students, and an option for students not continuing on to a PhD
 - ▶ Yiddish program has significant growth potential, and could become a top-tier program in its own right (if given necessary resources)
- Objectives
 - ▶ Graduate program could align better with the goal of training graduate students for academic and non-academic careers
- Curriculum and program delivery
 - ▶ “The curriculum of the graduate program could benefit from revision”
 - ▶ Graduate curriculum could be better and more cohesively designed, to ensure adequate coverage and help students prepare for qualifying exams
 - ▶ PhD program milestones would benefit from rethinking, to make it more feasible for students to complete in five (or six) years
 - ▶ Department should consider whether the number of required courses is necessary, or whether courses could be redesigned or developed to help students accomplish the required canonical breadth, and keep abreast of important conversations across the field, particularly related to race and gender
- Assessment of learning
 - ▶ Reviewers assert it is imperative for the unit to review and radically update the current exam requirement, to ensure that students can complete the program in a timely manner; they observe that teaching is an important transferable skill and should not be dropped as a requirement
 - ▶ Reviewers suggest several potential alternatives to the current exam structure for consideration, including: tailoring the exam to seminar topics and reading lists; allowing students to develop shorter, tailored reading lists from the larger canonical one; eliminating the Proficiency Exam in favour of offering students seminars that

- survey German literary history; and replacing the “Comprehensive List” with the “Research Field List”; exploring other, creative exam formats
- Student engagement, experience and program support services
 - ▶ Graduate students note desire for additional professional training that recognizes the diversity of career options for PhDs beyond academic tenure-track positions
 - ▶ More attention could be paid to developing discourse around transferable skills in the PhD and MA programs
 - ▶ Department urged to connect with alumni, and perhaps invite some back to discuss career paths with current students
 - ▶ Need identified for faculty to become more aware of and engaged in the current job market, and offer support to current graduate students to pursue non-academic career paths
 - ▶ Department might consider spearheading a graduate consortium of German Studies across Canada; graduate students would benefit from peer support and collaboration this might offer
 - ▶ Department might also benefit from collaborating to develop all-Canada graduate program outcomes, opportunities for preparation for comprehensive exams, syllabi, etc.
 - ▶ Consider integrating experiential learning opportunities into the curriculum, to allow for better time management among graduate students already stretched thin
 - ▶ Graduate students note desire for more faculty-led intellectual and scholarly events
- Quality indicators – alumni
 - ▶ Information on post-graduate employment is limited; department urged to track alumni trajectories and develop a database on post-graduation employment
- Student funding
 - ▶ “Essential to the continued success of the program will be reliable funding for Canadian and international graduate students in both German and Yiddish”
 - ▶ “It is imperative that Arts & Sciences commit to graduate funding for both Canadian and international students, and to maintain a consistent and reliable cohort size, which will allow the Department to plan an appropriate curriculum and build an intellectual community”

3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
 - ▶ Department has the broadest scope of faculty research profile of any such unit or program in Canada, and among North American institutions more generally
 - ▶ Established and emerging expertise ranging from medieval literature to digital humanities; and Yiddish Studies to environmental humanities
 - ▶ Strengths in literature, film, cultural studies, critical theory, and second language acquisition
 - ▶ Range of research interests complemented by those of DAAD visiting scholars

- ▶ True strength in interdisciplinarity and literary criticism, with Yiddish and Medieval Studies particularly noteworthy
- ▶ Research high quality and high impact, with extensive output in top peer-reviewed journals, and great award success
- ▶ Participation in SSHRC competitions is impressively high compared to other U of T Humanities Departments; faculty have received many SSHRC Connections Grants and Insight Grants
- ▶ Strong research activity brings national and international visibility, and informs and financially supports graduate training and mentorship
- ▶ Combined funding is strong, and has remained steady since the last review period; Department is “leading the way in research dollars”
- ▶ Department has addressed small decline in funding applications by developing bridge funding to encourage applications
- ▶ “In short: this Department is a research powerhouse”
- Faculty
 - ▶ Teaching stream faculty very impressive; exhibit high-energy and are clearly deeply engaged in the Department
 - ▶ Department should be lauded for hiring a Language Coordinator (a previous review recommendation), which has had a lasting impact on undergraduate teaching, and TA and instructor training
 - ▶ Faculty cross-appointments can be beneficial in terms of interdisciplinarity and collaboration
 - ▶ Highly skilled CLTA recently hired at assistant professor level, which has had a major positive impact

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

- Research
 - ▶ Relatively light offerings in contemporary studies; need identified to grow coverage in gender, race, and sexuality
 - ▶ Research outputs overall “tip toward the traditional, single-scholar model”
 - ▶ Small decline in faculty funding applications in recent years
 - ▶ Given challenges with respect to service-related work-load imbalances and the weight that each faculty members must carry in such a small unit, research challenges likely to be exacerbated by anticipated retirements
- Faculty
 - ▶ Department is small and the tenure stream faculty face unique challenges, including a “stark gender imbalance and lack of racialized diversity” (though reviewers note the latter concern is shared broadly across the discipline)
 - ▶ The last tenure stream research hire dates to 2008, and potential retirements will impact the Department’s ability to continue high level productivity in all research areas, as well as the delivery of the graduate program
 - ▶ Recent requests for a hire combined with Environmental Studies have been rejected

- ▶ Repeated concerns noted by cross-appointed faculty regarding unequal service expectations, leading to challenges related to promotion and other career opportunities
- ▶ Faculty indicate a lack of clarity regarding requirements to advance to Full professor, and some faculty (particular those who have been heavily involved in administration) have remained at Associate rank for a long time

The reviewers made the following **recommendations**:

- Research
 - ▶ Consider growing coverage in contemporary studies, gender, race, and sexuality
 - ▶ Consider leveraging burgeoning research with graduate students into more creative research applications with a wider range of community impacts, and to support undergraduate and graduate research initiatives
 - ▶ Research will need cultivation and support from the Department and Dean's office to continue at its current high level
 - ▶ Consider conducting a review of service responsibilities, particularly for cross-appointed faculty, to help support continued research productivity and high impact output
 - ▶ Consider incentivizing grant work through Faculty-funded course releases and funds for grant writers, to potentially help ensure continued success
- Faculty
 - ▶ CLTA position noted as crucial to the continued success of the undergraduate program; their appointment is precarious and reviewers strongly urge the Dean's Office to convert it into a permanent teaching stream position
 - ▶ In light of potential retirements in the coming years, the Department will need to engage in strategic complement planning
 - ▶ Noting the two-time failure of a proposed joint appointment with the School of the Environment, reviewers recommend against pursuing such a position
 - ▶ "The Committee strongly recommends that a future hire in the Department be given a full FTE, ideally in contemporary studies, a key place students wish to see more emphasis"
 - ▶ Reviewers recommend considering a new 100% appointment, advertised as open field and prioritizing equity-denied candidates, especially racialized and/or women identified scholars, building on departmental strengths, and taking an active role in shaping the field for the future
 - ▶ "[M]ore emphasis must be placed on gender parity and inclusion of scholars from equity-denied groups in hiring practices"
 - ▶ Department and Faculty strongly encouraged to begin robust conversations around promotion eligibility, and how to support mid-career colleagues in their career goals; clear requirements for promotion should be established, documented and communicated to all faculty groups
 - ▶ "[T]he Committee also strongly recommends that the Dean's Office undertake a workload analysis with particular focus on cross-appointments, identifying structural and infrastructural needs to support that interdisciplinary work, in order to ensure

- that those collaborations are fruitful without unduly burdening those faculty members serving two or more Departments, programs, or units”
- ▶ Conduct a service audit to clarify who is doing how much work in particular areas, and whether it is compensated, assigned, scheduled, and/or voluntary; ask faculty what service they wish to do before it is assigned
 - ▶ Reduce or remove service obligations for which there isn't adequate time or personnel
 - ▶ Explore approaches to encouraging the active participation of associate professors in departmental administration and operations

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
 - ▶ Undergraduate course enrolment numbers demonstrate that the Department serves the University in a significant way
 - ▶ The iPraktikum program appears to be popular, and provides students with real-life experience and opportunities to liaise with community
 - ▶ Department has done a very good job with outreach to attract graduate applications and high-quality students
 - ▶ Strongest 'esprit de corps' found among undergraduate students, who are eager, diverse, ambitious, and inspired
 - ▶ Full-time faculty are passionate, ambitious and driven, with strong ideas for future directions
 - ▶ Department did admirable job of simulating physical community during pandemic disruptions
- Organizational and financial structure
 - ▶ Department is in good financial standing and has the support of the Faculty
 - ▶ Chair has created new lounge space, which appears very well-received
 - ▶ Department took advantage of opportunity during the pandemic to renovate for lower carbon-impact and ecological sustainability
 - ▶ Department is “fortunate” to not have funding directly tied to enrolments
- Long-range planning and overall assessment
 - ▶ “The Review Committee found much to praise about the Department of Germanic Languages and Literatures: the large and robust graduate and undergraduate programs, the energetic teaching faculty, innovative efforts within the Department (particularly Yiddish Studies), efforts across the University, and beyond the

- University (iPraktikum), and the manifold intellectual contributions by faculty and graduate students to the University and the field of German Studies”
- ▶ Department has made some very innovative efforts to generate interest in German Studies and in the study of language and culture more generally, which are recognized and valued by peer Humanities departments
 - ▶ Rich undergraduate and graduate curricula cover a broad historical time span and many different aspects of German and Yiddish language, literature, and culture
 - ▶ Yiddish Studies offerings at all levels are particularly impressive; this is an area of growth and appears to be flourishing
 - ▶ The language-learning, multilingualism, and critical engagement with cultures and literatures offered by the Department noted by FAS leadership as critically important to the future of the institution
 - ▶ Department is positioned to lead on innovative solutions and future-oriented responses to key challenges facing the discipline of German Studies, as well as language and culture teaching and research more broadly
 - ▶ “the Department of Germanic Languages and Literatures at the University of Toronto finds itself within a very challenging context—and it is rising to the challenge”
 - International comparators
 - ▶ Robust size of the graduate and undergraduate programs is impressive, especially as German and Humanities enrolments have been declining across North America
 - ▶ “[F]ew departments boast as many majors and minors as Toronto, and the graduate program is also one of the largest in North America”
 - ▶ “U of T boasts the flagship Department in German Studies in Canada and one of the best in North America. A major asset is the Department’s status as a stand-alone and multi-lateral academic unit”
 - ▶ Graduate program has maintained its high standing through faculty research activities of the faculty, breadth of coverage, the combination of international and Canadian students, and its placement record
 - ▶ The Department “is on par with the top departments in the US, including Princeton, Washington University, and UC Berkeley”, and offers some of the most respected programs in North America

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

- Relationships
 - ▶ Students note dissatisfaction in the way extra-curricular opportunities are communicated, and departmental communications more broadly
 - ▶ Lack of clarity around how the unit is promoting itself at the undergraduate level
 - ▶ Lack of solidarity and connectedness among faculty members observed
 - ▶ A number of faculty expressed feelings of alienation and detachment with regard to core departmental activities; reviewers observe that some of this detachment appears “voluntary and opportunistic”

- ▶ Some faculty appear skeptical of programming around diversity, Indigeneity, and climate emergency that leadership has pursued recently, “seeing in these initiatives as window-dressing or superficial gestures”
- ▶ Reviewers observed longstanding strained relationships within the Department, noting that this is particularly detrimental for a unit struggling to meet enrolment benchmarks, as many North American German departments are. "There is a bit of elite reclining and cynical resignation afoot, which makes the call for a new tenure-track hire less credible"
- ▶ Departmental leadership appears to be mainly at Associate rank, with limited engagement from more senior faculty
- ▶ Senior faculty appear somewhat distanced from Chair’s leadership efforts, which may undermine the Department’s ability to work strategically and cohesively

Organizational and financial structure

- ▶ Administrative staffing presents some major challenges to the Department; office staff noted a need for more office space, and additional support in handling media and communications, and alumni outreach
- ▶ Department is supported by a three-team administrative staff, only one of whom has a full-time appointment
- ▶ Staff take on numerous responsibilities off the side of their desks (alumni developments, web presence, support for social events), and reviewers note concerns around long term sustainability of support for these activities
- Long-range planning and overall assessment
 - ▶ “Department has a very traditional structure and an aging faculty, some of whom seem resistant to change and/or have disengaged from the Department. This is particularly palpable among the tenured research faculty and is most obvious in the design and goals of the graduate program.”
 - ▶ “Harsh as it may sound, the efforts and innovations the Department has hatched since 2010 [to grow undergraduate enrolment] are ultimately not enough to get it through the next decade”
 - ▶ Reviewers emphasize challenging context for the Department, with a radical decline in availability of and enrolment in language programs across North American institutions (and beyond) in recent years;
 - ▶ Reviewers note limited overall departmental engagement with matters pertaining to equity, diversity and inclusion; “there’s very little going on, it seems, as regards EDI in the German graduate program, and EDI has taken a backseat in the self-study generally”

The reviewers made the following **recommendations**:

- Relationships
 - ▶ Reviewers note enthusiasm and ‘esprit de corps’ of undergraduate students, and encourage the Department to grow the number of undergraduate community members

- ▶ Engaged participation of faculty and graduate students in extra-curricular activities noted as essential to their success; unit urged to ensure multilateral participation to build Departmental cohesion and engagement and attract students
- ▶ Engage in efforts to enhance faculty connections across ranks, streams, and fields
- ▶ Enhance strategic collaboration with cognate language departments, to jointly explore creating approaches to encouraging growth in language majors
- ▶ Chair of the Department encouraged to meet regularly with each faculty member to discuss service obligations and promotion planning
- ▶ Consider engaging in a curriculum consortium with other Canadian institutions to develop common graduate and undergraduate outcomes, assessments, and potential for shared courses, eliminate competitive structures and share the service burden to create adequate, effective and attractive curricula
- ▶ Consider ways to design a post-COVID in-person community experience that leverages pandemic-era innovations
- Organizational and financial structure
 - ▶ Staff note desire for the Undergraduate Assistant position to be full-time
 - ▶ Ensure adequate staffing support for media and communications, undergraduate support and alumni relations
 - ▶ Desire noted for graduate student office- and workspace
 - ▶ Reviewers unable to comment on current space since the site visit was conducted remotely; however, they generally endorse efforts to create physical spaces that would help to foster intellectual community in the department
 - ▶ Consider developing a position specific to digital and communications activities that might potentially be shared with other Humanities and/or language units, to distribute costs and increase communications among units experiencing similar challenges and needs
 - ▶ Explore ways to provide more support for Chair's initiatives; consider changing administrative culture to prefer Chairs be at Full rank before taking on positions
- Long-range planning and overall assessment
 - ▶ Encourage more efficient and effective connectivity across the department in curriculum development, program coordination, and program objectives
 - ▶ Consider (in consultation with cognate units) creative long-term approaches to addressing significant funding growth and structural challenges, considering institutional context
 - ▶ "Support from the administration will be essential to the continued success of the Department"
 - ▶ Reviewers advise against having the language program split off from the Department and combined with other language programs
 - ▶ Consider striking a working group among allied Departments to put forward strategic recommendations for potential future directions
 - ▶ Unit will need "aggressive set of enrolment strategies" to increase its Majors and Minors in the coming years
 - ▶ Consider offering more 75–100 student classes, with professional recruitment and advertising

- ▶ “Building the undergraduate program will require a disciplined and vigorous team approach; no one ought to be able to exempt themselves from the responsibility of growing the program”
- ▶ Expand curricular and community commitment to equity, diversity and inclusion and develop “a more robust and substantive conception of diversity, equity, and inclusion” for both the undergraduate and graduate programs
- ▶ “A conversation as to what counts as high impact research beyond the ‘public humanities’ formulation might encourage greater diversity in the graduate applicant pool and in future tenure-line hires as well as tap into the importance of community-engaged and/or industry aligned research partnerships”
- ▶ Develop “a more interwoven account of the Department’s history and of Toronto’s Indigenous history”



UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

September 21, 2023

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

RE: UTQAP cyclical review of the Department of Germanic Languages & Literatures and its programs

Dear Prof. McCahan,

I write in response to your June 5, 2023 letter of regarding the March 9-10, 2022 UTQAP cyclical review, held remotely, of the Department of Germanic Languages & Literatures and its undergraduate and graduate programs: German Studies, HBA (Specialist, Major, Minor); German Studies in English (Minor); Al and Malka Green Yiddish Program (Minor); Business German (Minor); Certificate in Global German Studies (U of T Global Scholar); Germanic Languages and Literatures, MA (Fields: German Literature, Culture and Theory; Yiddish Studies); Germanic Literature, Culture and Theory, PhD, and requesting our Administrative Responses.

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers, David Gramling, University of British Columbia, Carrie Smith, University of Alberta, and Kathryn Starkey, Stanford University, for their very comprehensive review of the Department of Germanic Languages & Literatures. We would also like to thank the Chair, Prof. Stefan Soldovieri, and faculty, administrative staff, and all those who contributed to the preparation of the self-study. We also want 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 Acting Chair, Prof. Anjelica Fenner, shared it widely with faculty, staff, and students in the Department of Germanic Languages & Literatures. We are extremely pleased with the reviewers' positive assessment of the overall strength of the Department, its continued evolution in the undergraduate and graduate programs, and its outstanding, productive faculty. The reviewers noted the "robust size" of the programs, "energetic" teaching, curricular innovation, and intellectual contributions to the field. The review report also raised several issues and challenges and identified areas for enhancement, including

addressing its traditional program structure, faculty disengagement, and unequal and overly demanding administrative responsibilities.

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 Chair and with senior leadership within my office. The Implementation Plan provided identifies timeframes of short- (six months), medium- (one to two years), and long- (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 Germanic Languages & Literatures will take place no later than the 2029-30 review cycle. My office monitors progress on Implementation Plans through periodic meetings with the Chair and through the department'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 March 2022 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 Department of Germanic Languages & Literatures and its undergraduate and graduate programs.

Sincerely,



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

cc.

Stefan Soldovieri, Chair, Department of Germanic Languages & Literatures, Faculty of Arts & Science

Gillian Hamilton, Associate Dean, Unit-Level Reviews, Faculty of Arts & Science

Suzanne Wood, Special Advisor to the Dean on Unit-Level Reviews, Faculty of Arts & Science

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

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

2021-22 UTQAP Review of the FAS Department of Germanic Languages and Literatures - 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 highlighted the excellence of the undergraduate program, as a "model program in language and culture", and the very strong "esprit de corps" among undergraduate students. They urged the department to explore approaches to promoting the program, and growing the number of undergraduate community members where opportunities permit.</p>	1	<p>"Beloved as its undergraduate courses may be, this unit is going to need an aggressive set of enrolment strategies that increases its Majors/Minors in the coming decade."</p>	<p>We have already embarked on a comprehensive review of the undergraduate program with an eye toward building enrolment in our programs, certificates and other initiatives and further developing our vibrant student community. Discussions on boosting enrolment continued at a first-ever Departmental retreat held in April 2023. We are developing a set of English-language courses designed to draw students from across FAS. Conversations are ongoing with the Principal of Victoria College to forge connections with the new Creativity and Society minor program. Cross-listed courses with Victoria College have been successful in the past, and we intend to be more intentional and consistent in mounting course collaborations. We will also re-engage with the Book and Media program at St. Michael's College.</p> <p>We are identifying existing courses that can be reconfigured for a larger lecture format and developing ideas for new, prerequisiteless courses on the 200 level. Finally, we are in conversation with Victoria</p>	<p>Short- to medium-term: The Dean's Office is happy to work with the Department to address enrolment issues. The Vice-Dean, Undergraduate, will work with the Department on any curriculum or course changes that require governance approval.</p> <p>The Department is encouraged to consult early with the Vice-Deans, Academic Planning and Undergraduate regarding any proposed collaborative initiatives, such as those described in the unit's response.</p>
	2	<p>"The strongest esprit de corps was to be found among undergraduate students, and all we can say there is: grow the number of undergraduate community members. They're eager, diverse, ambitious, and inspired"</p>		
	3	<p>"[We suggest] more 75–100 student classes, with professional recruitment and advertising"</p>		
	4	<p>"The Department might consider developing an annual large enrolment, English-language, lecture course that draws students from across the University to boost these numbers and draw students into the Minor."</p>		

			College regarding the possibility of creating a new living learning community – potentially in the form of a One Program in Languages and Cultures. Ideally, we envision a linked residence space (World Languages House) where students will commit to practicing their language skills. We see this as both a recruitment strategy and a way of fostering a close-knit learning community.	
	5	“We urge the Department to ensure multilateral participation [in extra-curricular activities] in order to build Departmental cohesion and engagement and attract majors and minors.”	Departmental culture was a focus of the April 2023 departmental retreat where there was consensus on the need to improve communication and foster community. In a collaborative process assisted by the facilitator, we identified a set of principles and best practices that will guide our future work together. In addition to encouraging participation in existing opportunities implemented just before the pandemic, we will create new extra-curriculars to build on activities such as the bi-weekly coffee hour and Student Appreciation event. We also see a role for our increasingly impactful social media channels.	Short-term: The Dean’s Office supports the Department’s efforts to engage with students and build community.
	6	“The committee advises against having the language program split off from the Department and combined with other language programs in a kind of “Language Learning Centre” as it would remove an essential core part of the Departmental foundation.”	We agree that separating language and culture contradicts an essential part of our mission. Still, we see opportunities for working together more closely with other places where languages are taught at the U of T. The Department spearheaded in 2019 the creation of a Global Languages Initiative (GLI) that brings together stakeholders in language instruction across programs and units. The GLI is providing an increasingly active forum for collaboration and exchange (lectures, roundtables, student events) that preserves the identity of Departments like ours.	Short-term: The Dean supports the Department’s efforts to build collaborations within A&S. The Vice-Dean, Academic Planning, would be pleased to discuss any future proposals for initiatives with the Department.
The reviewers highlighted the critical need for significant updates to the graduate programs, and made a number of observations and	7	“the PhD program needs some major changes...to improve the quality of training, experience, and to decrease the standard time to degree”	Although we have launched several graduate initiatives over the course of the past few years (graduate teaching and research	Medium-term: The Vice-Dean, Graduate Education supports and encourages such curricular renewal, and is strongly supportive

<p>recommendations related to enhancing their quality:</p> <ul style="list-style-type: none"> The reviewers emphasized that the PhD program requires significant updates to enhance the quality of training and student experience, and to address student time to completion. As in the 2013-14 UTQAP review, the PhD qualifying exam process was highlighted as an area particularly in need of major revisions. The reviewers emphasized graduate student desire “for additional professional training that recognizes the diversity of career options for PhDs beyond academic tenure-track positions.” The reviewers observed that reliable funding for both Canadian and international graduate students will be essential to the continued success of the program, and highlighted the importance of establishing a cohort size that is aligned with available student funding. 	8	<p>“The Committee felt that the PhD program milestones need rethinking to make it more feasible for students to complete the program in five (or even six) years.”</p>	<p>awards, forums for collaborative research, writing groups, etc.), we have embarked on a comprehensive review of the graduate program, including course and other requirements, program learning outcomes, milestones and mentoring practices. These discussions continued at a Departmental retreat held in April 2023. The Graduate Program Committee has already crafted a first draft of a new scheme for the Qualifying Examination, which was revised following the 2013-14 UTQAP review but has not produced the desired effects. We are researching innovative programs across humanities disciplines to find strategies that we can adapt to our particular context.</p>	<p>of changes that will update the program to reflect developments in the field of study while also helping students to complete their PhD in a timely manner. The Vice-Dean, Graduate Education will work with the Department on the proposed changes to the graduate program, including the new format for the Qualifying Examination.</p>
	9	<p>“The Department should consider whether the number of required courses is really necessary, or whether courses could be redesigned (or new courses could be developed) to help students accomplish some of the canonical breadth that the Department requires while also keeping abreast of the important conversations across the field, particularly where race and gender is concerned.”</p>		
	10	<p>“The Proficiency Exam is based on an overwhelmingly long list of primary texts (100 texts)...The Committee was unanimous in deeming such an extensive reading list and series of exams as both counterproductive to the intellectual goals of the Department, and unreasonable given the funding situation.”</p>	<p>The Graduate Program Committee has already crafted a first draft of a new scheme for the Qualifying Examination that reflects our own concerns as well as those of the reviewers. The new, streamlined format will be more transparent and manageable and lead to shorter completion times.</p>	
	11	<p>“... the Committee thinks it imperative for them to review and radically change this [exam] requirement (possibly dropping one component or combining the two), if the goal remains to offer a program in which students are able to complete the PhD in five years. Teaching is an important transferable skill and should not be dropped as a requirement.”</p>	<p>The Department is adjusting to the new formula for allotting domestic PhD spots and the reality of a significant decrease in the domestic cohort. We also note a 50% decrease in our Graduate Program Fund, which is already impacting our ability to make attractive offers. In accommodating the new financial situation, it will be important to ensure that the cohort size remains conducive to creating an environment where it is possible to nurture a community of scholars and teachers. Of particular concern is the ability to maintain parity in admissions given the diverse research profiles of applicants (modern Germanophone literature and culture, Medieval and Yiddish).</p>	

			Teaching is not a program requirement, as appears to be suggested, but rather a core feature of graduate training and, of course, graduate funding in our Department. We are considering ways of incorporating a pedagogical dimension into the Qualifying Exam to reflect and honor the extensive teacher training that students receive.	
12	“The graduate curriculum ... could be better and more cohesively designed to help students prepare for qualifying exams. Graduate students would like additional professional training that recognizes the diversity of career options for PhDs beyond academic tenure-track positions.”		We are embarking on a comprehensive review of the graduate program, including course requirements. We recognize a degree of disconnect between the learning outcomes of many of our courses and the assessments contained in the Qualifying Examination. We will be looking to innovative graduate programs in the discipline and beyond.	Medium-term: The Vice-Dean, Graduate Education, will work with the Department on any curricular changes arising from this curricular review, including any changes that incorporate professional training activities into degree requirements.
13	“One of the ways in which [activities beyond coursework and thesis] might be better encouraged would be to integrate these into the curriculum proper, allowing for better time management among graduate students already stretched thin.”		We have piloted initiatives that are up for review this year. These include the Collaborative Research and Creativity Fund, which supports interdisciplinary groups of students and faculty, as well as the Graduate Teaching and Learning Forum and Graduate Research Colloquium. We will explore which activities have been effective and can potentially be reconceived and integrated into the requirements for the MA and PhD programs.	Short- to medium-term: The Faculty offers professional skills training and support for doctoral students through its Office of Graduate Professional Development & Student Success. In addition to sector-based programming, the office can provide unit-tailored support for alternative or non-academic career pathways, such as career development workshops that draw on unit-specific data for PhD career outcomes. These workshops offer doctoral candidates the opportunity to explore and develop job materials for careers beyond the academic job market. Funding is also available through the Milestones & Pathways program to support professional development activities in individual units.
14	“More attention could be paid to developing a discourse around transferable skills in the PhD and MA programs. Students are certainly acquiring transferable skills—through teaching, research, writing, and other aspects of the program—and, as was revealed in our meeting with them, are interested in exploring a multitude of career paths.”		Graduate students have not been the primary focus groups for iPRAKTIKUM, our experiential learning and internationalization initiative. We will explore the possibility of expanding iPRAKTIKUM as a way of creating additional, non-tenure track internship and training opportunities.	
15	“We urge the Department to find out what their alumni are doing and perhaps invite some of them back to talk about their career paths. There may be other ways too, in which the faculty can become more aware and engaged in the current job market and offer support to current graduate students who are facing a challenging academic job market, but who have deep skills and should be able to find other attractive career paths.”		A project to track our alumni was initiated following the previous review but proved	

			<p>difficult to sustain due to staff capacity. We are looking for ways to develop and maintain better connections to our graduates and to create mentorship opportunities for current students.</p> <p>We are engaged in a study of the current job market in the field and will draw conclusions for our programs. We see opportunities for enhancing academic employability through new collaborative programs and will also develop and make students aware of supports and resources for students embarking on non-tenure-stream and non-academic careers.</p>	
16		<p>“It is imperative that Arts & Sciences commit to graduate funding for both Canadian and international students, and to maintain a consistent and reliable cohort size, which will allow the Department to plan an appropriate curriculum and build an intellectual community.”</p>	<p>We concur and would welcome the opportunity to work with the administration to develop a strategic plan to support graduate study in the Humanities. The Department is adjusting to the new formula for allotting domestic PhD spots and the reality of a significant decrease in the domestic cohort. We also note a 50% decrease in our Graduate Program Fund, which is already impacting our ability to make attractive offers. In accommodating the new financial situation, it will be important to ensure that the cohort size remains conducive to creating an environment where it is possible to nurture a community of scholars and teachers. Of particular concern is the ability to maintain parity in admissions given the diverse research profiles of applicants (modern Germanophone literature and culture, Medieval and Yiddish).</p>	<p>Graduate funding is a priority for the Dean. The Faculty funds students within a broader U of T graduate student funding model that guarantees a minimum level of support to students in the funded cohort to fund their graduate studies. Graduate units may provide graduate students with stipends above the Faculty’s minimum support amount; indeed, many units have specific minimum levels of support that are higher than the Faculty minimum.</p> <p>Short-term: The Vice-Dean, Graduate Education would be pleased to work with the unit on exploring options for additional sources of funding, including stipends from tri-council grants.</p> <p>Since 2018-19, the Faculty has increased the minimum level of support by \$500 per year. Going forward, the Faculty will increase the minimum level of support by another \$1,000 in 2023-24 and \$500 in 2024-25. This translates to a minimum funding package of</p>

				\$20,500 in 2024-25. We continue to introduce regular increases to enhance graduate student support.
The reviewers observed limited departmental engagement with matters relating to equity, diversity and inclusion. They strongly recommended engaging with a more robust and substantive conception of EDI for both the undergraduate and graduate programs, and exploring approaches to expanding curricular and community commitment to EDI.	17	“[We suggest] a more robust and substantive conception of diversity, equity, and inclusion for both the undergraduate and graduate program;”	We agree that we could better articulate our commitment to EDI and the diversity of our students. We will build on the Multilingual German Lab that is engaging our international undergraduates – this is a highly racialized group. We will also continue to leverage our social media channels to foster an inclusive community. We will explore ways of integrating EDI into our Graduate program. We are in conversation with the Faculty of Kinesiology and Physical Education to create a U of T Summer Languages Camp that would combine playful language learning and various sports and creative activities. We see the potential for engagement with disadvantaged and racialized communities through targeted promotion and bursaries.	Short- to medium-term: The A&S Director, Equity, Diversity & Inclusion will work with the Department on developing a plan for enhancing EDI within the unit. We would encourage the Department to create an EDI committee. Unit-level EDI committees have been very successful in working towards improving equity, accessibility, diversity, and inclusion within their units by seeking to address both current and future student, faculty, and staff experience through a wide variety of initiatives including attention to scholarships, curricular (and course) reform, seminars, and mentoring.
	18	“[We suggest] expanded curricular and community commitment to equity, diversity, and inclusion; there’s very little going on, it seems, as regards EDI in the German graduate program, and EDI has taken a backseat in the self-study generally”		
	19	“a more interwoven account of the Department’s history and of Toronto’s Indigenous history; these are not stories that can be told separately in a self-study of this nature”		
The reviewers highlighted a “stark gender imbalance and lack of racialized diversity” among tenure stream faculty (though acknowledged that this is a concern across the	20	“the Committee recommends that the Department be given one 100% faculty position in the next two years, but that this not be defined as a position in Environmental Humanities, nor designed as a cross-appointment. Instead, we recommend that the	We agree that a 100% appointment in a contemporary area would be highly desirable. The ratio of men to women-identified scholars is 6:4. Through a CLTA and targeted DAAD Visiting Professor, we have	Medium-term: 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

discipline). They encouraged the department and Dean's office to engage in strategic complement planning, prioritizing growing the diversity of their faculty, and enhancing coverage in gender, race, sexuality, and contemporary studies when opportunities permit.		position be advertised as open field, thus enabling the Department to select the best candidate with a strong consideration for targeting equity-denied candidates, especially racialized and/or women identified scholars, who are not well-represented in the unit"	been able to achieve a degree of gender parity in the absence of the approval for a permanent position. We note that it will be important to increase the percentage of full professors among our women-identified faculty. We concur that attracting racialized and women-identified candidates should be a priority with the next hire.	Sciences) and from the Colleges. All FAC requests must include discussion of how EDI principles will be addressed in the proposed search. 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. Following a UTQAP review, each unit is asked to create a 5-year plan. 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.
	21	"given the Department's leading position among German programs in North America and world-wide, more emphasis must be placed on gender parity and inclusion of scholars from equity-denied groups in hiring practices."		
	22	"The Committee strongly recommends that a future hire in the Department be given a full FTE, ideally in contemporary studies, a key place students wish to see more emphasis. Further, the Committee also strongly recommends that the Dean's Office undertake a workload analysis with particular focus on cross-appointments, identifying structural and infrastructural needs to support that interdisciplinary work, in order to ensure that those collaborations are fruitful without unduly burdening those faculty members serving two or more Departments, programs, or units."	We agree that our curriculum would benefit from a full FTE hire in contemporary studies. The impact of cross-appointments on faculty and participating departments varies considerably. Secondments to decanal and other outside administrative positions also present a challenge to smaller Departments. We would welcome supports for faculty and the Department given the high percentage of cross-appointed (4) and seconded (2) faculty currently among our ranks. We would also appreciate a degree of consultation with the administration on the latter going forward.	Medium-term: Please see Dean's response to #20-21 above.
	23	"The counterpoint to this [disciplinary] breadth is a relatively light offering in contemporary studies, and there is a particular need to grow the work in gender, race, and sexuality."	The Department has long recognized the deficit in contemporary studies. We have been unsuccessful in two previous submissions to the Faculty Appointments Committee (2020-21, 2021-22) to hire in contemporary studies. We concur that it is essential to recruit a new colleague to	Medium-term: Please see Dean's response to #20-21 above.

			address this issue, which also impacts our ability to attract and retain students on both the undergraduate and graduate levels. We note that we possess some capacity in work on gender and race and need to work to make this more legible to students in our courses and communications.	
	24	“Crucial to the continued success of the undergraduate programs is the position of the CLTA. Their appointment is precarious and the Committee strongly urges the Dean’s Office to convert it into a permanent teaching stream position as soon as possible.”	We agree. The Department submitted in 2022-23 a request to the Faculty Appointments Committee that would have ‘converted’ the CLTA to a teaching stream position. The submission was not successful.	Short-term: As noted in our response to #20-21 above, faculty lines are allocated by the Faculty Appointments Committee, which takes into consideration the need for faculty lines across the breadth of A&S. The Department is encouraged to discuss the CLTA appointment with the Vice-Dean, Faculty and Academic Life, and the Director, Academic HR.
The reviewers observed some apparent disconnect and strained relations among the department’s faculty members. They recommended strengthening the overall cohesiveness of the department, enhancing departmental communications and career supports for faculty, and exploring approaches to encourage the equitable participation of faculty in departmental activities and administration. (In developing your response, you may wish to consult with the Office of the Vice-Provost, Faculty and Academic Life)	25	“The Committee suggests that a review of service responsibilities, particularly for those individuals with cross-appointments, may help support continued research productivity and high impact research output. Further, incentivizing such grant work through the provision of Faculty-funded course releases and funds for grant writers may help bolster the numbers and secure continued success.”	The Departmental Workload Policy is up for review this year, and we will examine service activities in this context. Cross-appointments do not appear to be a barrier to research productivity, but rather to participation in service activities and contributions to the Departmental community. Grant-funded course releases are unevenly distributed among faculty. We will explore ways of supporting research among faculty who would benefit from more research time. The professionally facilitated, first-ever Departmental Retreat held over the course of two days in April 2023 was focussed largely on addressing faculty relations and communication. We believe that this is an important first step. With the help of the materials and recommendations of the facilitator, we will build on initiatives implemented before the pandemic and develop additional measures to improve cohesiveness and faculty engagement and inclusiveness.	Short- to medium-term: The Dean recognizes the steps that the Department has been taking to work toward strengthening cohesiveness and dealing with workload and service concerns, including reviewing the departmental workload policy, instituting regular meetings between the Chair and individual faculty members, and running a departmental retreat. The Vice-Dean, Faculty and Academic Life, will work with the Department on addressing these issues.
	26	“a service audit and self-audit would help clarify who is doing how much work in which areas, and how much of that is compensated, assigned, scheduled, and/or voluntary. Ask people what service they want to do, before assigning it.”		

			We believe that the more pressing issue is to better distribute service obligations and promote faculty engagement in Departmental service.	
27	“a commitment to reduce or remove service obligations for which there isn’t adequate time or personnel”		We believe that the more pressing issue is to better distribute service obligations and promote faculty engagement in Departmental service.	
28	“Although promotion guidelines are set at the Provostial level, it is essential that these mid-career colleagues at Associate rank receive the support and encouragement they deserve within the department and faculty. It is strongly recommended that the Department and along with them the Faculty begin robust conversations around promotion eligibility to Full and how to support midcareer colleagues in their career goals.”		We recognize that promotion discussions have been ad hoc – as has the mentorship of junior and mid-career colleagues. This is due in part to the skewed demographics of our faculty. Most of our faculty were hired during a very short period, creating somewhat of a mentorship vacuum. We will engage in regular conversations to support midcareer colleagues.	Medium- to long-term: The Faculty is engaged in developing support for mid-career faculty members across the division. The Faculty is committed to ensuring that all eligible candidates are supported in their professional development. The University's Promotion Policy in respect of tenure-stream faculty members provides as follows: "Promotion to Professor is not automatic, but it is expected that the majority of full-time tenured faculty at this University will continue to attain this rank." The teaching stream promotions policy is similarly worded.
29	“We suggest that the Chair of the Department meet regularly (annually) with each faculty member with the goal of discussing service obligations and promotion planning”		We will institute regular career development meetings with the Chair and senior faculty.	
30	“more ways to draw associate professors into the business of running the department without immediately promoting them to Chair”		As indicated in #28 above, the majority of our faculty were hired during a very short period several years ago. Until recently, we had a disproportionate number of associate faculty as compared to full professors. Demographic anomalies of this sort are not uncommon in smaller Departments and are not always easy to manage.	Short-term: The Vice-Dean, Faculty and Academic Life, is available to consult with the Chair regarding options for engaging faculty at different levels in the Department. There are options for including faculty members in committees that do not involve major leadership roles.
31	“more support for the Chair’s initiatives, including changing the administrative culture to prefer Chairs be at Full rank before taking on the position”		It is not clear that rank has played the major role in a certain lack of engagement on the part of some faculty with Departmental – not just Chair’s – initiatives. The results of the Departmental Retreat bear this out. Still, we see the drawbacks to burdening mid-rank faculty with senior positions.	Short-term: The Vice-Dean, Faculty and Academic Life, is available to support the Chair in addressing this issue.

	32	“Though not all obstacles to good relations can be removed, we think there’s plenty more work that’s possible in this area to connect colleagues across ranks, streams, and fields.”	We concur and believe that we have made good initial strides in convening a first-ever Departmental Retreat in April 2023 that produced actionable items.	Short-term: We recognize the work that the Chair has been engaged in to develop greater Department cohesion. The A&S Coordinator, Faculty Development, is available as a resource to the Chair.
	33	“Given that the Dean’s Office appears to want Departments to come forth with ambitious structural changes that will help language majors grow, we think that an important form of communication that could be strengthened is strategic collaboration across language departments.”	We see opportunities for working together more closely with other units and programs in which languages are taught at the U of T. The Department has spearheaded the creation in 2019 of a Global Languages Initiative (GLI) that brings together stakeholders in language instruction across FAS. In the form of symposia, lectures and other events, the GLI is providing a forum for collaboration and exchange that engages faculty and students across language-teaching units and programs. As indicated in #4 above, we are already collaborating on the creation of a living and learning community and, as noted in #18 above, are working to create a summer languages camp for youths.	Short- to medium-term: The Dean’s Office will work with the Department on initiatives aimed at strengthening strategic collaborations across language units.
	34	“The Committee would suggest a working group be struck among allied Departments to put forward recommendations for consideration, beginning not in the challenges but with answers to the key questions that speak instead to possibilities: What makes you unique? For what do you wish to be known? How can you better prepare students for an unimaginable future?”		
The reviewers broadly recommended exploring approaches to encourage more efficient and effective connectivity across the department in matters of curriculum development, program coordination, and program objectives.	35	“[We suggest] more efficient and effective connectivity across the department in matters of curriculum development, program coordination, and program objectives;”	We are rethinking Departmental structures in order to achieve better planning outcomes and expect our efforts to improve departmental communication to lead to a new quality and intensity of collaborative work.	Short-term: The Vice-Dean, Undergraduate, will support the Department’s efforts to improve coordination in curriculum and program development in the Department.
	36	“We suggest this Department engage in an all-Canada curriculum consortium that would develop common a) graduate and undergraduate	We agree that collaboration with peer Canadian programs is highly desirable. We see the greatest potential on the graduate level. German Studies Canada has hosted	Medium-term: The Dean’s Office will support the Department in the development of new partnerships, and maintenance of existing partnerships, as appropriate.

		outcomes, b) assessments, and c) potential for shared courses.”	initial roundtables in which we will continue to participate.	
The reviewers observed that “[a] conversation as to what counts as high impact research beyond the ‘public humanities’ formulation might encourage greater diversity in the graduate applicant pool and in future tenure-line hires as well as tap into the importance of community-engaged and/or industry aligned research partnerships.”	37	“A conversation as to what counts as high impact research beyond the ‘public humanities’ formulation might encourage greater diversity in the graduate applicant pool and in future tenure-line hires as well as tap into the importance of community-engaged and/or industry aligned research partnerships.”	It is difficult to anticipate whether the research specialization of a future hire might result in ‘industry-aligned’ partnerships and a diversification of the graduate applicant pool, although this would potentially be welcome. Our community and work-engaged activities in the context of iPRAKTIKUM have focussed on enhancing the undergraduate learning experience, but we welcome the opportunity for initiatives on the graduate level.	Short-term: The A&S Experiential Learning and Outreach Support (ELOS) Office is available to work with the Department on community-engaged and industry-aligned partnerships.
Other recommendations not prioritized in the Request for Administrative Response	38	“... there are real challenges facing the Department with respect to funding growth, and the Department—along with allied Departments in the Humanities—will need to consider creative approaches to their structural challenges long term.”	We will explore forward-looking strategies being implemented internationally and would welcome the opportunity to engage the administration in developing a strategic plan for the Humanities. We feel this is lacking and negatively impacting the perceived importance of the humanistic enterprise at the U of T and beyond.	Short-term: The Dean’s Office holds regular meetings with the Chairs/Directors of the Humanities sector; sectoral meetings take place 2-3 times each semester during the academic year. The Vice-Dean, Academic Planning would be pleased to support a sectoral discussion on strategic planning.
	39	“It is important that the Department maintain a stand-alone MA as a means of recruiting PhD students, and also as an option for professional development for students not continuing on to the PhD.”	MA enrolment has evolved in recent years. We are admitting more MAs with better skills and training. We will improve MA training generally through peer-to-peer and more effective faculty mentoring and seek out opportunities beyond the PhD stream.	Short-term: The Dean’s Office recognizes the Department’s efforts to support graduate training at the MA and PhD levels. The Department is encouraged to engage with the A&S Office of Graduate Professional Development & Student Success and/or the Office of Experiential Learning and Outreach Support for further guidance on professional development at the graduate level.
	40	“Since we did not visit the campus, we cannot comment on the current space, but we do wish to promote efforts to create such physical spaces that would help to foster intellectual community in the department.”	Our comprehensive renovation of community spaces in the Department beginning in 2019 is well-documented in the Self Study. We have completed a complete renovation of our lounge area, graduate student room and seminar room and have made upgrades to administrative offices.	Short-term: The Vice-Dean, Research and Infrastructure, is available to meet with the Chair should space issues arise. The Faculty’s Infrastructure Planning Office has been and will continue to be involved in providing design services and support to the Department.

	41	<p>“The review team would recommend a position specific to digital and communications activities be developed and potentially shared among Humanities and/or language Departments to not only share the cost but better increase communications among units with similar challenges and needs.”</p>	<p>We concur that it is essential that we increase our capacity in this area. We are currently supporting communications activities with part-time, casual help. This is cumbersome and unsustainable. We prefer an internal solution to this staffing deficit.</p>	<p>Short-term: The Dean’s Office, through Administrative HR Services, will work with the Department to review the unit’s staffing level and ensure that the organizational structure reflects operational needs.</p>
	42	<p>“[We suggest] a more robust staff role for undergraduate services and communications”</p>	<p>We would welcome additional capacity in the administration of undergraduate services. As indicated in #41, our digital communications currently rely on casual contract help. We agree that permanent support would greatly enhance our internal and external communications.</p>	<p>Please see response to #41 above.</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 University of Toronto boasts the flagship Department in German Studies in Canada and one of the best in North America; they noted its large and robust undergraduate and graduate programs, and large course enrolment numbers, demonstrating the Department's significant service to the University; they highlighted the undergraduate program as "a gem" and a "model program in language and culture", with enthusiastic students who have access to impressive research and experiential learning opportunities; they emphasized the enviable size of the graduate program and its significant potential for developing a lively intellectual community; the reviewers described the department as a "research powerhouse" with faculty research spanning impressive breadth, and particular strengths in Yiddish and Medieval Studies; they also commended the energetic teaching-stream faculty; they observed that the department has made some very innovative efforts to generate interest in German Studies and the study of language and culture; finally, the reviewers praised the "manifold intellectual contributions by faculty and graduate students to the University and the field of German Studies".

The reviewers recommended that the following issues be addressed: exploring approaches to promoting and growing the undergraduate program; addressing the critical need for significant updates to the graduate programs, including updating the PhD program to the quality of training and student experience and address time to completion; revising the qualifying exam process; providing additional professional training that recognizes the diversity of career options for PhDs; and establishing a cohort size that is aligned with available student funding; engaging with a more robust and substantive conception of EDI for both the undergraduate and graduate programs, and exploring approaches to expanding curricular and community commitment to EDI; engaging in strategic complement planning, and prioritizing growing the diversity of faculty, and enhancing coverage in gender, race, sexuality, and contemporary studies; strengthening the overall cohesiveness of the department, enhancing departmental communications and career supports for faculty, and exploring approaches to encourage the equitable participation of faculty in departmental activities and administration; exploring approaches to encourage more efficient and effective connectivity across the department in matters of curriculum development, program coordination, and program objectives; and engaging in conversation regarding what counts as high impact research beyond the 'public humanities' formulation, to encourage greater diversity in the graduate applicant pool and in future tenure-line hires, and to tap into the importance of community-engaged and/or industry aligned research partnerships.

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 will provide an interim report to the Vice-Provost, Academic Programs no later than midway between the March 2022 UTQAP cyclical review and the year of the next site visit on the status of the implementation plans.

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

6 Distribution

On June 30th, 2024 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:	Master of Mathematical Finance (MMF)
Division/Unit Offering Program(s):	Faculty of Arts and Science (program-only review)
Commissioning Officer:	Dean, Faculty of Arts and Science
Reviewers (Name, Affiliation):	<ul style="list-style-type: none"> • Professor Jerry L. Bona, Department of Mathematics, Statistics, and Computer Science, College of Liberal Arts and Sciences, University of Chicago Illinois • Professor Petter N. Kolm, Courant Institute of Mathematical Science, New York University • Professor Antony Ware, Department of Applied Mathematics and Statistics, University of Calgary
Date of Review Visit:	June 22, 2022 (conducted remotely)
Date Reported to AP&P:	October 24, 2023

Previous UTQAP Review (with the FAS Dept. of Mathematics)

Date: March 25-26, 2013

Summary of Findings and Recommendations

Significant Program Strengths

- MMF is a collaborative program of seven departments
- Students develop an in-depth understanding of the current state of quantitative finance, viewed from the academic perspective as well as the business perspective
- Highly successful, self-supporting program
- No graduate student from previous years is unemployed, and the program has had a 100% success rate in securing internships for students since the program began in 1998
- Admission to the program is highly competitive, with offer rates below 20%
- The program is very flexible and adaptable to students
- Program is amply funded, so it is relatively easy to find faculty to teach the classes
- MMF students highly motivated to succeed, as demonstrated by the 100% completion rate

Opportunities for Program Enhancement: N/A

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

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

Consultation Process

Acting Vice-Dean, Academic Planning & Vice-Dean, Operations, Faculty of Arts & Science; junior and senior faculty; industry, adjunct, and visiting instructors; graduate students; administrative staff and senior program administrators; employers, industry partners, and professional associates; chairs of cognate units: Department of Mathematics, Department of Statistical Sciences, Department of Economics.

Current Review: Findings and Recommendations

1. Undergraduate Program(s): n/a

2. Graduate Program

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

The reviewers observed the following **strengths**:

- Objectives
 - ▶ The program is consistent with the University's academic plans and mission
 - ▶ Requirements and coursework are clear and align with degree level expectations
- Admissions requirements
 - ▶ Admissions requirements and process are comparable to graduate programs in quantitative finance, mathematical finance and financial engineering in Canada and in the U.S.
 - ▶ Acceptance rates for offers made has risen, and the offer rate itself has remained fairly consistent (around 10%) resulting in a cohort size of approximately 30
 - ▶ Low offer rate reflects the program's competitiveness and high standards
 - ▶ Reviewers commend the inclusion of the 30-minute interview in the admissions process, implemented in response to previous review recommendations
- Curriculum and program delivery
 - ▶ Curriculum is solid and provides a good foundation and preparation for students who aspire to careers in the financial industry
 - ▶ Program has done a good job of updating its curriculum as the financial industry underwent major changes since 2008, as well as subsequent regulatory reforms
 - ▶ Current topics such as capital adequacy, capital management and new regulatory trends are covered, as well as the New Basel Accord, banking capital management, and credit risk
 - ▶ Program has introduced courses in data science and machine learning; these updated and new courses meet increased demand from the industry for graduates with skill and knowledge in these areas
- Innovation
 - ▶ The MMF works diligently to stay up to date, and to keep abreast of the frequent changes in the financial industry
 - ▶ The program leverages external expertise among alumni, industry connections, and/or the advisory board to stay on top of changes in the industry
- Assessment of learning
 - ▶ Assessment methods include graded assignments, project report presentations, and examinations; this mixture provides appropriate evaluation throughout the program
 - ▶ Significant amount of required group work, which is appropriate for a program designed to prepare students for careers where effective teamwork is essential
 - ▶ Frequent opportunities provided to assess students' ability to communicate effectively to a range of audiences

- Student engagement, experience and program support services
 - ▶ Students are very happy with instructors and coursework
 - ▶ Curricular internship gives students opportunities to bring to practice what they learn in their coursework
 - ▶ Students are well supported in finding internships (100% success rate) and job placement; “The fact that the MMF has never failed in assuring all students obtain internships is certainly a feather in their cap”
 - ▶ MMF organizes a speaker series (“MMF Global”) where invited presenters cover a broad range of topics in finance, and an annual Symposium for students, alumni and industry partners
 - ▶ Student survey responses not statistically different from the average across all Canadian (U15) professional Mathematical Finance programs, and in line with those across FAS
 - ▶ MMF’s professional development support is a notably strong program attribute, including career mentoring from industry partners and course instructors, and excellent guidance from administrative staff
 - ▶ Administrative team is deeply involved with the student experience and are dedicated to supporting the students in a variety of ways
- Quality indicators – graduate students
 - ▶ Program has a remarkably strong record of ensuring that students do well in their studies and graduate on time; over the entire history of the program, only three students did not complete
- Quality indicators – alumni
 - ▶ Students find employment in the financial sector in banks, pension plans, hedge funds, family offices, and Fintech firms and startups
 - ▶ Success at finding suitable employment at the 4-month post graduation point is very high (over 95% in the most recent year)
 - ▶ 100% of graduates find industry jobs within a year after completion of the program
- Student funding
 - ▶ Internships are paid, which does provide some level of support (a minimum total of \$15K)
 - ▶ Students fund their studies by loans if they do not have direct access to funds, and strong employment prospects for graduates make taking out a loan a realistic prospect, particularly for domestic students

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

- Admissions requirements
 - ▶ The number of applications has decreased somewhat in recent years
- Curriculum and program delivery
 - ▶ Students noted minor concerns that some course content strayed considerably from the syllabus, and there was some amount of duplication in assignments across courses
 - ▶ All courses are developed specifically for the MMF program and are mandatory, with no electives available

- ▶ Unclear whether the program introduced valuation adjustments such as CVA and DVA, and other XVA metrics
- Student engagement, experience and program support services
 - ▶ Response rates to student surveys provided were quite low
- Student funding
 - ▶ Students are self-financed, and program fees are substantial

The reviewers made the following **recommendations**:

- Curriculum and program delivery
 - ▶ The program should improve the coordination of course content and topics across courses
 - ▶ Consider introducing valuation adjustments such as CVA and DVA, and other XVA metrics to the curriculum
- Student engagement, experience and program support services
 - ▶ Leadership encouraged to explore approaches to increase participation rates in future student surveys
- Student funding
 - ▶ Continue to explore the creation of endowed awards and/or scholarships for students who are unable to access other sources of funding

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ Quality of faculty is outstanding, with a “healthy mix of long-standing and newer adjunct instructors who work in the financial industry”
 - ▶ Faculty have strong ties with the financial world, and are on the whole distinguished and very well qualified to deliver the MMF program and support its students
- Research
 - ▶ Teaching staff who contribute to the MMF are active in research and/or development
 - ▶ Teaching staff whose major appointments are in universities are all outstanding
 - ▶ Academics enjoy funding support from NSERC, MITACS or similar sources, supervise Ph.D. and master’s students outside of the MMF, and mentor undergraduates

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 good connections to its extensive alumni network, and works hard to maintain and extend that network
 - ▶ Current and former students expressed strong loyalty to the program
 - ▶ “One of the real strengths of the MMF program is the loyal participation of a coterie of outstanding folks from the financial industry”, who contribute expertise in areas such as machine learning, data science, stochastic calculus, and real-world finance experience, and whose participation helps keep the MMF current and contributes to its success in helping students find internships and good jobs
 - ▶ Drive, morale and sense of community among faculty, students and staff noted as “exceptionally high”
 - ▶ Relationships with cognate units such as Mathematics, Statistical Sciences, and Economics appear strong and collegial, and heads of these units spoke highly of the MMF, its staff and its leadership
 - ▶ While cognate units offer programs (MFE, MFI, Rotman Risk Management) that are in principle competing with the MMF and one another, all appear to have their own angle and focus, enjoy very strong student success, and exhibit an admirable level of cooperation, organizing a joint annual recruitment event
 - ▶ MMF is an Academic Affiliate Member of the International Association for Quantitative Finance (IAQF), a non-profit professional organization dedicated to fostering quantitative finance among academics and practitioners; MMF students actively participate in events organized by the IAQF, including in-person and online seminars, and an annual career fair in NYC; MMF leadership attends program directors' meetings organized by the IAQF in conjunction with its annual career fair
 - ▶ MMF Director is “a visionary, with no shortage of creative ideas for the growth of the program”, and his commitment and dedication to the program are notable
 - ▶ Director receives excellent and dedicated support from administrative staff
- Organizational and financial structure
 - ▶ MMF receives no direct financial support from FAS, and runs as a full cost-recovery program
 - ▶ Program Director reports directly to the Dean and is responsible for managing MMF budget; receives advice and suggestions from an informal Advisory Board
 - ▶ FAS does provide substantial support in the form of space for the program and it is anticipated that much-improved space will be provided for the program in the Ontario Hydro Tower; this new space is expected to be helpful for morale

- ▶ Primary MMF revenue stream is through tuition, and applications continue to vastly exceed the number of students the MMF can accommodate
- ▶ With its steady and predictable source of revenue, the program has been able to manage its budget well
- ▶ “The autonomy enjoyed by the program has been largely beneficial, allowing it to adapt quickly to the changing needs of the financial industry”
- Long-range planning and overall assessment
 - ▶ The MMF is organized, administered and running very well
 - ▶ MMF looking into increasing its revenue; anticipated new space may provide opportunities to enlarge the cohort size
 - ▶ MMF runs an annual Symposium which generates some income from registration fees, and has moved into e-Learning, with courses that are free for alumni, with paid options for other interested students
 - ▶ “The Director is not short of ideas for ways in which the program could grow and adapt”
- International comparators
 - ▶ MMF currently ranked in the top half of Quantitative Finance programs by Risk.net (though this and other similar rankings are noted as imperfect and biased, often in favor of programs in the U.S).
 - ▶ The MMF is demanding and fast-paced, similar to other top programs; and students put in a significant amount of work to complete academic requirements, attend seminars and company presentations, network with alumni and industry professionals, and interview for internships and full-time jobs
 - ▶ MMF is one of the top three programs in Canada, and comparable to other global one-year programs of its kind
 - ▶ The very strong faculty set the MMF apart from most Canadian programs, and contribute a lot towards the students’ experience
 - ▶ The MMF’s very strong internship and full-time job placement record are “enviable”

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

- Organizational and financial structure
 - ▶ MMF differs from other FAS professional programs in having no formal relationship with a particular unit; the program consequently operates with a high degree of autonomy, albeit with some disconnect within the standard structure of FAS
 - ▶ Program is overly reliant on its Director for its continued success; “a high level of dependence on a single leader, however strong, creates risks for any organization”
 - ▶ With the present physical space limitations, expanding the program would not be feasible
- Long-range planning and overall assessment
 - ▶ Program’s autonomy within FAS structure may cause challenges in bringing innovative ideas for growth to fruition

The reviewers made the following **recommendations**:

- Organizational and financial structure
 - ▶ FAS’s anticipated creation of a School that would include Departments of Computer Science, Mathematics, and Statistical Sciences would provide a natural home for the MMF; might provide opportunities for tighter integration with other units
 - ▶ Reviewers suggest there is a very strong need for a Deputy Program Director, to provide leadership support and to take responsibility in specific areas such as curriculum oversight and student related matters, and to enhance the program’s sustainability and growth potential
 - ▶ Deputy Director role would ideally be filled by a faculty member from an FAS Department in the Sciences
 - ▶ FAS might consider hiring directly into this role, rather than from existing faculty, with 50% of funding provided by the MMF
- Long-range planning and overall assessment
 - ▶ “[It] is vital for the ongoing growth and health of the program to find a way to make these less dependent on a single person. Therefore, we recommend the creation of a Deputy Director role as the best way to achieve this.”
 - ▶ Director has expressed interest in the idea of potentially setting up international MMF satellites; reviewers note that this could be an interesting way to grow the program, and might open up a wider range of options for MMF graduates
 - ▶ Reviewers note importance and complexity of finding a new structural arrangement for the MMF within FAS “that retains the advantages of autonomy, but without the structural isolation, and is able to provide institutional support for innovative opportunities for growth”
 - ▶ Incorporating MMF into the planned FAS School could provide a mechanism for making academic hires directly into the program



UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

September 21, 2023

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

RE: UTQAP cyclical review of Master of Mathematical Finance Program

Dear Prof. McCahan,

I write in response to your letter of June 2, 2023, regarding the June 22, 2022, UTQAP cyclical review, held remotely, of the Master of Mathematical Finance professional graduate program (MMF) and requesting our Administrative Responses.

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers Jerry L. Bona, University of Chicago Illinois, Petter N. Kolm, New York University, and Antony Ware, University of Calgary, for their very comprehensive review of the MMF. We would also like to thank the MMF Director, Prof. Luis Seco, and faculty, administrative staff, and all those who contributed to the preparation of the self-study. We also want 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 September 8, 2022, after which the director shared it widely with faculty, staff, and students in the MMF program. We are extremely pleased with the reviewers' positive assessment of the overall strength of the MMF as a professional graduate program, and its outstanding, productive faculty. The reviewers observed that the program is "organized and administered very well," with "outstanding faculty" and that there is strong professional development support. The review report also raised several issues and challenges and identified areas for enhancement, including that the program is "overly reliant on its Director for its continued success," that there is some overlap in coursework, and noting that the program could explore new scholarships and endowments.

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 senior leadership within my office. The Implementation Plan provided identifies timeframes of short- (six months), medium- (one to two years), and long- (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 MMF will take place no later than the 2029-30 review cycle. My office monitors progress on Implementation Plans through periodic meetings with the director. I also acknowledge that your office will request a brief Interim Monitoring Report midway between the June 2022 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 Master of Mathematical Finance professional graduate program.

Sincerely,



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

cc.

Luis Seco, Director, Master of Mathematical Finance program, Faculty of Arts & Science
Gillian Hamilton, Associate Dean, Unit-Level Reviews, Faculty of Arts & Science
Suzanne Wood, Special Advisor to the Dean on Unit-Level Reviews, Faculty of Arts & Science
Daniella Mallinck, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-
Provost, Academic Programs
Andrea Benoit, Academic Review Officer, Academic Planning, Office of the Dean, Faculty of Arts
and Science

2021-22 UTQAP Review of FAS Mathematical Finance - Review Recommendations DRAFT

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 that students report some overlap and duplication in assignments between courses (all of which are mandatory), and recommended enhancing the coordination of content and topics across courses.	1	"Based on student feedback there are unnecessary overlaps across some courses. The program should improve the coordination of course content and topics across courses."	A curriculum review is already under way to address these issues; two existing courses have been replaced with two new courses to update content. A meeting was held with the Curriculum Committee on January 17, 2023 to discuss both current and forward directions for the MMF curriculum. The issue of overlap was discussed and will be monitored on a regular basis through Committee and faculty meetings. Time frame: under way.	Short- to medium-term: The Vice-Dean Graduate Education will continue to engage with the MMF leadership regarding proposed academic changes and any restructuring of the graduate program requirements. The Dean's office is also available to facilitate a consultation with the Curriculum Development Specialist for additional guidance, should MMF wish to do so.
The reviewers observed that MMF students are self-financed, and the program fees are substantial. They recommended exploring the creation of awards and/or scholarships for students who are unable to access other sources of funding.	2	"We suggest the program continues to explore the creation of endowed awards and/or scholarships for students who are unable to access other sources of financing."	This year we have already secured 6 new scholarships for the program from a donor. These awards are the direct result of a fundraising initiative we started two years ago. We expect this to continue as we work closely with the Office of Advancement in FAS to develop sponsors and donors. Time frame: under way	Short- to medium-term: Fundraising efforts remain a priority. The Office of Advancement will continue to work closely with MMF to pursue sources for scholarships and awards.
The reviewers observed that student survey response rates were low, and encouraged	3	"The response rate of student surveys is low. We encourage the leadership to find ways to	We started a new outreach initiative this year, to allow us to be in closer contact with our alumni; we should see, consequently, an	Immediate-term: The Dean acknowledges that the program has begun several promising alumni outreach initiatives and

leadership to explore approaches to increasing response rates for future surveys.		increase the response rate for future surveys.”	improvement on this issue over time. We have also hosted two in-person events in June 2023, the first since the pandemic, to re-establish connections. We are also working to create Program Ambassadors from our current cohort of students, in the hope that these students will continue to value their connection to the Program after they graduate and work with us to keep the MMF brand vibrant among alumni. Time frame: short term.	events to address this review report recommendation.
The reviewers highlighted challenges related to the MMF’s unique and autonomous structure, as well as its sole dependence on the individual program Director for its continued success. They emphasized the critical importance of developing a strategic plan to ensure the program’s long-term sustainability, including pursuing opportunities for enhanced connection and closer integration with the Departments of Computer Science, Mathematics and Statistical Sciences.	4	“Our main recommendation is to appoint a Deputy Director. In our view, the program is running extremely well, but is overly reliant on its Director for its continued success. His commitment and dedication to the program are notable, but we believe it is vital for the ongoing growth and health of the program to find a way to make these less dependent on a single person. Therefore, we recommend the creation of a Deputy Director role as the best way to achieve this.”	Conversations with internal and external faculty as well as with cognate chairs has started. The Director is working closely with the Office of the Vice-Dean, Graduate Education in FAS to explore this issue and create an action plan. The Director’s objective for 2023 is to submit to FAS a detailed plan to address these two issues for comments, with an implementation goal of 2024-2025. Time frame: medium-term, in recognition of the complexity of this process.	Short- to medium-term: The Dean’s office is working with the Director of MMF regarding a new administrative home for the program. We are currently in discussion with cognate A&S units to determine the best new location for this program. This move will alleviate the dependence upon a single person for the longevity of MMF, as the Director will continue to lead the program, but will also report to the unit Chair or Director.
	5	“During our discussions we learned that the FAS is considering the creation of a School that would include the Departments of Computer Science, Mathematics, and Statistics. Such a School would provide a natural home for the MMF and might provide the opportunity for tighter integration with other units.”	Even though the Faculty of Arts and Science does not currently have a plan for this type of school, there was an initiative of the Department of Mathematics to create one. MMF would like to act as a catalyst for any joint initiatives with its new administrative home and any cognate program.	Short- to medium-term: Discussions around the new administrative home for MMF have focused upon cognate units with proven track records of longevity and stability.
Other recommendations not prioritized in the Request for Administrative Response	6	“It is not clear whether the program introduced valuation adjustments such as CVA and DVA, and other XVA metrics. This might be a valuable addition to consider.”	Some of these specialised topics are addressed but the coverage will be improved with the curriculum changes which we started last year. Time-frame: short term.	Short- to medium-term: The Vice-Dean Graduate Education will continue to engage with the MMF leadership regarding proposed academic changes and any restructuring of the graduate program requirements. The Dean’s office is also available to facilitate a consultation with the Curriculum Development Specialist for additional guidance, should MMF wish to do so.

	7	<p>“An interesting point that emerged during our review was the Director’s idea of setting up MMF satellites internationally. As we have all become more comfortable with long range and online communication, this prospect has become more realistic. This could be an interesting way to grow the program and it would potentially open up a much wider range of options for MMF graduates.”</p>	<p>The Director continues to be very interested in developing this idea, and finding ways that such initiatives could be developed, which has its challenges. A new administrative home for MMF would provide a first step which, in the long term, could develop into such an international network.</p>	<p>Medium- to long-term: To help ensure the longevity of this program, the Dean’s office primary focus is to secure an administrative home for MMF. Any discussions about future potential growth would take place after a secure structure has been established.</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 Master of Mathematical Finance as very well organized and administered, noting that it is well-regarded by students, alumni, faculty, cognate units, program affiliates and industry contacts; program requirements and coursework are clear, and the MMF has done a good job in updating its curriculum as the financial industry underwent major changes; faculty are outstanding, and a “healthy mix” of longer-standing faculty, and adjunct instructors who work in the financial industry; students are very happy with their instructors and coursework; the program provides very strong professional development supports; students are extremely well-supported in finding internships; graduates are remarkably successful at finding employment in the financial sector; the MMF enjoys strong connections to its extensive alumni network; the drive, morale and sense of community among faculty, students and staff is “exceptionally high”; connections with similar U of T professional masters programs are strong; the MMF runs as a full-cost recovery program and the director is described as “visionary” with many creative ideas for future directions; finally planned new space for the program is expected to be a positive development.

The reviewers recommended that the following issues be addressed: enhancing the coordination of content and topics across courses; exploring the creation of awards and/or scholarships for students who are unable to access other sources of funding; exploring approaches to increasing response rates for future student surveys; and developing a strategic plan to ensure the program’s long-term sustainability, including pursuing opportunities for enhanced connection and closer integration with the Departments of Computer Science, Mathematics and Statistical Sciences

The Dean’s Administrative Response describes the Faculty and program’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 midway between the June 2022 review and the year of the next site visit on the status of the implementation plans.

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

6 Distribution

On June 30th 2024, 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 program leadership.

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

1 Review Summary

Program(s) Reviewed:	<p>Mathematics, HSc: Specialist, Major, Minor Applied Mathematics, HSc: Specialist Mathematics and Physics, HSc: Specialist Mathematics and Philosophy, HSc: Specialist Mathematical Applications in Economics and Finance, HSc: Specialist Mathematics and its Applications (Physical Science), HSc: Specialist Mathematics and its Applications (Probability/Statistics), HSc: Specialist Mathematics and its Applications (Teaching), HSc: Specialist</p> <p>BSc: Mathematics, Major / MT: Master of Teaching Combined Degree Program</p> <p>Mathematics: MSc, PhD</p>
Unit Reviewed:	Department of Mathematics
Commissioning Officer:	Dean, Faculty of Arts & Science
Reviewers (Name, Affiliation):	<ul style="list-style-type: none"> • Professor Jacques Claude Hurtubise, Department of Mathematics and Statistics, McGill University • Professor Rachel Kuske, School of Mathematics, Georgia Institute of Technology • Professor Martin Olsson, Department of Mathematics, University of California, Berkeley
Date of Review Visit:	April 12 & April 14, 2022 (conducted remotely)
Date Reported to AP&P:	October 24, 2023

Previous UTQAP Review

Date: March 25, 2013

Summary of Findings and Recommendations

Significant Program Strengths

- One of the best mathematics departments in North America
- High quality, successful programs
- Faculty's excellent publication record
- Department's broad research expertise within a range of sub-disciplines

Opportunities for Program Enhancement

- Preparing graduate students for non-academic employment
- Increasing the number of graduate courses in key fields
- Addressing time to completion by relaxing first-year doctoral course requirements
- Ensuring adequate funding for international graduate students to aid in recruitment
- Identifying the appropriate balance between teaching and tenure stream faculty and exploring the use of innovative methods of instructional delivery
- Addressing low faculty morale
- Enhancing faculty and graduate student office space and undergraduate student study space

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

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

Consultation Process

Dean, and Acting Vice-Dean, Academic Planning, Faculty of Arts & Science; Department Chair; Associate Chair Undergraduate and Associate Chair Graduate; tenure-stream faculty; teaching-stream faculty; tri-campus graduate faculty; undergraduate and graduate students; administrative staff; senior program administrators; chairs of cognate units: Department of Computer Science, Department of Statistical Sciences, Department of Economics, Department of Philosophy, Department of Physics, Faculty of Arts & Science; and Department of Chemical Engineering, Department of Electrical & Computer Engineering, Faculty of Applied Science & Engineering.

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 is one of the country's leading venues for an advanced undergraduate degree
 - ▶ Specialist program is very rigorous
- Objectives
 - ▶ Values of the program are embodied in reasonable course offerings
- Admissions requirements
 - ▶ Department provides opportunities for all students wishing to study mathematics
 - ▶ Extraordinary growth in all programs over the last decade
- Curriculum and program delivery
 - ▶ Good variety of courses offered
- Innovation
 - ▶ Several valid pedagogical innovations, mostly on the part of the teaching-stream faculty; overall sense is that of a fairly traditional delivery
- Student engagement, experience and program support services
 - ▶ Specialist students report high satisfaction with their programs
- Quality indicators – undergraduate students
 - ▶ High participation rate in the department's Putnam competition a very strong point

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

- Overall quality
 - ▶ The Major program seen by some as receiving less attention from tenure-stream faculty than Specialist programs
 - ▶ Major program experiencing growing pains associated with “massive influx” of students in recent years, attributed in part to limited enrolments in computer science and statistics programs
- Objectives
 - ▶ Program learning outcomes do not mention providing overview-level knowledge of the subject; some learning outcomes lack appropriate depth for a university-level program
- Admissions requirements
 - ▶ Students are forced to choose between Specialist or Major program streams “too early” and in a way that may seem irrevocable; Specialist programs may therefore miss very strong students due to limited opportunity to enter these programs for students who pursue mathematics after first considering other fields

- Curriculum and program delivery
 - ▶ Students expressed a desire for better integration of the curriculum with related fields of study relevant to their post-graduation plans
 - ▶ High enrolments leading to concern regarding course coverage, particularly the conflicting aims of reducing class sizes (by offering additional sections of some larger courses) and continuing to offer a diverse range of courses
 - ▶ Reviewers heard concern that Major program is neglected by tenure stream faculty, with “overloaded” teaching stream faculty providing most of the teaching in the program
- Accessibility and diversity
 - ▶ Lack of explicit support for “underrepresented” groups noted as a source of stress, related to barriers to accessing different programs
- Student engagement, experience and program support services
 - ▶ Advising for students in mathematics programs is an issue; central advising resources seen as unhelpful, while departmental resources are “under severe stress”
- Quality indicators – undergraduate students
 - ▶ Student:faculty ratio in the department is “nearly three times” that of the Faculty of Arts & Science overall
 - ▶ Number of NSERC summer undergraduate research awards taken up by students in the department is relatively low compared other Canadian universities

The reviewers made the following **recommendations**:

- Overall quality
 - ▶ Ensure appropriate attention and participation of tenure stream faculty across all programs
- Curriculum and program delivery
 - ▶ Consider how courses offered by other departments might be integrated into programs to support students’ post-graduation plans
 - ▶ Consider revising program learning outcomes
 - ▶ Undertake a curriculum review to help balance program offerings in light of significant recent changes in student populations
- Quality indicators – undergraduate students
 - ▶ Provide additional support for coordination of summer research, particularly for applications to NSERC summer scholarship programs

2. Graduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ Graduate programs appear to be sound and running well
- Curriculum and program delivery
 - ▶ Good array of course offerings and active research seminars in the department
- Student engagement, experience and program support services
 - ▶ Students expressed that they are happy with their programs and supervisors
- Quality indicators – graduate students
 - ▶ Time-to-completion rates are in line with the Faculty of Arts & Science overall
 - ▶ Enrolment numbers across graduate programs are consonant with other major Canadian universities
- Student funding
 - ▶ Funding levels and TA loads are similar to other Canadian universities

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

- Accessibility and diversity
 - ▶ Some issues were expressed regarding the diversity of the student body
- Student engagement, experience and program support services
 - ▶ Informal administrative structure in the department results in gaps in mentorship for graduate students
 - ▶ Many graduate students conduct their research outside of the department due to limited graduate student space availability
- Student funding
 - ▶ Graduate student funding levels, while similar to those elsewhere in Canada, noted as low by international standards

The reviewers made the following **recommendations**:

- Student engagement, experience and program support services
 - ▶ Ensure appropriate mentorship for graduate students, including incoming students
 - ▶ Review the TA workload for uniformity, particularly for students in the first year of their program
 - ▶ “While graduate students noted the excellent support of department staff members, more points of access and capacity for support of graduate students would be helpful”
 - ▶ Increased availability of student space would benefit graduate student research

3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
 - ▶ “By any metric the research achievements are excellent”
 - ▶ Departmental research covers all major areas of pure math, with recent growth in applied mathematics.
- Faculty
 - ▶ Faculty are internationally recognized with a number of prestigious awards
 - ▶ Reviewers note that “research faculty” are also heavily engaged in teaching, through traditional teaching as well as mentoring graduate students and postdoctoral fellows
 - ▶ Contributions of the teaching stream faculty are “manifold”
 - ▶ “Department has a strong cadre of young teaching faculty, who are doing their jobs well”
 - ▶ Extremely impressive recent hires; department “has been very successful in identifying outstanding candidates with a particular attraction to Toronto”

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

- Faculty
 - ▶ Workloads for teaching stream faculty appear heavy
 - ▶ Reviewers note issues with morale among teaching stream faculty related to feeling isolated from the research faculty, and excluded from opportunities that would allow a more fruitful career in the long term
 - ▶ Gaps in availability of mentorship, including for newer faculty
 - ▶ Department is somewhat competitively disadvantaged in terms of the teaching load and the financial compensation it can offer to prospective faculty hires

The reviewers made the following **recommendations**:

- Faculty
 - ▶ Develop a faculty complement plan for growth in relation to recent increases in student enrolments and current curricular needs; this plan should consider a realistic rate of hiring, opportunities for disciplinary growth, the balance between tenure stream and teaching stream faculty, and tri-campus relationships
 - ▶ Recognize the valuable contributions of teaching stream faculty and consider strategies for balancing their duties within the department; consider opportunities to integrate teaching stream faculty into leadership roles in the department’s teaching mission
 - ▶ Provide opportunities for teaching stream faculty to teach more specialized courses
 - ▶ Review the mentorship structure for faculty members and post-doctoral fellows
 - ▶ Maintain flexibility in faculty hiring and consider incorporating some “priority areas” into the hiring process

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, staff, and students all displayed great commitment to the mission of the department and university
 - ▶ Reviewers were impressed with the work of the staff and their dedication to the department
 - ▶ Staff have strong relationships with each other and other members of the department
 - ▶ Relationship with nearby Fields Institute noted as an asset for the department
 - ▶ St. George campus office space for UTM and UTSC faculty noted as a key component of healthy tri-campus interactions
- Long-range planning and overall assessment
 - ▶ Outstanding department conducting world-class research and serving a huge number of students in its teaching mission
 - ▶ Department has seen an enormous growth in the number of students over the last decade; reviewers commend the department for providing opportunities “for so many students who may otherwise have to forego a major in STEM”
 - ▶ Many members of the department expressed strong engagement on EDI-related matters; reviewers note that there is a lot of positive momentum at the “grassroots” level
- International comparators
 - ▶ Department is “arguably the top mathematics research department in Canada and is among the strongest math departments in North America”

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

- Relationships
 - ▶ Some site visit participants raised concerns regarding poor communication from the department, which can lead to department members feeling less valued” or “feeling under-appreciated
 - ▶ Representatives from cognate units expressed a desire for a more formal regular mechanism for coordination on shared initiatives
- Organizational and financial structure
 - ▶ Informal operation and communications within the department seem to give rise to a disconnect between the experiences and perceptions of various groups within the department and those of the senior faculty and department leadership

- ▶ Important information is often received through informal channels rather than through direct communication from department leadership
- ▶ Committee work appears to function without much input from the faculty as a whole; reviewers note the risk of “disconnecting expertise from where it is needed”
- ▶ Staffing concerns related to the lack of a department manager, misclassification of student services staff positions, and significant recent turnover
- ▶ Space concerns are negatively impacting department’s teaching mission, staff work, and faculty research, and contributing to a lack of faculty cohesiveness
- ▶ Space issues obstructing faculty hiring processes are harming the mission of the department and will require assistance from the University to address
- Long-range planning and overall assessment
 - ▶ Recent enrolment increases causing strain on department’s teaching mission and resources for supporting students
 - ▶ Availability of resources and space noted as the main constraints on graduate program size
 - ▶ EDI concerns raised repeatedly in meetings with students and some other members of the department, but received little attention in the self-study and in meetings with department leadership
 - ▶ Funding for hiring faculty and staff appeared to fluctuate, limiting the development of longer-term strategies

The reviewers made the following **recommendations**:

- Relationships
 - ▶ Develop a more structured approach to departmental communications with junior faculty, postdocs, staff, and students
 - ▶ Develop a more formal regular mechanism for coordination and discussion with cognate units
 - ▶ Noting strong connections between the fields of data science and mathematics, as well as strongly overlapping student interests, the reviewers observe that it would be “mutually beneficial to maintain strong and vibrant ties” with data science, especially in the context of the projected School of Computational and Data Science
- Organizational and financial structure
 - ▶ Consider reviving the elected Advisory group mentioned in the department’s constitution
 - ▶ Revise structure of regularly scheduled departmental meetings to potentially include committee reports on topics such as curriculum, hiring, and EDI
 - ▶ Consider exploring further opportunities to integrate the UTM and UTSC campuses into the research environment
 - ▶ Integration of research activity with UTM and UTSC campuses “may also be fruitful in thinking about the space issues”
 - ▶ Consider current job classifications in light of student services staff turnover
- Long-range planning and overall assessment
 - ▶ Begin gathering relevant data to better understand EDI-related issues affecting the department

- ▶ Develop processes to support EDI in critical areas such as hiring of new faculty and recruitment of graduate students
- ▶ Recognize and continue to support department members and groups in their work on EDI issues
- International comparators
 - ▶ Department's current challenges and opportunities are consistent with those of other top math departments; reviewers note that peer institutions may provide good examples on topics including surging enrolments, balance of teaching and research faculty, best practices in EDI, communications, and opportunities presented by emerging connections with data science



UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

September 21, 2023

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

RE: UTQAP cyclical review of the Department of Mathematics and its programs

Dear Prof. McCahan,

I write in response to your letter of June 2, 2023, regarding the April 12 & April 14, 2022, UTQAP cyclical review, held remotely, of the Department of Mathematics and its undergraduate and graduate programs: Mathematics, BSc Hons (Specialist, Major, Minor); Applied Mathematics, BSc Hons (Specialist); Mathematics and Physics, BSc Hons (Specialist); Mathematics and Philosophy, BSc Hons (Specialist); Mathematical Applications in Economics and Finance, BSc Hons (Specialist); Mathematics and its Applications - Physical Science, BSc Hons (Specialist); Mathematics and its Applications - Probability/Statistics, BSc Hons (Specialist); Mathematics and its Applications – Teaching, BSc Hons (Specialist); BSc Hons - Mathematics, Major / MT - Master of Teaching (Combined Degree Program); Mathematics, (MSc; PhD), and requesting our Administrative Responses.

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers, Jacques Claude Hurtubise, McGill University, Rachel Kuske, Georgia Institute of Technology, and Martin Olsson, University of California, Berkeley, for their very comprehensive review of the Department of Mathematics. We would also like to thank the Chair, Robert Jerrard, and faculty, administrative staff, and all those who contributed to the preparation of the self-study. We also want 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 23, 2022, after which the Chair shared it widely with faculty, staff, and students in the Department of Mathematics. We are extremely pleased with the reviewers' positive assessment of the overall strength of the Department, its continued evolution in the undergraduate and graduate programs, and its outstanding, productive faculty. The reviewers described the department as "arguably the top mathematics research department in Canada and is among the strongest math departments in North America." The reviewers further noted that the recent hires have been impressive, and overall faculty are internationally

recognized, with many prestigious awards and excellent research achievements. The review report also raised several issues and challenges and identified areas for enhancement, including addressing enrolment pressures, student advising, planning for faculty growth, access to mentorship for faculty and graduate students, organizational and administrative structures, EDI processes, and space.

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 Chair and with senior leadership within my office. The Implementation Plan provided identifies timeframes of short- (six months), medium- (one to two years), and long- (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 Department of Mathematics will take place no later than the 2029-30 review cycle. My office monitors progress on Implementation Plans through periodic meetings with Chair, and through the Department'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 April 2022 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 Department of Mathematics and its undergraduate and graduate programs.

Sincerely,



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

cc.

Robert Jerrard, Chair, Department of Mathematics, Faculty of Arts & Science
Gillian Hamilton, Associate Dean, Unit-Level Reviews, Faculty of Arts & Science
Suzanne Wood, Special Advisor to the Dean on Unit-Level Reviews, Faculty of Arts & Science
Daniella Mallinck, Director, Academic Programs, Planning & Quality Assurance,
Office of the Vice-Provost, Academic Programs
Andrea Benoit, Academic Review Officer, Academic Planning, Office of the Dean, Faculty of Arts and Science

2021-22 UTQAP Review of the Department of Mathematics - 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

In the **Program Response** column, draft responses appear in roman font and *discussion/comments, not meant for the eventual response, appear in italics.*

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 that the Specialist program is very rigorous and offers limited flexibility for students to develop their interests, which severely limits "inclusion across multiple axes of diverse talent". They also noted concerns that "the bulk of faculty attention and possibly also other resources, is focused on the Specialist program." They recommended that the department conduct a review of curriculum and program administration with an eye to addressing structural issues identified in the Specialist; meeting the needs of undergraduates outside of the Specialist; and addressing broad student desire for better integration of curriculum with topics relevant to their post graduation plans.	1	"With the many changes in the student populations of the department it would be appropriate to do a review of curriculum and how the programs are administered. Related to this is a desire expressed by many students to have better integration of the curriculum with related fields relevant to students' post-graduation plans. Rather than have mathematicians teach such applications, it would make sense to consider how courses offered by other departments might be integrated into the program (and given the large amount of service teaching done by the department a strong case could be made for flexibility on enrollment restrictions)."	The Math Department serves a huge and diverse collection of students. In most recent data, over half of all student enrolments in Subject POSTs in the Science Sector of FAS are in Math, CS, or Statistical Sciences. Of these three departments, Math has the largest number of students and is the only department whose programs are currently all open enrolment. The Department agrees that our programs would benefit from a thorough review of our curriculum, which should be streamlined and modernized. There are opportunities to review prerequisites and allow students greater flexibility in switching programs. A first step, to be undertaken in the current	Short-term: The Dean's Office recognizes the enormously valuable service that the Department provides. The Vice-Dean, Undergraduate, will work with the Department on the curriculum review described in the unit's response. The Dean's Office would be happy to connect the Department with the Curriculum Development Specialist in the office of the Vice-Provost, Innovations in Undergraduate Education, for further conversations regarding learning outcomes and curricular development. Immediate-term: The reviewers commented on students' interest in integrating curriculum with their post-graduation plans.
	2	"Perhaps these [learning] outcomes could be revised, for the relatively few students who read such things"		

			<p>academic year, will be to identify the resources necessary to carry out such a review. This is already a serious challenge -- due to the extremely large number of our students, their broad interests, and the small size (relative to student demand) of our faculty and staff complement, we have little spare administrative capacity for anything beyond day-to-day operations.</p> <p>We note that 7 out of the 8 specialist programs have a component in an adjacent field such as physics, economics and finance, probability and statistics, among others. Students in these programs take courses taught by faculty in those fields. In 4 of these programs, the Mathematics and its Applications Specialist Programs, the curriculum is explicitly designed to be integrated with related fields relevant to students' post-graduation plans. Additionally, math majors often double major, which inherently integrates their math major with another field. The Math Department also participates in the experiential learning Arts and Science Internship Program (ASIP) as of 2022. Last year we placed 20 students internships through the program, and are on track to accept another 20 students into the program for 2023-2024.</p> <p>In any future curriculum review, we will pay close attention to descriptions of program-level learning outcomes, as per Rec. #2.</p>	<p>Students from the Department's Specialist programs, as well as the Mathematics Major, are eligible to join the Arts & Science Internship Program, launched in Fall 2021. ASIP allows participating students to apply their academic learning to the world of work, build relevant skills, and explore future career options.</p>
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	3	<p>“Some voices were heard complaining that the specialist programs got rather more attention, with the majors program being left to the teaching faculty. While this is difficult to confirm, care should be taken to associate tenure-track faculty to all of the programs of the University, as is appropriate for any leading university.”</p>	<p>We completely agree with Rec. #3 and view this as a priority.</p> <p>Unfortunately, the math department is laboring under an extraordinary teaching burden -- the department’s FCE/FTE ratio, measuring the average teaching load (in terms of the number of students) per faculty member, is over twice that in the Faculty of Arts and Science as a whole, and this statistic does not take into account the large amount of teaching that math faculty do on behalf of FAS in the Faculty of Engineering. As a result of these extreme demands, we are forced to assign postdoctoral fellows to teach many 300-level courses. Among other drawbacks, this makes it very hard for many students to obtain reference letters from permanent faculty, putting our students at a disadvantage when applying to graduate programs and elsewhere. Significant improvement will require growth in the faculty complement and/or limits on the numbers of students that we teach. Marginal improvements are possible without such changes, but this would require tradeoffs, such as impoverishing other parts of our teaching program.</p>	<p>Medium- to long-term: The Dean recognizes the pressures on the Math Department and has been working with the Chair to support faculty hiring. The Department currently has four open searches, and the Dean expects the Department to request additional positions in the future, once these searches have been completed. Given that this is a highly competitive field, it can take time to hire the best faculty.</p>
	4	<p>“These issues [with ‘growing pains’ in the major program, with student advising supports, and with the lack of explicit support for underrepresented groups] are closely connected to the issue of understaffing and addressing them should be part of the department’s hiring plan tying the research and</p>	<p>Faculty complement planning is addressed below. The Department intends to work closely with the Dean’s office to ensure that undergraduate programs have adequate staff support.</p>	<p>Immediate-term: Administrative HR Services continues to work with the Department on ensuring appropriate staffing levels to meet its strategic objectives. Administrative HR Services have supported the Department in recruitments for 10 staff positions since</p>

		teaching mission, in particular the majors mission, firmly together. And of course, then deliver.”	<p>We will investigate opportunities, such as via our EDI Committee, to improve underrepresented student experiences in our classes, and look for ways we can provide additional advising support within the resources available to us.</p> <p>One challenge we face as a department is that we lack both faculty time and staffing to enable us to engage in this type of work. For example, we have over 2500 students enrolled in mathematics POSTs (major and specialist programs, accounting for about 20% of all subject POSTs in the science sector of FAS), and only two staff members whose duties include academic advising for undergraduates, each of whom has numerous other responsibilities to juggle. The perpetual labor shortage means that we struggle to complete daily tasks and not able to make progress on longer-term projects such as advising and equitable experiences. With additional staffing and support for faculty, we could do more with advising and attending to the underrepresented student experience.</p>	<p>January 2022. The Dean’s Office will work with the Department to add additional staff positions as needed.</p> <p>Short- to medium-term: Unit-level EDI committees in A&S have been very successful in working towards improving equity, accessibility, diversity, and inclusion within their units by seeking to address both current and future student, faculty, and staff experience through a wide variety of initiatives including attention to scholarships, curricular (and course) enhancements, seminars, and mentoring. The A&S Director of Equity, Diversity, &Inclusion will support the Department’s EDI committee in its ongoing work to improve the experience of underrepresented and equity-deserving students.</p>
The reviewers observed enormous growth in the undergraduate program over past decade, fueled by enrolment caps in related majors; and noted that the huge numbers and varied interests of students put significant pressure on the department’s teaching mission. They recommended developing a strategic faculty	5	“Develop a plan for faculty growth. It is clear that the department needs to grow its faculty to meet the student demand. Most competing top math departments in North America have a 1-1 teaching load or equivalent, so the only way to meet the student demand is to increase the number of faculty. We also note that much of the increased student	The department agrees with Recs. #5 and 6, and we aim to develop a plan for faculty growth during the current academic year. This plan will be formulated following broad consultation with faculty members. We will work closely with the Dean’s office to project realistic rates of growth (Rec. #7). The	Short-term: The Dean’s Office recognizes the pressures on the Department and will work the Chair to address issues around growth in student demand. As noted above, this includes working with the Department on complement planning.

complement plan, and prioritizing the hiring of tenure-stream faculty when opportunities permit, while also considering the role of teaching-stream faculty and postdoctoral fellows in program delivery, aligned with support for program learning outcomes.		demand is in advanced math courses. The review committee therefore feels that the bulk of the increase should be in the form of tenure stream faculty. The review committee recommends developing a coherent plan for this increase linking it to the major's program. Such a plan should also include the role of teaching stream faculty and teaching post-doctoral fellows."	necessity for growth underscores the importance of the space issues highlighted in Recs. #27-30.	Short- to medium-term: Following completion of the UTQAP review, the Dean will commission the Department's 5-year Unit-Level Plan (ULP). The ULP is a forward-looking document that both articulates a department's academic plans over the following five years and highlights progress made on the implementation plan identified in the UTQAP administrative response. The Chair will work with the Vice-Dean, Academic Planning, to develop a ULP that addresses such key areas as curriculum change, EDI, and complement planning. The development of the ULP involves significant consultation with faculty, staff, and students. Through the ULP process, the Dean's Office works with units to address issues such as program growth and space planning.
	6	"As indicated previously, the enormous student demand necessitates growing the faculty, and one of our principal recommendations is to develop a coherent plan doing so. Of course, such a plan would necessarily be adjusted with time, but a vision for a sustainable steady state would be helpful. Some things to consider in such a plan include (but is not limited to):	Increased student demand for advanced courses, highlighted in Rec. #5, can be met both by an increase in tenure-stream complement and by assigning more advanced courses to teaching-stream faculty, as suggested by the external reviewers in Rec. #19.	
	7	<ul style="list-style-type: none"> Establishing a realistic rate of hiring. Hiring at the very high level of the department is challenging and growth of the faculty will have to be a long-term effort. 	Recs. #7-11 address criteria that will need to be considered in developing a faculty growth plan. The department agrees that these need to be taken into account.	
	8	<ul style="list-style-type: none"> Determining areas for scientific growth in the department. There appear to be opportunities for growth in applied mathematics and in connections with the new School of Computational and Data Science. 	In addition, the Review Report suggests that the department may be unable to maintain its high research standing with current teaching loads. This suggestion is implicit in Recs. #5 and #14, as well as in the Review Summary ("maintaining a department at this very high level requires constant attention, especially in the context of competition with the very top North American universities.") It	
	9	<ul style="list-style-type: none"> The appropriate or optimal balance between tenure stream faculty and teaching stream faculty. 		
10	<ul style="list-style-type: none"> Connections between the suburban campuses and the St. George campus may offer some 	Medium- to long-term: As noted in our response to #5 above, the Dean's Office will work with the Department to develop a Unit-Level Plan that includes complement planning, faculty development, partnerships with other units, and potential plans for growth. As with all units at the University, the workload policy is a collegial process within the unit subject to decanal approval. The ULP process is an opportunity for departments to engage with the Dean's Office on issues raised in the review process, including workload, faculty complement, and the		

		opportunities, especially in the context of space constraints.	is also consistent with recent experience; tenure-stream hiring at our level has become more difficult as teaching loads decrease at peer institutions. Discussions of complement planning and of the appropriate balance between teaching and tenure streams will take this factor into account, while also prioritizing the needs of the major programs.	balance between tenure and teaching stream faculty.
	11	<ul style="list-style-type: none"> The needs of the major programs, including questions of staffing the courses as well more broadly the appropriate level of engagement of faculty” 		
	12	“Given their expertise and experience, there appear to be many opportunities to integrate [teaching stream faculty] into the teaching leadership of the undergraduate programs. Of course, this would require rebalancing their workload accordingly. Given the recent institutional changes to support promotion and retention of teaching faculty, this appears to be the ideal time to consider a variety of possibilities.”	As of July 1, 2023, a teaching stream faculty member (Stan Yoshinobu) began a 3-year term as Associate Chair for Undergraduate Studies. In recent years, teaching stream faculty have been well-represented on the department’s Undergraduate Committee, EDI Committee, Teaching-stream Hiring Committee, Merit Committee, and Workload committee, and we expect this to continue.	Short- to medium-term: The Vice-Dean, Faculty and Academic Life, will be pleased to support the Department in its efforts to integrate teaching stream faculty into teaching leadership of the undergraduate program.
	13	“There are excellent examples from the department’s peers (e.g., UBC and others) of how to optimize the cooperation of teaching and research faculty in these areas, which may be valuable for exploration.”	<p>Teaching stream faculty play a vital role in helping the department meet our massive teaching obligations. They also provide essential training for new TAs and instructors, which is key to the professional development of grad students and postdocs. Continuing or expanding teaching stream involvement in administrative roles will require growth of the teaching stream complement to ensure that these functions are still carried out well.</p> <p>The department chair has arranged meetings with chairs of other top Canadian math departments, such as McGill and UBC, at which issues such as those raised in Rec. #13</p>	

			could be discussed. Such meetings will begin in fall 2023.	
	14	“... the department is competing with top universities for faculty, and is somewhat disadvantaged in terms of the teaching load and the financial compensation it can provide. It has been very successful in identifying outstanding candidates with a particular attraction to Toronto. It is important to maintain this flexibility in hiring. That said, the review committee wonders if incorporating some priority areas into the hiring process may be beneficial (this may already be occurring informally).”	In developing a plan for faculty growth, as discussed in our response to Recs. #5 and 6, the question of identifying priority areas will be considered carefully and with broad input from faculty members.	Medium- to long-term: The Dean’s Office will work with the Department on complement planning, as noted in our response to #5 above.
The reviewers recommended exploring ways to enhance and coordinate supports and advising for graduate students throughout the duration of their programs.	15	“Mentorship at multiple levels. Within the informal structure there were various gaps in mentorship, particular for grad students and faculty in their first several years in the department. This is a critical time during which access to mentorship is key. Likewise, as there was no meeting scheduled with the postdocs, it would be good to review their mentorship structure.”	The Department already employs multiple means -- written resources, staff assistance, Q&A sessions, peer mentoring -- for informing grad students about the nuts and bolts of the graduate program and topics such as applying for scholarships and selecting an advisor. The Graduate Committee has begun to consider ways of enhancing our mentorship structure and expects to begin implementing improvements within the next year. Possibilities under discussion include assigning faculty and/or senior graduate student mentors to all incoming graduate students. The Department recently introduced an annual grant-writing workshop that provides useful professional training and has markedly improved the department’s success rate in national grant competitions for graduate awards. We intend to introduce other	Immediate- to medium-term: In the Fall of 2022, the Vice-Dean, Graduate Education, set up the Doctoral Student Success Advisory Committee (DSSAC), with representation from staff, faculty, and students across the three sectors, to examine graduate student progress, including time to degree. DSSAC recommended two tracks of support to students: first, considering how we might improve awareness, usage, and the effectiveness of the group-based programming that we already offer (such as the Milestones & Pathways program as well as writing support), and second, developing a new capacity to offer more individualized supports for those students who face an unusually complex combination of issues. Part of the remit of DSSAC is improving how we communicate the supports that already exist, both directly to graduate students (through our presence online) as well as
	16	“The department should ensure that graduate students are mentored at all stages of their program, also as TA’s. In addition, while graduate students noted the excellent support of department staff members, more points of access and capacity for support of graduate students would be helpful.”		

			<p>professional development workshops on this model, to guide students on topics such as writing a first paper or applying for academic jobs. We also have regular events introducing possible non-academic careers to students.</p>	<p>ensuring that units – often the first place that students turn for support – have the most accurate and up-to-date information in order to improve their referrals. To this end, we have begun a review of our communication strategy as well as establishing a comprehensive resource base for unit-level staff that will serve as a single repository for all of the relevant information.</p> <p>Supervision, which can have a significant impact on a student’s academic progress and overall graduate experience, continues to be a focus of discussions, including in DSSAC as outlined above. The School of Graduate Studies (SGS) has established the Centre for Graduate Mentorship & Supervision, along with a set of guidelines outlining best practices for supervision. We continue to partner with SGS on such initiatives, careful not to duplicate but to complement what they are doing and, where necessary, to fill any gaps that are particular to our (A&S) students. Much of this involves working closely with the leadership and staff in our graduate units.</p> <p>The Vice-Dean, Graduate Education, will work with the Department to address issues of graduate student mentorship and advising.</p> <p>Short-term: The Faculty has also recently launched a new Office of Graduate Professional Development & Student Success (GPDSS). The GPDSS Office is available to support the Department in the development and delivery of graduate student professional</p>
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				development activities, as well as exploration of alternative-academic careers.
The reviewers noted a relatively informal departmental organizational structure, as well as some disconnect between its various faculty groups. They recommended exploring approaches to strengthen the cohesiveness of the department, observing opportunities to enhance departmental communications, and to encourage the participation of all faculty groups in departmental activities and administration.	17	“Administrative structure. As noted, the current situation is an informal one, with everything basically being delegated from the chair. This has functioned, by and large, but complaints were made about lack of communication, and this in turn can lead to alienation. While we do not advocate burdening the faculty with excessive faculty meetings, and understand that while a faculty meeting takes place each term, more could be done to improve communication flows. There is apparently an elected Advisory group in the Department’s constitution that has been dormant for a while. Perhaps this could be revived.”	<p>The Department has meetings once per semester to which faculty, postdocs, graduate students, and staff are all invited. These meetings, which go by the name “Department Council”, are always well-attended, with a majority of faculty present. Department Council meetings always include reports from the Chair and Associate Chairs covering most of the topics listed in Rec. #18.</p> <p>The “elected advisory group in the Department’s constitution” was never in fact dormant. However, the election procedure spelled out in the department’s constitution was not followed properly for a few years. This technical lapse, which seems to have been mistaken by the Review Committee for dormancy, was rectified during the 2022-23 academic year.</p> <p>The broader point that more communication would be helpful is well-taken, and the Chair’s office is working on this issue. For example, in formulating this Administrative Response, draft responses and related discussion have been circulated to the entire faculty, and opinions solicited. This has been done via email, online polling, and meetings with particular constituencies and with any individual who expresses an interest. We plan to make some of these communication strategies a routine feature of department governance.</p>	Short- to medium-term: The Dean’s Office notes that the Chair is working to improve communications within the unit. The Vice-Dean, Faculty and Academic Life, will work with the Chair to support the institution of regular faculty meetings and development of effective channels of communication.
	18	“A few committee reports would at least keep people on the same page, generate more input on important topics such as curriculum, the undergraduate and graduate programs, hiring, and EDI, and facilitate smoother transitions when key roles are reassigned. The department’s constitution already has an elected representative council; perhaps it could be revived.”		

	19	<p>“Take steps to form a more integrated faculty. The contributions of the teaching stream faculty are manifold. The review committee perceived a disconnect between the teaching stream and tenure stream faculties. Part of this has to do with space: Informal interactions in the hallways would obviously help. But the department would do well to recognize the contributions of the teaching stream faculty and to provide opportunities to engage with department efforts more fully. Though we note that the workload of the teaching stream faculty seems heavy so additional duties would have to be considered in the overall expectations. Such opportunities could include access to more specialized courses, and involvement with the running of the programs.”</p>	<p>The department recognizes the need to create a more integrated faculty to support connections between the teaching stream and tenure stream faculty. We plan to increase the number of formal and informal gatherings that promote collegiality – this has already begun -- and to pursue greater integration in course assignments. Course assignments for all faculty, tenure- and teaching-stream, should balance the needs of the teaching program with opportunities for intellectual and professional growth. We expect this balance to result in more assignments of teaching-stream faculty to advanced or specialized courses as the teaching-stream complement grows.</p> <p>As noted above, one of the teaching stream faculty is the current undergraduate chair. Teaching Stream faculty are always well-represented on departmental committees, including the Undergraduate Committee, all teaching stream Search Committees, the Merit Committee (responsible for PTR scoring) and the EDI Committee, whose chair was a teaching stream faculty member for the past couple of years. It is also noted that most of the teaching stream faculty are still in an early-career phase (assistant professors) and were hired in the past 5 or 6 years. Hence, leadership roles and opportunities will</p>	<p>The Dean recognizes that the Department is making efforts to promote collegiality among their faculty.</p> <p>Short-term: The Dean’s Office supports new faculty, including teaching-stream faculty in Math, through the new Arts & Science New Faculty Program, a novel multi-year initiative. The Program includes a series of lunch and learn workshops offered over the course of the new faculty’s first two years at A&S and covers a range of topics pertinent to the experiences of newly hired faculty including teaching at the University, promoting equity in research teams, and supporting student mental health. These workshops are complemented by social opportunities that promote community and a sense of belonging both within A&S and the University at large. The new Faculty program provides a means of building community among faculty members, teaching and tenure stream, within and across units.</p> <p>Short-term: In addition, the Vice-Dean, Faculty and Academic Life, is available to support the Chair in developing strategies to better connect teaching and tenure stream faculty in the Department.</p>

			be areas of growth that are linked to the natural evolution of their career trajectories over the next 5 to 10 years.	
	20	“Given the talent in the department across the board, investment in communications is well worth it.”	During the 2022-23 academic year, the Department created (with the support of the Dean’s office) and filled a Communications Officer position, and this officer is undertaking a number of initiatives to improve department communication, both internal and external. As noted in our responses to Recs. #17-8, we are also taking steps to improve communication flow in department governance.	Short-term: The A&S Office of Communications and Public Affairs will be pleased to work with the new Communications Officer.
	21	“The problem with the turnover in the student services staff appears to stem from the fact that the position needs to be reclassified - this should be a priority for the new manager. Also, adding additional support for undergraduate teaching may be appropriate.”	In the most recent academic year, math faculty taught 4 H courses and 3 Y courses – the equivalent of 10 H courses -- with enrolments of over 1000 students. This is almost one third of the 31 such H-course equivalents in all of FAS in the same year, and it does not count our teaching on behalf of FAS in the Faculty of Engineering, which includes a couple more classes of roughly 1000 students. Instructional support staff provide course coordinators with essential help with the enormous logistical tasks involved in managing these ultra-large courses. The Department looks forward to working with Administrative HR Services in reviewing the staffing level to ensure that these positions are appropriately resourced to continue to run a number of the largest classes in the Faculty.	Short-term: Administrative HR Services looks forward to working with the Department on reviewing its staffing level to ensure alignment with the Department’s strategic objectives.

			Additional staff support for undergraduate teaching is indeed needed – many ultra-large courses presently do not have adequate staff support. A serious obstacle is the lack of office space.	
<p>The reviewers observed that Equity, Diversity and Inclusion was a topic of great interest in their discussions with students and some other department members; however that EDI received little attention in the self-study and in meetings with leadership. They urged the department to explore strategies to strengthen its EDI efforts and processes, particularly in relation to faculty hiring and graduate student recruitment.</p>	22	<p>“Equity, Diversity and Inclusion (EDI). There seemed to be a lack of process in some critical areas such as hiring of new faculty and recruitment of graduate students. The processes to make sure EDI is covered not only can lead to better results but can also protect the Department in an area in which it appears rather vulnerable.”</p>	<p>There is always room for improvement in processes to ensure EDI considerations in recruitment, and the Department, through both the Chair and the departmental EDI Committee, will continue to look for opportunities and seek guidance from the Faculty of Arts and Science (e.g., the A&S Director, Equity, Diversity and Inclusion) and the SGS.</p> <p>With that said, the Department follows FAS and U of T processes in faculty recruitment, taking our guidance from sources such as VPFAL’s <i>Strategies for Recruiting an Excellent and Diverse Faculty Complement</i>. These include careful attention to creating a job ad that encourages applications from a wide range of excellent candidates and to posting the ad in venues where it will be seen by diverse candidates, actively soliciting applications from excellent candidates who would enhance our diversity, relying upon inclusion rather than exclusion strategies in making selection decisions, referring back to the published criteria in all discussions of candidates, and so on. Every search committee has at least one Dean’s Rep (often more, as we typically use a single committee to carry out multi-campus searches) to ensure compliance with these processes, particularly with respect to EDI. The deliberations of search committees are necessarily confidential. While this</p>	<p>Short-term: 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. The A&S Director, Equity, Diversity & Inclusion, is available to meet with the Chair to discuss EDI-relevant planning within the unit.</p> <p>Short-term: The Director, Academic HR, and the Vice-Dean, Faculty and Academic Life, are available to offer guidance to the Chair to ensure that the Department is using effective strategies in faculty searches. The Faculty provides training sessions for Chairs regarding the search process, including the incorporation of EDI considerations.</p> <p>Short-term: The Vice-Dean, Graduate Education, is available to offer advice regarding strategies relevant to graduate recruitment.</p>

			<p>confidentiality does not extend to processes, it nonetheless envelops committee operations in a veil of opacity that may be partly responsible for the appearance of a lack of process.</p>	
23	<p>“The leadership of the department would do well to engage with [EDI] more visibly - this seems to be a potential weakness. As a first step, the department should at least gather data (the administration likely already has a lot of information) to understand this issue better. The department should recognize the work of department members on this issue and continue to support groups such as the AWM chapter.”</p>	<p>In the 2022-23 academic year, the Dean’s office, with the support of department leadership, commissioned a Climate and Culture Assessment to “examine the departmental climate and culture, morale, leadership and the extent to which the working and learning environment, for all members within the unit, reflects the Faculty and University’s shared values of equity, inclusion and respect.” As this Administrative Response is being drafted, we are still waiting for the results of this Assessment, but when completed it will yield both data and recommendations that will direct the Department’s next steps on these issues. We also recognize that this Assessment devoted relatively little attention to some key EDI-related areas, such as the undergraduate experience, and we intend to work with the Dean’s office to devise ways to gather more information on these.</p> <p>The department is delighted to support the work of groups such as the Association for Women in Mathematics (AWM) chapter, and</p>	<p>Short-term: In addition to supporting the Unit with a Climate and Culture Assessment, the Faculty recognizes the importance of EDI data and has been developing dashboards for units that will provide information on (as a first step) the gender composition of both their student population and teaching complement.</p>	

			we will explore ways to recognize the work of department members on this issue. Recent and ongoing EDI-related initiatives include work of our K-12 outreach office, a focus of which is outreach to underrepresented groups; our co-sponsorship with CS in fall 2022 of several performances of a play, <i>Truth Values</i> , exploring the challenges faced by women in mathematics; and the Equity Forum, a department lecture series that gives voice to the perspectives of marginalized groups within mathematics.	
The reviewers noted opportunities to enhance connections with cognate units; in particular, with colleagues in computational and data science.	24	“Relations with other departments. Some regularly scheduled get togethers might be beneficial. For example, informal conversations around curriculum would make sense given the changing landscape of undergraduate teaching.”	We agree that informal communication and discussion with other departments about curriculum is beneficial. Some of these conversations have already been happening, as we have faculty involved in discussions with Engineering, Commerce. We intend to continue to reach out informally to our colleagues in other departments as appropriate.	Short-term: The Dean’s Office recognizes the efforts that the Department has been making to engage in informal collaborative discussions, and the Vice-Dean, Undergraduate, would be happy to facilitate any discussions, where appropriate and if needed.
	25	“The School of Computational and Data Science is one opportunity that the department should not miss. The intellectual connections between data science and mathematics are strong, and it would be mutually beneficial to maintain strong and vibrant ties”	The Department remains committed to the projected School of Computation, and we note that it will facilitate the kinds of discussions mentioned in Recs. #24 and 26..	Medium-term: At the time of the site visit, discussions were ongoing regarding the possibility of a School for Computational and Data Science. Although the Faculty has not necessarily decided against a School, current discussions are instead focused on the roll-out of the Faculty's plans for a new budget model. The new model, currently in the pilot phase, will give considerably more autonomy to units, and would have implications for the administration of a School. Once the new budget model is in place, the Dean's Office would be happy to re-open the discussion

				regarding the School if the relevant units wish to pursue it.
	26	“Regular discussions around curriculum [with cognate units] seem appropriate given the overlapping interests of the students served.”	<p>The Department has a long history of cooperation with the Faculty of Applied Science and Engineering on curricular issues, and we are currently working to set up a formal committee structure in the Math Department to keep the engineering-math partnership healthy, address changing engineering students’ needs, and stay current with teaching innovations.</p> <p>Math department members routinely consult with other departments in FAS when making significant changes to courses that serve many students from other programs. These consultations are carried out on an ad hoc basis, and having structures to support them would be beneficial. We also point out that because students from a vast number of programs take math courses we frequently work with other departments on curricular issues. One challenge is that these efforts require a significant amount of staff time and faculty time, and more support is needed to sustain these efforts.</p>	<p>Short-term: The Vice-Dean, Academic Operations, and the Vice-Dean, Undergraduate, work with their counterparts in the Faculty of Applied Science and Engineering to co-chair regular joint meetings between representatives of units that engage in interdivisional teaching. These meetings aim to promote communication between the divisions regarding teaching and curricular needs, priorities, and changes. In addition, we note that the Department is engaged in more informal, ongoing communications with other departments. The Dean’s Office is happy to support all these processes as needed.</p>
The reviewers noted the potential impact of departmental space concerns in a number of areas, including instruction, faculty research and hiring processes, and the department’s overall global competitiveness. They	27	“Address the space issue. This is, perhaps, a recommendation more appropriately addressed to the Dean’s office or higher-level administration, and its solution will necessarily involve intricate knowledge of the University, so this committee is not	We agree with Rec. #29 and with related remarks in the External Review Report, which follows the verbatim quote presented in Rec. #29 by writing: “The case for supporting the math department in this regard is clear: The	

recommended that the department work with the Dean's office to strategically examine space concerns and address as appropriate.		in a position to be prescriptive. We do note, however, that space issues are limiting hiring, affecting the work of the staff, contributing to a lack of cohesiveness of the faculty, and conditions for graduate students that are inferior to those of other top graduate programs, just one sign that the space issues are affecting the competitiveness of the department. We also agree with the need expressed by the suburban campus faculty for office space on the St. George campus. We note that many of the pressures on the department are created by taking on the broader service mission of teaching students excluded from other majors, most notably Statistics and Computer Science, yet those other departments do not seem to have the same space constraints.”	math department is one of the top math departments in North America, doing a huge service to the university as a whole through its teaching and by providing an avenue for STEM majors who have been excluded from other departments on campus.”	Space is an ongoing issue for many units within the Faculty. Some units have grown in recent years, resulting in an urgent need for new faculty offices, labs, and student space. Finding this space, along with making much-needed improvements to some of our existing spaces, has become one of the most significant, ongoing challenges for the Office of the Dean. Space is at a premium downtown, and soaring inflation has dramatically increased building costs, delaying some projects.
	28	“Improved space would certainly have a positive impact on graduate student research.”	As the Review Report makes clear, the space problem affects every aspect of the Math Department's functioning. To the list of negative impacts in Rec. #27 we can add conditions for postdoctoral fellows that are inferior to those of other top departments (and getting worse – this year the space shortage has forced us to convert many postdoctoral offices from 2-person offices to 3-person), numerous offices that completely fail to meet basic accessibility standards, inadequate space for research, teaching, and administrative meetings.	Long-term: In the longer term, the Faculty is planning for the creation of a computation sciences cluster with a new building that will include the Departments of Computer Science, Mathematics, and Statistical Sciences.
	29	“This is a problem [space accommodations for personnel] that cannot be solved by the department and requires work of the administration.”		Short-term: In the shorter term, the Vice-Dean Research and Infrastructure will continue to work with the Department to find solutions that provide additional spaces that are closer together on campus.
	30	“The interactions between the campuses appears healthy, and a key component of this is the fact that the faculty from the suburban campuses have office space at the downtown campus. This is crucial. Exploring further opportunities to integrate the suburban campuses in the research environment may also be fruitful in thinking about the space issues.”	Our colleagues at UTM and UTSC are fully integrated in the research environment. They regularly teach graduate courses, they supervise graduate students and postdocs. Seminars and other research activities are scheduled to facilitate participation of faculty and other researchers from all campuses. All departmental committees related to the tri-campus graduate department, such as those	The Dean appreciates the measures that the Department has taken to ensure tri-campus engagement in areas such as hiring and the graduate program.

			concerned with tenure-stream hiring, the graduate program, the postdoctoral program, EDI, have members from all three campuses.	
Other recommendations not prioritized in the Request for Administrative Response	31	<p>“One issue noted is the relatively low number (a fraction of what is the case at several other Canadian universities) of NSERC summer undergraduate research awards taken up by department students. Some systematic effort at recruitment would be warranted, as undergraduate research is now an important feature of specialist-type programs across the continent, and indeed provides a strong leg-up for admission to graduate school.”</p>	<p>There is enormous unmet need for undergraduate summer research experience in math, reflecting the large size of our undergraduate programs -- among the largest in the science sector of FAS, as well as within FAS as a whole. Many math faculty are eager to mentor students, so the limiting factor has been the number of NSERC summer research awards the department is allocated. This year (summer 2023) the department initiated Math Department Summer Research Awards, funded from our operating budget, to provide research experience to more students. The program was a great success, doubling the number of students who held summer research awards in math.</p> <p>It should be noted that the number of NSERC USRAs we are allocated is far less than at other top Canadian math departments: for example, in 2023, we had 5 at the U of T, vs 12 at UBC and 15 at McGill. Moreover, our number of NSERC USRAs was less than 7% of the total in FAS, whereas by any reasonable measure – HCE taught, number of students in our programs – our share of Science Sector undergrads is closer to 20%.</p> <p>For these reasons we intend to vigorously make the case to anyone who will listen that we should have a larger allocation of NSERC USRAs and other awards, and to continue to</p>	<p>Short-term: The Faculty recognizes the importance of engaging with the excellent math undergraduate students through the NSERC USRA program. Across the institution, there are not enough awards to fill the demand. To address this issue, the University developed its own program (UTEA), but again, demand outstrips the number of available awards. Many of our departments have, like Math, developed their own summer initiatives to increase the number of awards.</p>

			make this case until the current policies, which lead to a serious misallocation of USRAs, are corrected.	
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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 “outstanding,” conducting world-class research and serving a huge number of students in its teaching mission. They noted that it is arguably the top mathematics research department in Canada, and among the strongest in North America. Faculty are internationally recognized and have received a number of prestigious awards; their research achievements are excellent; recent departmental hiring is “particularly impressive”; and teaching stream faculty have made some pedagogical innovations. They observed that faculty, staff and students all display great commitment to the mission of the department and University; satisfaction appears strong among students in the Specialist program; and that the graduate program seems to be “sound and running” well, and graduate students appear happy with their degree and supervision.

The reviewers recommended that the following issues be addressed: Conducting a review of undergraduate curriculum and program administration with an eye to addressing structural issues identified in the Specialist, meeting the needs of undergraduates outside of the Specialist, and addressing broad student desire for better integration of curriculum with topics relevant to their post graduation plans; developing a strategic faculty complement plan, and prioritizing the hiring of tenure-stream faculty when opportunities permit, while also considering the role of teaching-stream faculty and postdoctoral fellows in program delivery, aligned with support for program learning outcomes; exploring ways to enhance and coordinate supports and advising for graduate students throughout the duration of their programs; exploring approaches to strengthen the cohesiveness of the department, observing opportunities to enhance departmental communications, and to encourage the participation of all faculty groups in departmental activities and administration; exploring strategies to strengthen departmental EDI efforts and processes, particularly in relation to faculty hiring and graduate student recruitment; exploring opportunities to enhance connections with cognate units; in particular, with colleagues in computational and data science; and working with the Faculty Dean’s office to strategically examine space concerns and address as appropriate.

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 will provide an interim report to the Vice-Provost, Academic Programs no later than midway between the April 2022 UTQAP cyclical review and the year of the next site visit on the status of the implementation plans.

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

6 Distribution

On June 30th 2024, 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 (<i>housed within the Centre for European, Russian and Eurasian Studies</i>):</p> <ul style="list-style-type: none"> • European Studies, HBA: Major • European Union Studies: Minor • Hungarian Studies, HBA: Major, Minor <p>Undergraduate programs (<i>housed within the Munk School of Global Affairs & Public Policy</i>):</p> <ul style="list-style-type: none"> • American Studies, HBA: Major, Minor (<i>associated with the Centre for the Study of the United States</i>) • Contemporary Asian Studies, HBA: Major, Minor (<i>associated with the Asian Institute</i>) • South Asian Studies: Minor (<i>associated with the Asian Institute</i>) <p>Graduate programs (<i>housed within the Centre for European, Russian and Eurasian Studies</i>):</p> <ul style="list-style-type: none"> • European & Russian Affairs, MA
Units Reviewed:	Centre for European, Russian, and Eurasian Studies
Commissioning Officer:	Dean, Faculty of Arts & Science
Reviewers (Name, Affiliation):	<ul style="list-style-type: none"> • Professor Yǎn Lê Espiritu, Ethnic Studies Department, University of California, San Diego • Professor Terri E. Givens, Department of Political Science, McGill University • Professor Roopali Mukherjee, Department of Media Studies, City University of New York
Date of Review Visit:	April 22 & April 29, 2022
Date Reported to AP&P:	October 24, 2023

Previous Reviews

Centre for European, Russian and Eurasian Studies (CERES):

Date: February 7, 2011 University review of CERES and its undergraduate and graduate programs

Summary of Findings and Recommendations

1. Undergraduate Programs

The reviewers observed the following strengths:

- Rigorous and impressive undergraduate programs with flexible but coherent curriculum
- Impressive external opportunities, providing preferential access to and funding for exchanges, research trips and study abroad programs

The reviewers identified the following areas of concern:

- Programs lack visibility and are not well publicized
- Tension between the interdisciplinary focus of programs and the need for cohesion of a “common narrative”

The reviewers made the following recommendations:

- Review course offerings to ensure better interdisciplinary balance and greater cohesion of courses offered
- Integrate undergraduate program through existing lecture series and undergraduate discussion series

2. Graduate Programs

The reviewers observed the following strengths:

- Faculty and students assessed program quality as very high
- Students praised “interdisciplinarity” of concentrations

The reviewers identified the following areas of concern:

- West is often forgotten such that this can be seen as an Eastern European Studies unit
- “Usual” limitations in language selection

The reviewers made the following recommendations:

- Further enhance CERES interdisciplinarity and the scholarly nature of enterprise through the maintenance of the autonomy and identity of its MA program
- Establish balance between needs to students intending to pursue an academic career and those for whom this will be a terminal degree

Faculty/Research

The reviewers observed the following strengths:

- Faculty represent a wide range of disciplinary specialities and approaches

- Core faculty are senior and highly regarded, many with significant international reputations

The reviewers identified the following areas of concern:

- Sense of a social sciences – humanities divide amongst some faculty; perceived political science dominance
- Cohort replacement within the departments, specifically a loss of Russianists through retirements

The reviewers made the following recommendations:

- Include language departments in research activities
- University should consider impact of departmental hiring priorities on continued strength of CERES

Administration

The reviewers observed the following strengths:

- Enormous time and energy devoted by Director in program
- Strong role in providing research funding and opportunities for working closely with graduate students

The reviewers identified the following areas of concern:

- Governance could be more transparent and consultative
- Core concern was funding for programming, student support, resource space, and an ongoing pressure to economize

The reviewers made the following recommendations:

- Strengthen interdisciplinarity through formal institutional mechanisms
- Reintroduction of regular meetings with faculty from other disciplinary contributors to CERES

Programs associated with the Asian Institute (AI):

Date: October 14, 2011 University review of AI and its undergraduate programs

Summary of Findings and Recommendations

1. Undergraduate Programs

The reviewers observed the following strengths:

- Structurally multi-disciplinary and encourages interdisciplinary learning for its students
- Supports the University's mission and exemplifies best practices in combining excellence in research and teaching for undergraduate majors and minors

The reviewers identified the following areas of concern:

- Disagreement amongst faculty on the question of requiring Asian language study for new Contemporary Asian Studies (CAS) majors

The reviewers made the following recommendations:

- New CAS program will need to define the scope and nature of the "Asian knowledge" students will have when they graduate

- The Institute should take further advantage of its connection with the Munk School of Global Affairs and the School of Public Policy and Governance to provide greater opportunities to students to investigate the connection between scholarship and policy

Faculty/Research

The reviewers observed the following strengths:

- Excellence and commitment of Institute faculty
- Institute provides a special place for collaborative and generative research

The reviewers identified the following areas of concern:

- Questions have been raised about the extent to departmental and Institute criteria and standards for tenure and promotion mesh

The reviewers made the following recommendations:

- Increase connections with scholars in the humanities, sciences, and professional schools

Administration

The reviewers observed the following strengths:

- Energetic, capable, and dedicated administrative staff
- Admirable public programs contribute to mission of Munk School of Global Affairs and character of Toronto as a truly international University

The reviewers made the following recommendations:

- Expand staffing, especially in the area of communications
- Encourage establishment of even closer ties between the Institute and modernists in East Asian Studies

Programs associated with the Centre for the Study of the United States (CSUS): n/a

No previous reviews.

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

Dean, & Acting Vice-Dean, Academic Planning, Faculty of Arts & Science; Director, Munk School of Global Affairs and Public Policy; senior administrators; program academic leads; programs faculty; undergraduate and graduate students; administrative staff; and chairs of cognate units:

Department of Political Science; Department of Geography & Planning; Department of Slavic Languages and Literatures; Department of Anthropology.

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
 - ▶ CERES is a leading institute for the study of member countries of the EU, the countries of the former Soviet Union, and Eurasia in North America
 - ▶ Reviewers remarked on CERES' broad focus, allowing for strong interdisciplinary connections between scholars, and its "long-standing tradition of excellence"
 - ▶ The Asian Institute is Canada's largest Asia research and teaching institute, and its emphasis on interdisciplinarity, critical theory, its pan-Asian focus "enable AI to be a cohesive and cutting-edge program of study...with its focus not only on Asian countries from an area studies perspective but also on their diasporas from a critical transnational perspective"
 - ▶ The Centre for the Study of the United States (CSUS) is commended for its approach to American Studies, centered on the complex relationships between groups of people within the US, and relations between the US and other nations and peoples.
 - ▶ "It is important to note that area studies programs like those at the Munk School act as a bulwark against forces that would undermine area studies given the need to preserve regional and linguistic knowledge"
- Objectives
 - ▶ The objectives and goals of CERES are in alignment with the overall mission of the University and the Munk School of Global Affairs & Public Policy
 - ▶ Faculty and students praised programs associated with the Asian Institute for their intellectual vision
 - ▶ CSUS shares key elements of its mission with that of the Munk School
- Curriculum and program delivery
 - ▶ CERES has many areas of strength including study abroad, field studies and internship opportunities, language competency
 - ▶ CERES' Hungarian Studies program is "one of the best funded programs and provides many opportunities for language and study abroad"
 - ▶ CERES is responsive to international issues and able to act quickly in response to international events, such as the war in Ukraine
 - ▶ The Asian Institute provides a "vibrant intellectual space for faculty and students to share their common interest, research projects, and expertise in Asian Studies"
 - ▶ The Asian Institute's thematic approach teaches students "to recognize connections, similarities, and linkages across time and space, to understand the workings of major

- processes through an entire region, and to develop a sophisticated perspective on modernity, colonial legacies, and diasporas. Overall, the CAS undergraduate program is thriving”
- ▶ CSUS-associated programs exhibit a strong disciplinary range and dexterity, distinguishing it from comparable American Studies programs in North America
 - ▶ The American Studies program offers timely, topic-focused electives, and reviewers praised the Center’s rich and multi-faceted approach to issues such as gun violence, incarceration, populism and demagoguery, civil liberties and protest politics
 - ▶ Reviewers encouraged by the development of a new, mandatory course for all students in Munk undergraduate programs, “Understanding Global Controversies” (Munk 200), that may lead to an increase in enrolments and greater unity across the centres at the Munk School
 - Student engagement, experience and program support services
 - ▶ Students are enthusiastic about the Asian Institute and their interdisciplinary learning experiences that both complements and enhances coursework completed in other academic programs
 - ▶ Students praised the Asian Institute as a “dynamic” place with “constant programs and events”
 - ▶ Students value the Asian Institute’s small size, characterizing it as a “boutique” program and a “hidden gem” with ample research and professional development opportunities
 - ▶ CSUS reimagined F. Ross Johnson Distinguished Speaker series fosters meaningful exchange and cross-pollination across the social sciences and humanities
 - Quality indicators – faculty
 - ▶ Students praised faculty associated with the Asian Institute for their engagement and support, singling out one sessional lecturer in particular as the “heart and soul of the program”
 - Student funding
 - ▶ CERES has a strong fundraising capacity and large endowment, which supports student and faculty research funding

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

- Overall quality
 - ▶ Reviewers flag the undergraduate programs as an area of concern as academics are “currently living in an environment where area studies are under attack by politicians and others outside of academia”
- Admissions requirements
 - ▶ Reviewers observed tensions within CERES concerning enrolments and whether or not to grow the European Studies major
- Curriculum and program delivery
 - ▶ CERES undergraduate programs do not have the same faculty support as the MA program, and relies heavily on one faculty member for the majority of its undergraduate teaching

- ▶ Faculty noted that the “undergrad program is not integrated into the structure of CERES”
- ▶ Some CERES students experience difficulties completing a senior thesis because of lack of faculty
- ▶ Students expressed concern over the Asian Institute’s limited course offerings, particularly on Southeast Asia and South Asia
- ▶ Faculty and students associated with the Asian Institute mentioned the need for greater language instruction, especially South and Southeast Asian languages
- ▶ Faculty availability at the Asian Institute “appears to be the biggest challenge related to offering a more robust curriculum”
- Student engagement, experience and program support services
 - ▶ Student enrolment is a challenge for CERES, and it remains unclear if the recent increase in interest following the invasion of Ukraine can be sustained
 - ▶ Programs associated with the Asian Institute are often discovered through word of mouth or “by accident”
 - ▶ Programs associated with CSUS have limited visibility

The reviewers made the following **recommendations**:

- Overall quality
 - ▶ Increase investment in undergraduate programs at each of the three centres to address concerns surrounding teaching, mentoring and curriculum development responsibilities
- Admissions requirements
 - ▶ Reconsider CERES admission requirements, particularly language requirements, if there is a desire to grow European Studies
- Curriculum and program delivery
 - ▶ Reviewers support the Munk School’s plan to grow and enhance its undergraduate offerings and recommend a thematic approach to introduce the range of topics under the Munk banner
 - ▶ The Munk 200 introductory course should be structured along a yearly resonant theme so that students can engage with similarities and differences between the programs
 - ▶ The Munk School should incentivize co-teaching opportunities to recruit additional instructors for Munk 200 and build sustainable relationships between the centres
 - ▶ CERES should explore digital resources and technologies around language training to encourage students to consider more language training and boost enrolment in the major versus the minor
 - ▶ Reviewers encourage CERES to review curricular offerings on an ongoing basis to ensure it is updated as faculty interests develop, with old courses retired
 - ▶ CERES’ Hungarian Studies program should continue to be a part of European Studies
 - ▶ The Asian Institute should consider offering one special topics course for the Contemporary Asian Studies program per year that is focused on a single place and its international connections, with priority given to courses on Southeast Asian and South Asian country contexts

- ▶ The Asian Institute should check for pan-Asian representativeness in course syllabi
- ▶ The CSUS Program Committee should develop and integrate themes of engagement into the Centre's curricular offerings and programming to create pathways for co-work, mentoring, collaboration between graduate and undergraduate students
- Accessibility and diversity
 - ▶ The Asian Institute is encouraged to be attentive to international students in their associated programs in terms of course offerings and assignments
- Student engagement, experience and program support services
 - ▶ The Munk School, in consultation with the centres, should make a more focused investment in marketing and advertising the centres' teaching programs to encourage increased enrolments, provide communications support, reach out to students earlier in their undergraduate careers
 - ▶ The Asian Institute should create a marketing strategy to reach out to potential U of T students in their first year of study
 - ▶ CSUS' F. Ross Johnson Distinguished Speaker series should have its annual theme clearly linked to Munk School programming, and one or more Munk events should directly tie-in with elements of the theme
 - ▶ CSUS should consider outreach and recruitment events consisting of open office hours and one-on-one advising to assist students in mapping out individualized career trajectories

2. Graduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ CERES' "60 years of history is full of highlights that define the excellence of its programs"
 - ▶ Reviewers describe CERES' MA program as the "gold-standard for interdisciplinary centers"
- Objectives
 - ▶ The objects and goals of CERES appear in alignment with the overall mission of the University and the Munk School
- Curriculum and program delivery
 - ▶ CERES has done well in responding to recommendations from its previous review
 - ▶ As with the undergraduate programs, CERES has strong study abroad, field studies and internship opportunities, and all MA students are required to spend a minimum of 10 weeks in the region
 - ▶ CERES programs are responsive to international issues, "able to act more quickly on events like the war in Ukraine compared to the cognate disciplines"
 - ▶ The CERES MA program is "good for students who need time to develop their language skills and prepare for PhD programs"
- Student engagement, experience and program support services

- ▶ Students appreciate the opportunities for international experiences with the special field work courses and internships considered “the best part of the MA degree”
- ▶ “CERES covers an incredibly important part of the world and student interest is likely to increase as world events and global focus shifts to Russia and Eastern Europe”
- Quality indicators – graduate students
 - ▶ CERES students are often great research assistants and make strong contributions to the courses they enrol in
- Student funding
 - ▶ CERES has a strong fundraising capacity and large endowment, which supports student and faculty research funding

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

- Curriculum and program delivery
 - ▶ While the CERES MA is gold standard, there is need for more diversity in core courses based on student interest
- Accessibility and diversity
 - ▶ As with the undergraduate programs there appears to be tensions within CERES over whether to increase enrolments, faculty lines and the boutique nature of programs that are not well publicized
- Student engagement, experience and program support services
 - ▶ Students like the small “boutique” nature of the program but feel improvements are needed when it comes to marketing
 - ▶ “Graduate students commented that the master’s program isn’t that attractive and that they would like to see the development of a dual degree, for example, with LSE”

The reviewers made the following **recommendations**:

- Curriculum and program delivery
 - ▶ Similar to CERES’ undergraduate programs, there should be an ongoing review of curriculum to ensure it is updated as faculty interests develop and change

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ CERES’ large focus allows for strong interdisciplinary connections between scholars focusing on Russia, Eastern Europe, Eurasia and the European Union, and is consistently praised for the community it has created for faculty and students
 - ▶ The Asian Institute is intellectually vibrant, and its associated faculty are nationally and internationally recognized experts on Asia
- Research
 - ▶ CERES’ strong fundraising capacity and endowment provide funding support for faculty research

- ▶ The Asian Institute is an intellectual hub for Asian Studies at U of T, providing faculty with a platform to launch and share their work
- Faculty
 - ▶ Asian Institute associated faculty are from different departments but appear to work well together
 - ▶ CSUS' full-time Bissell-Heyd Lecturer position has provided great benefits to the American Studies program, ensuring a dedicated teaching line

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

- Faculty
 - ▶ Each of the area studies programs are currently reliant on a sole teaching faculty member, "which raises concerns about having one individual responsible for nearly all of the teaching, mentoring, and curriculum development"
 - ▶ CERES has the only free-standing graduate program of the centres, "yet they have fewer faculty lines"
 - ▶ "The undergrad program is not integrated into the structure of CERES"
 - ▶ There is a lack of stable teaching faculty for Asian Institute associated programs, relying almost entirely on "contingent faculty"
 - ▶ "We were struck by the fact that the majority of the [Asian Institute] faculty we interviewed had little knowledge of the requirements and structure of CAS"

The reviewers made the following **recommendations**:

- Faculty
 - ▶ Reviewers encourage CERES to look into potential joint appointments that benefit cognate departments while providing additional undergrad teaching support
 - ▶ Reviewers recommend the Asian Institute secure one full-time faculty member
 - ▶ The Asian Institute should create a formal interdepartmental advisory board or steering committee to coordinate course offerings, plan academic and social events, establish a coherent mission and long-range planning for the program
 - ▶ Faculty teaching in the Contemporary Asian Studies program should meet at the beginning of each term to exchange syllabi and get a better sense of how their courses fit into the broader 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
 - ▶ “There is a clear desire to create a ‘Munk experience’ that incorporates the area studies programs in a more collaborative fashion.”
 - ▶ Asian Institute faculty and students report a strong commitment to its associated programs
 - ▶ The Asian Institute’s hosted and co-hosted events are a great example of inter-departmental collaboration and interaction
 - ▶ CSUS has built relationships beyond its more traditional core constituencies with Women and Gender Studies Institute and OISE
 - ▶ CSUS’ endowed graduate student research funding fosters graduate research in American Studies and extends the intellectual life of the Centre
- Organizational and financial structure
 - ▶ The Munk School comprises “an important set of programs that are attractive to students and faculty”
 - ▶ CERES has done well in responding to its previous review, including addressing governance issues by establishing an advisory board that meets biannually
 - ▶ Students praise the Asian Institute’s dedicated staff and excellent administrators
 - ▶ CSUS’ Program Committee membership reflects the range of approaches from both the social sciences and humanities, and has further helped the Centre move closer to its goal of interdisciplinarity
- International comparators
 - ▶ CERES “is one of North America’s leading academic institutes for the study of the member countries of the European Union, the countries of the former Soviet Union, and Eurasia”
 - ▶ The Asian Institute “distinguishes itself from many Asian area studies programs in North America”
 - ▶ CSUS is comparable with innovative American Studies programs in the US and elsewhere

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

- Relationships
 - ▶ Concerns raised that the area studies programs are “an afterthought for the Munk School, and that the area studies programs ‘nest’ within Munk”

- ▶ CERES has experienced challenges in developing a stronger relationship to the Munk School, with faculty noting it is “a great piece of real estate, but students don’t feel it is a home base because there are no classes taught there”
- ▶ Many Asian Institute associated faculty have indicated that the institute does not fit comfortably within the Munk School, citing a “longstanding tension in vision”
- ▶ Urgent need for CSUS to clarify and strengthen its relationship to the Munk School and cognate units given recent declines in enrolment
- Organizational and financial structure
 - ▶ If CERES wishes to remain small, it may prove difficult to justify increased faculty lines
 - ▶ Faculty availability at the Asian Institute appears to be the biggest challenge to offering a more robust curriculum
 - ▶ The Asian Institute has experienced a massive turnover in directorship, with a third director in just one year
- Long-range planning and overall assessment
 - ▶ Asian Institute associated faculty find the Institute’s EDU:C status limiting
- International comparators
 - ▶ “Compared to the Jackson School for International Studies at the University of Washington, or the University of Pittsburgh’s Graduate School of Public and International Affairs, the area studies programs, including CERES, seem to be less integrated into the Munk School”

The reviewers made the following **recommendations**:

- Relationships
 - ▶ The Munk School, together with the centres, should make a focused investment on marketing and advertising to increase enrolment in all academic programs
 - ▶ Reviewers recommend the Munk School provide internal or external communications support, plan student outreach initiatives, and make regular appearances at new student orientations and broader campus events
 - ▶ All three centres should be granted dedicated technical resources to sustain marketing initiatives
 - ▶ “The relationship between the Munk School and the centres should be clarified, strengthened, and prioritized”
 - ▶ Reviewers encourage the Munk School and CERES to collaborate with language programs in order to provide support and marketing for their offerings and establish stronger relationships with cognate programs
 - ▶ The Asian Institute should create a comprehensive marketing strategy to reach out to potential undergraduate students during their first year at U of T
 - ▶ Reviewers supportive of CSUS’ ambition to establish itself as a home for high-achieving students from historically underrepresented groups
 - ▶ CSUS should continue to build and renew contacts with cognate units to improve the centre’s visibility
 - ▶ CSUS administrators and associated faculty should regularly take part in campus-wide recruitment events

- Organizational and financial structure
 - ▶ Reviewers recommend at least one full-time faculty acquisition housed at the Asian Institute; current combination of overload teaching and sessional instructors is not sustainable
- Long-range planning and overall assessment
 - ▶ Reviewers recommend the Asian Institute be given EDU:B status in order to “hire their own faculty, formalize the undergraduate program, and to staff the directorship position”
 - ▶ CSUS should consider long-term teaching assistantships or instructional fellowships to provide funding for graduate students and further its goal of a sustainable graduate research culture
- International comparators
 - ▶ CSUS should expand its collaboration and create joint initiatives with comparable American Studies programs in Canada and the US to develop a greater public profile



UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

September 21, 2023

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

RE: UTQAP cyclical review of the Munk School of Global Affairs & Public Policy's Area Studies units and their programs

Dear Prof. McCahan,

I write in response to your letter of June 9, 2023, regarding the April 22 and April 29, 2022, UTQAP cyclical review, held remotely, of the Munk School of Global Affairs & Public Policy's Area Studies units and its programs, and requesting our Administrative Responses. This review included:

Asian Institute (AI), Contemporary Asian Studies, HBA (Major, Minor), South Asian Studies (Minor); the Centre for the Study of the United States (CSUS), American Studies, HBA (Major, Minor); and the Centre for European, Russian and Eurasian Studies (CERES), European Studies, HBA (Major), European Union Studies (Minor), Hungarian Studies, HBA (Major, Minor), and European & Russian Affairs, MA.

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers, Professors Yǎn Lê Espiritu, University of California, San Diego, Terri E. Givens, McGill University, and Roopali Mukherjee, City University of New York, for their very comprehensive review of the Munk School's Area Studies programs. We would also like to thank Prof. Peter Loewen, Director of the Munk School of Global Affairs & Public Policy, and program directors, faculty, administrative staff, and all those who contributed to the preparation of the self-study. We also want 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 September 9, 2022, after which the Director shared it widely with faculty, staff, and students in the Munk School. We are extremely pleased with the reviewers' positive assessment of the overall strengths of the Munk School's Area Studies units and programs and outstanding, productive faculty. The reviewers commented broadly on the "high level of

quality in both teaching and research” within the Area Studies units and programs. They noted that CERES is “one of North America’s leading academic institutes for the study of the member countries of the European Union, the countries of the former Soviet Union, and Eurasia.” The reviewers observed that the Asian Institute’s “emphasis on interdisciplinarity and critical theory, its attentiveness to both the social sciences and humanities, and its pan-Asian focus enable AI to be a cohesive and cutting-edge program of study.” The reviewers commended CSUS, stating that the “American Studies project at CSUS, in other words, prioritizes a robust, dynamic, and substantively global orientation to critical inquiry focused on the US.” The review report also raised several broad issues and challenges and identified areas for enhancement across the units, including review of program curricula to ensure coherence and coordination, declining enrolments in some programs, the need for a marketing strategy to publicize offerings, and the importance of partnerships within and beyond the institution.

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 of the Munk School and with 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.

As this review was deferred from the 2019-20 review cycle due to the COVID pandemic, the next UTQAP cyclical review of the Munk School of Global Affairs & Public Policy’s Area Studies units and their programs will take place no later than the 2027-28 review cycle, as outlined in the April 8, 2020, letter from your office. My office monitors progress on Implementation Plans through periodic meetings with the Director. I also acknowledge that your office will request a brief Interim Monitoring Report midway between the April 2022 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 the Munk School of Global Affairs & Public Policy’s Area Studies units and their programs and its undergraduate and graduate programs.

Sincerely,



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

cc.

Peter Loewen, Director, Munk School of Global Affairs & Public, Faculty of Arts & Science

Ariana Bradford, Executive Director, Munk School of Global Affairs & Public, Faculty of Arts &
Science

Gillian Hamilton, Associate Dean, Unit-Level Reviews, Faculty of Arts & Science

Suzanne Wood, Special Advisor to the Dean on Unit-Level Reviews, Faculty of Arts & Science

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

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

2021-22 UTQAP Review of Munk School of Global Affairs & Public Policy Area Studies units and their programs - 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 Response	Dean's Response
<p>The reviewers broadly recommended increased investment in the undergraduate programs under review, and made several specific recommendations aimed at improving and expanding these programs:</p> <ul style="list-style-type: none"> • They recommended that the European Studies undergraduate curriculum be continuously reviewed "to ensure that it is updated as faculty interests develop and change." • They recommend that CERES explore the use of digital resources and technologies in their undergraduate programs, with a particular emphasis on language training, noting that this would provide incentives for students to consider additional language training and potentially attract more students to enrol in the European Studies program. • They recommended an expansion of course offerings at the Asian Institute, noting in particular the 	1	<p>"Our first broad recommendation is that there should be more investment in the undergraduate programs at each center. Each of these programs are currently reliant on a single teaching faculty member, which raises concerns about having one individual responsible for nearly all of the teaching, mentoring, and curriculum development."</p>	<p>The Munk School has committed to increasing the number of faculty at the school to ensure teaching, mentoring and curriculum development is delivered by a diversity of budgetary-appointed faculty from a range of disciplines. Faculty will be appointed at the Munk School but their teaching will be distributed across a range of undergraduate and graduate programs and opportunities to cross-list courses across programs will be maximized. An investment by the school in the hiring of new faculty to teach across the school is seen by the leadership as an investment in all programs including those run by area studies. As we have done to date, we will continue to include all faculty, including centre and program directors, in the complement planning process such that program-specific needs are considered, including those that might be addressed through a shared position between a centre and another department.</p>	<p>Short- to medium-term: Following completion of the UTQAP review, the Dean will commission the 5-year Unit-Level Plan (ULP) for the Munk School of Global Affairs & Public Policy. The ULP is a forward-looking document that both articulates a unit's academic plans and highlights progress made on the implementation plan identified in the UTQAP administrative response. The Director will work with the Vice-Dean, Academic Planning, to develop a plan that addresses such key areas as curriculum change, EDI, and complement planning. The development of the ULP involves significant consultation with faculty, staff, and students.</p> <p>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</p>

<p>need for courses on Southeast and South Asia, and increased instruction in the languages of these regions.</p> <ul style="list-style-type: none"> • They recommended increased coordination of Contemporary Asian Studies course offerings, to assist with program cohesion. • They recommended the development and exploration of themes of “engagement” into some of the American Studies offerings and programming to create opportunities for co-work, mentoring, and collaboration between graduate and undergraduate students. 			<p>Short term: 1) Recruit new faculty in global affairs, global China, European history, social science and security/cyber, (searches underway and ongoing), using existing donor funding and commitments from the Faculty of Arts & Science, 2) appointment of Adjunct Professor with expertise in European Affairs who will teach on an annual basis for next few years, 3) since the review occurred, the Munk School has provided CSUS with some additional funds to cover 1.0 courses and has worked with the Dean to move a faculty line from another department over increasing the core faculty from one to three 4) Strategic engagement of Munk School Fellows to enhance mentoring opportunities for Munk undergraduates (~100 honorary appointments of high profile practitioners and international academics who engage in mentoring, guest lectures and bring a diversity of professional and academic experience to the School as a whole.)</p> <p>Medium Term: recruit new faculty in global India, global economics, cybersecurity, security (searches scheduled for 2023-24 and beyond). These faculty positions will enhance course offerings available to Munk undergraduate programs.</p> <p>Lead: Director, Munk School in conjunction with hiring committees drawn from Munk School faculty</p>	<p>recommendations to the Dean regarding which requests should be granted. In a given year, there are many more requests than available positions. The ULP process, described above, includes complement planning as a key feature, and will facilitate clear articulation of the Department’s complement plan over the next five years.</p>
	<p>2</p>	<p><i>Centre for European, Russian and Eurasian Studies (CERES):</i> “there should be an ongoing review [of European Studies curriculum] to ensure that it is updated as faculty interests develop and change”</p>	<p>Since most courses that count toward our BA major and minor are in fact offered by other units that have faculty lines (whereas CERES only has 1 faculty line), our room for maneuver on this score is limited. That said, CERES has a standing Curriculum Committee, which annually evaluates and updates the</p>	<p>Medium- to longer-term: As noted above, through the ULP process, the Dean’s Office will work with the School on longer term, comprehensive curricular planning. The Vice-Deans Undergraduate and Graduate Education are available to work with the</p>

			<p>curriculum as faculty interests evolve. We added a new First Year Foundation Course and helped design and launch the new MUN200 – Understanding Global Controversies course which brings together all undergraduate teaching units in Munk for a new half course. In addition, CERES works closely with the BA student association to survey shifts in student priorities and interests from year to year. Here, we note that CERES is phasing out its Hungarian Studies Major and Minor while keeping our offerings in History, Language and Culture. While the course enrolments are satisfactory, there were few students opting for the Major or Minor.</p>	<p>individual programs on specific curricular reviews and changes.</p>
3		<p><i>CERES:</i> “We would encourage CERES to explore ways to use and to connect with digital resources and technologies around language training in particular, that would provide more incentives for students to consider doing more language training and enrolling in the European Affairs degree, versus the minor.”</p>	<p>Language competency is indeed central to the program, as it allows for students to develop “thick” knowledge rooted in particular places and makes them more attractive on the job market upon graduation. The reviewers’ suggestion that CERES should explore digital resources and technologies around language learning is a good one and we will continue to do so. CERES’s Hellenic Studies program has developed an extraordinary online portal for Greek instruction (https://greeklanguage.ca/en/). While CERES does not generally teach languages (beyond Greek, as well as Hungarian, though Hungarian is being phased out because of limited demand), CERES leadership is happy to liaise with the departments that teach languages to encourage similar resource development.</p> <p>Lead on liaising: Director CERES & Deputy Director, Undergraduate Programs, CERES</p>	<p>Short-term: The Vice-Dean, Academic Planning is available to help facilitate links between CERES and existing language programs.</p>

	4	<p><i>Asian Institute (AI):</i> “We propose the creation of a formal interdepartmental advisory board or steering committee [for AI faculty] that meets twice a year to help coordinate course offerings, to plan academic and social events, and to establish a coherent mission and long-range planning for the program.”</p>	<p>This is already occurring and will continue. We agree it’s critical.</p> <p>Short term: Our interdepartmental advisory board includes faculty from anthropology, political science, and sociology. Our agendas typically include curriculum planning, governance review coordination with the Contemporary Asian Studies Student Union, consultations with affiliated faculty and department chairs regarding plans to cross-list courses with home departments. We will develop an updated mission statement.</p> <p>Lead: Director, Asian Institute</p>	<p>Short- to medium-term: The Dean recognizes the efforts put forth by the Asian Institute to develop a cohesive curriculum and mission for the program. The Vice-Dean, Academic Planning is available to facilitate additional coordination with cognate units within A&S.</p>
	5	<p><i>AI:</i> “to provide more coordination of CAS offerings, we recommend that at the beginning of each term, all those teaching in the CAS program that year meet, exchange syllabi, and get a sense of how their course fits into the broader program.”</p>	<p>Short term: This process was instituted by the current AI director in 2018. There was some disruption to the process in 2020-2021 but it has now resumed. We have collected the syllabi for all CAS courses for the past academic year, and have coordinated a meeting with instructors and professors scheduled to teach this year. The meeting focuses on having each professor understand the other courses offered and include explicit connections to other courses in their introductory lectures.</p> <p>Lead: Director, Asian Institute</p>	<p>Short- to medium-term: The Vice-Dean, Undergraduate would be pleased to work with AI to develop internal processes to support ongoing curricular and syllabi review.</p>
	6	<p><i>AI:</i> “Check for pan-Asian representativeness in the course syllabi.”</p>	<p>Short and medium term: We understand that this pan-Asian representativeness can be challenging given the fact that content on China can take significant attention. We have undertaken a review this year and will work on trying to be inclusive of missing regions or content. The hiring of the new faculty referenced in response to recommendation #1, particularly the Chair in Global India will help address this concern. The program and Asian Institute directors are working with</p>	<p>Short-term: As noted in #5 above, The Vice-Dean, Undergraduate would be pleased to work with AI to develop internal processes to support ongoing curricular and syllabi review.</p>

			<p>faculty to address this in the syllabi and course offerings for the coming year and we expect there to be significantly greater regional coverage by 2024-25.</p> <p>Leads: Director, CAS Program & Director, Asian Institute</p>	
7	<p><i>AI:</i> “consider offering one CAS special topics course per year that provides deep knowledge of a single place and its international connections. Priority should be given to courses on Southeast Asian and South Asian country contexts”</p>	<p>Short & medium term: We agree that this is a good idea and we are currently undertaking a review. We are planning to mount a special topics course on South Asia for the Fall 2024. We will search for the instructor for this course in Spring 2024.</p> <p>Lead: Director, CAS Program</p>	<p>Short- medium-term: The Vice-Dean, Undergraduate, will work with the School on new course proposals and curricular changes to the CAS program.</p>	
8	<p><i>Centre for the Study of the United States (CSUS):</i> “The annual theme for the reimagined colloquium model for the F. Ross Johnson Distinguished Speaker series should be clearly linked to Munk programming and one or more Munk events should directly tie-in with elements of the CSUS theme.”</p>	<p>Short term: The recently arrived Interim Director of CSUS is committed to greater integration of CSUS with the larger Munk School. He plans to use funds available as a catalyst to pull together colleagues across cognate disciplines and to further internal partnerships at the Munk School and across U of T. In addition, the School leadership will work in concert to establish these more direct tie-ins and agrees that this is a good idea.</p> <p>Leads: Interim Director, CSUS and Director, Munk School</p>	<p>Short-term: The Vice-Dean, Academic Planning is available to facilitate discussions with other units regarding programming synergies.</p>	
9	<p><i>CSUS:</i> “the CSUS Program Committee should develop and integrate themes of ‘engagement’ into some of the Center’s curricular offerings and programming. Prioritizing public and applied humanities approaches, these offerings would create avenues for co-work, mentoring, and collaboration between graduate and undergraduate students invested in American Studies.”</p>	<p>Short term & medium term: In keeping with recommendations 9 and 10, the Interim Director along with the Program Committee intend to work on re-establishing CSUS’s relationship with the US Consulate in Toronto, the Embassy in Ottawa, Fulbright Canada, exchange partners in Canada and abroad, as well as forging relationships with cultural institutions such as the Image Centre at TMU, AKG Buffalo and the Franklin Furnace Archives in NY particularly with an eye for opportunities for students and early-</p>	<p>Short-term: The Dean’s Office recognizes the leadership of CSUS in bolstering ties with international organizations for the benefit of the students and the longevity of the program. The A&S International Projects Officer is available for consultation regarding international pathways and agreements.</p>	

	10	<i>CSUS:</i> “Recent declines in CSUS enrollments add urgency to the need to clarify, strengthen, and shore up these relationships to ensure the stability, growth, and, indeed, expansion of a uniquely positioned, nimble, and forward-thinking program.”	career colleagues. Our belief is that re-energizing these existing relationships and building a number of new ones will, as the reviewers suggest, help stabilize and grow the program. Lead: Interim Director, CSUS	
The reviewers noted the need for more diversity in core courses in the European & Russian Affairs MA program.	11	<i>CERES:</i> “there is a need for more diversity in core courses [in the MA program] based on student interest.”	CERES indeed has limited required core offerings (ERE2000 and ERE2001), courses that serve pedagogical and cohort-building purposes but cannot cover the wide range of student interests. Here, the room to maneuver is limited. Currently only one faculty member has CERES as a budgetary home, meaning limited capacity to go beyond a few core courses. At present, students take courses in dozens of units across the university, thus allowing them to pursue their specific interests, as long as they do so with a focus on Europe/Eurasia. With a larger complement of Munk faculty assigned to CERES, CERES students would not have to compete for limited spots in other units and the core courses could be more diverse.	The Dean’s Office recognizes the unique, interdisciplinary position of the CERES program and supports the collaboration across departments. Please see response 1 for details regarding future faculty hires.
The reviewers recommended that the Munk School consider a more focused marketing and advertising approach for the various Area Studies programs to raise awareness among students and encourage increased enrolments; this could include dedicated technical and communications support, planned outreach initiatives, and regular appearances at student orientations and campus events.	12	“the Munk School should, in consultation with each of the centers, make a more focused investment in marketing and advertising the centers’ teaching programs to encourage increased enrollment.”	One of the top 5 goals set by the Director of the Munk School in 2022 is to roughly double undergraduate enrollment over five years. To achieve this goal the following plan is in place.	Medium- to long-term: Questions surrounding enrolment planning as well as faculty recruitment are discussed in the A&S Unit-Level Planning (ULP) exercise. As noted in #1 above, the ULP includes goals for research, curriculum, faculty support, administrative staff support, and complement planning. As part of this process, the School will be asked to outline their enrolment goals and complement needs over the next 5 years. The ULP offers an opportunity to engage with key administrators in the Dean’s Office, including the Faculty Registrar and the Vice-Dean,
	13	“The Munk School should carry greater responsibility for these marketing initiatives, providing internal or external communications support, planning outreach to students earlier in their undergraduate careers at the University of Toronto, and making regular appearances at new student orientations, major/minor campus events, etc.”	Short Term: A Director, Undergraduate Programs and Student Experience was appointed in July 2022 to lead on achieving this goal while ensuring a coherent and consistent school-wide experience for undergraduate students; a program coordinator who reports to this director to provide support on promotion/marketing	

	14	“The centers should be granted dedicated technical resources to sustain advertising and marketing initiatives”	programs/outreach is in the process of being recruited. The Director, Strategic Communications role at the School has been redefined to be more focused on program marketing/promotion; program coordinators in the centres are focusing on additional promotion efforts. The School is launching four new First Year Foundation courses in 2023-2024 that are specifically designed around thematic areas intended to introduce students to undergraduate programs at the Munk School. This will help promote existing programs to these students as well as benefit from their word-of-mouth promotion to other first year students.	Undergraduate, regarding enrolment planning. The ULP by the School will inform plans to support any future increases in enrolment.
	15	“Create a marketing strategy that reaches out to potential students in their first year at U of T. Many students expressed that they discovered CAS ‘by accident’ or by ‘word of mouth.’	<p>Medium Term: The Centres and Munk School leadership (as defined above) will work together to create a more systematic school-wide promotional plan. Coordination with FAS and U of T recruitment will also be undertaken and tools such as video, social channels, events and student and faculty outreach will occur. Recruitment of new faculty with expertise on Asia (chairs in Global China and Global India), Europe, Eurasia and the US will help to attract students.</p> <p>Long Term: ongoing curriculum review will be necessary to keep programs current, responsive to student demand and innovative</p> <p>Leads: Director, Undergraduate Programs & Student Experience, directors of the three centres offering Area Studies programs, Director, Strategic Communications</p>	Any secondary school recruitment activities must be done in coordination with the Arts & Science Student Recruitment & Admissions team in the OFR. Staff in the OFR will consult with the School regarding their recruitment plans.
	16	AI: “Create a comprehensive marketing strategy	As above in responses to recommendations 12-15 but with particular efforts by the	Short-term: The Vice-Dean Undergraduate is available for consultation regarding

		to publicize CAS offerings to students in their first year at U of T.”	faculty and staff in AI to create materials and participate in outreach activities that will align with the broader school marketing plan. Lead: Director, Asian Institute	increasing the visibility of the CAS program to first-year students.
	17	<i>CSUS:</i> “CSUS administrators and/or faculty should attend these events [campus-wide recruitment] regularly, and may also consider convening a Center-specific CSUS Exploration Day consisting of open office hours and one-on-one advising geared to helping interested students map out individualized career trajectories that connect the CSUS program with their interests.”	As above in responses to recommendations 12-15 but with particular efforts by the faculty and staff at CSUS to create materials and participate in outreach activities that will align with the broader school marketing plan. CSUS does participate in campus-wide recruitment initiatives and will continue to do so, and the suggestion to host an Exploration Day is excellent and something that can be coordinated with other centres across the school. 1:1 advising is currently available and should definitely continue. Lead: Interim Director, CSUS	Short-term: The Vice-Dean, Undergraduate is available for consultation regarding increasing the visibility of the CSUS program to first-year students.
The reviewers made a number of observations that suggest a need for future planning to align enrolment, complement planning, and enhance relationships among the Munk School’s internal communities as well as with external partners: <ul style="list-style-type: none">• They commented on tension between a desire to increase enrolment in the CERES undergraduate programs and their boutique, small-by-design nature; they noted that admission requirements for the European Studies program may need to be adjusted if a decision is made to increase enrolment significantly.• They raised concerns about the faculty complement in the Area Studies programs, noting that each is	18	<i>CERES:</i> “There is clearly a tension between the desire to increase enrollment, provide more faculty support/lines, and the ‘boutique’ nature of the programs... if there is a desire to increase enrollment significantly, there may be a need to reconsider admission requirements in order to increase enrollment for undergraduate program, particularly language requirements... However, if the goal is to remain small, it will be more difficult to justify an increase in faculty lines. Additional faculty support would need to be negotiated with Dean and departments. One possibility is to look at potential joint appointments”	The current CERES leadership is committed to maintaining language requirements believing that it is one of the best ways to ensure graduates are seen as serious contenders for professional roles related to the region and graduate programs. We are delighted to be able to report that since the review, the program has experienced a significant increase in potential candidates entering for the 2023-2024 year as a result of promotional/marketing efforts undertaken by the program coordinator. Additional faculty support is likely best sought through the addition of faculty hired at the Munk School (see recommendation #1) who will teach in programs across the School rather than trying to hire faculty into CERES alone.	As noted in Response #1 above, 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 FAC considers joint appointments as well as appointments that are allocated 100% to one unit. Medium- to long-term: The Vice-Dean, Undergraduate and the Office of the Faculty Registrar are available to work with the unit regarding admission requirements and enrolments in the program.

<p>reliant on a single teaching faculty member responsible for nearly all teaching, mentoring, and curriculum development; they recommend exploring potential joint appointments with cognate units to build relationships and to provide teaching support for the undergraduate programs.</p> <ul style="list-style-type: none"> • They recommended several possible ways for CSUS to expand its collaborative relationships and research partnerships with other units, both internal and external to the Munk School; these include providing support and developing TA'ships and instructional fellowships with the Americanist Research Collaborative, creating pathways for CSUS-affiliated students and faculty to "contribute to and help shape projects conducted under the auspices of Munk's theme-based research labs," continuing to build and renew relationships with a host of affiliate programs and departments within the University, and, finally, seeking to expand or initiate collaborative relationships and joint initiatives with other American Studies programs in North America. 	19	<p><i>AI:</i> "The most glaring need for CAS is to have at least one full time faculty rostered in AI, which would ensure the stability of the program. Currently, the functioning of the CAS program relies on the commitment of a small core faculty to teach AI courses as an overload, and sessional instructors who teach the same courses yearly and who contribute to the overall program. This is not a sustainable structure. The goal should be for core AI faculty to teach CAS courses consistently from year to year."</p>	<p>The position of the Munk School is that it is not a sustainable model to have faculty hired solely into small units such as AI but rather they should be hired as faculty at the Munk School (see recommendation #1) and deployed effectively across all undergraduate programs. Some challenges remain to be resolved including the fact that AI currently receives its annual budget directly from FAS. Ensuring a sustainable approach to offering the CAS program will therefore require discussions between FAS, the School and AI regarding how best to structure teaching budgets. We are entirely optimistic that this can be addressed successfully once these new hires are confirmed.</p> <p>Leads: Director, Munk School & Director, Asian Institute</p>	<p>Short-term: As noted in Response #1 above, all requests for new positions across the Faculty are submitted to the Faculty Appointments Committee (FAC).</p> <p>Medium- to long-term: The Faculty is developing a new budget model that will provide greater transparency in the budget allocation to units.</p>
<ul style="list-style-type: none"> • They observed challenges and concerns in relation to the three Area Studies units and their broader role within the Munk School, noting comments from both affiliated faculty and Munk leadership that "the relationship between Munk and 	20	<p><i>CSUS:</i> "CSUS should expand and, as needed, initiate, plans for meaningful collaboration and the creation of joint initiatives with comparable American Studies programs in Canada and the US. As proposed, the Center should work with the university's International Student Experience Fund as well as with Munk advancement resources to support American studies-relevant internships, exchanges, and periods of study in the US."</p>	<p>As referenced in the response to recommendation #9, we agree that CSUS can work with existing funding sources and centres to create opportunities for internships, exchanges and study in the US. It is important to note that our Advancement Plan does not necessarily prioritize American Studies funding in particular given the many demands for funding across the whole School but we are confident that the Interim Director will very effectively deploy funds from existing endowments, some of which have significant reserve funds post pandemic.</p> <p>Leads: Interim Director, CSUS</p>	<p>Short-term: The Unit may wish to consult with A&S's International Projects Officer to explore international pathways and agreements. The Vice-Dean, Undergraduate is also available to discuss the Unit's ambitions regarding experiential opportunities such as internships and exchanges.</p>
	21	<p><i>CSUS:</i> "We support CSUS's proposal to provide funding to the Americanist Research Collaborative, led by PhD students in the English Department, but also suggest the Center consider longer-term teaching</p>	<p>We have continued this funding (at an increased level) for 2023-2024, and have begun discussions with the Americanist Research Collaborative around other activities such as dissertation workshops, with graduate students in American literature</p>	<p>Short- to medium-term: The Vice-Dean, Graduate Education will work with the Unit to explore more opportunities to better ensure access to graduate students who might welcome opportunities for teaching assistantships.</p>

<p>the centers should be clarified, strengthened, and prioritized”; they voiced their support for initiatives currently underway to create a cohesive “Munk experience,” and recommended taking a thematic approach to curriculum offerings across the Area Studies units to build relationships and encourage collaboration between them.</p>		<p>assistantships and/or instructional fellowships that would fund graduate students.”</p>	<p>at other universities, and symposia on critical pedagogy. Internal discussions have commenced on fellowships to be offered at multiple levels, and this will continue on a more formal basis this fall with an eye toward launching in 2024.</p>	
	22	<p><i>CSUS:</i> “We encourage the Center’s plans to renew contacts with Art History, Cinema Studies, Canadian Studies, and Sociology, and to build new relationships with Sexuality and Diversity Studies.”</p>	<p>Much of summer 2023 has been spent re-establishing contacts with units within and beyond the University of Toronto. In addition to the disciplines mentioned above, within UofT we are exploring joint programming with the new Institute for Environment, Conservation, and Sustainability; The Northrup Frye Centre at Victoria College; both the Equity Studies Program and the Women and Gender Studies Institute at New College; and the Culinarium Research Centre at UTSC. Beyond UofT we have begun exploratory discussions with the US Consulate, Fulbright Canada, The Image Centre at TMU, American Studies at York and Africana and American Studies at SUNY Buffalo.</p>	<p>Medium-term: The Vice-Dean, Academic Planning, and the Vice-Dean, Academic Operations, will work with the School on proposed partnerships, and can facilitate engagement with units within A&S and the institution more broadly.</p> <p>In addition, the School will be discussing its plans for partnership development as part of its ULP, as discussed in # 1 above.</p>
	23	<p>“we heard from affiliated faculty and the Munk leadership alike that the relationship between Munk and the centers should be clarified, strengthened, and prioritized.”</p>	<p>The Munk School has worked over the past year to bring everyone together through a number of activities and new resources.</p> <p>Short term: the appointment of directors of Research and Undergraduate Programs as well as staff to work with them on initiatives benefitting all faculty members, staff, students and programs over the 2022-2023 year has helped to strengthen the relationships. These roles are ongoing. Regular monthly school-wide faculty meetings and quarterly meetings between the centre directors and Munk School leadership have enhanced information sharing and decision making. Participation of centre directors on faculty hiring committees</p>	<p>The Dean’s Office supports the initiatives the School has undertaken to strengthen and clarify the relationship between Munk and the centres, including regular meetings.</p> <p>Medium-term: As noted in Response #1, the Unit will work with the Vice-Dean, Academic Planning to develop its Unit-Level Plan following the UTQAP process. The development of the ULP involves significant consultation with faculty, staff, and students. Through the ULP process, the Dean’s office works with the Unit to address key challenges and opportunities, such as the relationship between the centres and the School.</p>

			<p>and other school-wide work has helped build alignment.</p> <p>Medium term: the School's strategic communications, marketing and events function has recently undergone a leadership change and this is resulting in a review of goals, roles and approaches to ensure there will be sufficient staff support for internal coordination across centres and the school.</p> <p>Leads: Director, Munk School, Directors, Areas Studies</p>	
24	<p>"We support Munk's plans to grow and enhance its undergraduate programming offerings and, on this front, also recommend a thematic approach that would introduce the range of topics and approaches housed under the Munk banner"</p>		<p>Identifying a single yearly theme across all six of Munk's undergraduate programs has not yet been possible, partly due to divergent interests among the centres as they each pursue timely issues emerging in their own regions. However, going forward Munk leadership and centre directors will work together to establish other ways of connecting these programs, including potential shared course offerings and co-sponsored academic events such as speakers and symposia. As well, many of our undergraduate offerings already echo Munk's four areas of focus. In future we'll highlight these existing and important cross-program resonances, encouraging students to both pursue ideas across programs and also to see Munk as a place with a coherent set of expertise and approaches.</p> <p>Our assumption when you refer to Munk 199 you mean Munk 200: Global Controversies. This course will continue to recruit a rotating roster of Munk faculty, and explore different and changing themes. Changing the course's theme and faculty on an annual basis has however already proved difficult; in the</p>	<p>The Dean's Office recognizes the efforts by the Munk School in encouraging greater cohesion across its individual programs. The Vice-Deans, Academic Planning, Graduate Education, and Undergraduate, are available for consultation in regard to curriculum and program design.</p>
25	<p>"To ensure a contiguous and coherent offering, we support the idea that Munk 199 stage its survey of each center's intellectual interventions along a yearly resonant theme... Munk should also incentivize co-teaching opportunities in order to recruit a rotating roster of teachers for Munk 199."</p>			

			<p>interest of sustainable planning and intellectual coherence, the course will likely shift its focus and teaching roster every three years.</p> <p>Leads: Director, Munk School, Director, Undergraduate Programs and Student Experience, Directors of AI, CERES and CSUS</p>	
The reviewers made recommendations about changing the structure of the Asian Institute in order to support its aspirations to grow and operate more sustainably.	26	<p><i>AI:</i> “Given the stature of AI faculty, the quality of CAS, and the enthusiasm of CAS students, we concur and recommend that AI be given EDU B status, which CERES now enjoys. The EDU B status would allow AI to hire their own faculty, to formalize the undergraduate program, and to staff the directorship position.”</p>	<p>The Munk School’s position on this recommendation is that it would not be to the benefit of AI to try to hire its own faculty given its relatively small student and programming size. A more sustainable approach would be to find ways to gain additional teaching support through the addition of faculty hired at the Munk School (see recommendation #1) who will teach in programs across the School.</p>	<p>Medium- to long-term: The Vice-Dean, Faculty and Academic Life, will work with the School regarding complement planning to support teaching. Complement planning will also be addressed in the School’s ULP, as discussed above.</p> <p>The Dean’s Office currently has no plans to pursue EDU:B status for the AI, and will instead support the development of the program within the structure of the Munk School.</p>
Other recommendations not prioritized in the Request for Administrative Response	27	<p><i>CERES:</i> “Hungarian studies should continue to be a part of European studies.”</p>	<p>Enrolment in the Hungarian Studies Major and Minor have been administratively suspended and students have been notified. The intention is to phase out the program while keeping offerings in History, Language and Culture. While the course enrolments are satisfactory, there were very few students opting for the Major and Minor.</p>	<p>Short- to long-term: The Vice-Deans, Academic Planning, and Undergraduate are working with CERES on the plans for Hungarian Studies outlined in the Unit’s response.</p>
	28	<p><i>AI:</i> “Be attentive to the international students in the program in terms of course offerings and assignments.”</p>	<p>Over the past year, we have updated the supports we offer to international students. Specifically, our peer mentoring system provides regular meetings in the RCL-Pathways Lab for current, successful students to advise peers on their assignments. Information in response to international student feedback has also been integrated into updated messages on course syllabi, ensuring all students have information regarding the ELL services on campus.</p>	<p>The Dean’s Office is in support of efforts made to enhance the academic experience of all students, both domestic and international. The Faculty offers programs specifically aimed at English Language Learners, including mini-courses on skills such as oral presentations and professional writing, as well as Communication Cafés, designed to help students practice their English skills.</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 overall high quality of teaching and research in the Munk School Area Studies units, noting that they offer an important set of programs that are attractive to students and faculty, and commenting that these programs “act as a bulwark against forces that would undermine area studies given the need to preserve regional and linguistic knowledge.” They commended the Centre for European, Russian and Eurasian Studies’ robust, responsive, interdisciplinary undergraduate curriculum, as well as their MA program that “is the gold-standard.” They highlighted the Asian Institute’s cohesive and cutting-edge undergraduate program, and noted student enthusiasm regarding the range of topics covered and the engagement of its faculty. The reviewers commended the Centre for the Study of the United States for its ongoing, critical decentering of “grand narratives” in American Studies, and the unique disciplinary range and dexterity of its curricular offerings and public events. They praised each Area Studies unit for providing robust academic programming, a supportive, welcoming environment, and a vibrant intellectual space for all community members. Finally, the reviewers voiced their support for the creation of a distinct “Munk experience” through expanded linkages and synergies among the distinct centers and programs.

The reviewers recommended that the following issues be addressed: increase investment overall in the undergraduate programs under review; need for more diversity in core courses in the European & Russian Affairs MA program; consider a more focused marketing and advertising approach for the various Area Studies programs; contemplate future planning to align enrolment, complement planning, and enhance relationships among the Munk School’s internal communities as well as with external partners; reflect on changing the structure of the Asian Institute in order to support its aspirations to grow and operate more sustainably.

The Dean’s Administrative Response describes the Faculty and program’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 midway between the April 2022 UTQAP cyclical review and the year of the next site visit on the status of the implementation plans.

The next review will be commissioned no later than the 2027-28 review cycle.

6 Distribution

On June 30th 2024, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to 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 leadership.

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

1 Review Summary

Program(s) Reviewed:	Peace, Conflict & Justice, Hons BA, Specialist, Major Public Policy, Hons BA, Major MGA, Master of Global Affairs MPP, Master of Public Policy
Division/Unit Reviewed OR Division/Unit Offering Program(s):	Munk School of Global Affairs & Public Policy
Commissioning Officer:	Dean, Faculty of Arts and Science
Reviewers (Name, Affiliation):	<ul style="list-style-type: none"> • Dan Black, Professor Harris School of Public Policy, University of Chicago • Yiagadeesen (Teddy) Samy, Director/Professor, The Norman Paterson School of International Affairs (NPSIA), Carleton University • Diane Whitmore Schanzenbach, Director, Institute for Policy Research, Margaret Walker Alexander Professor, School of Education and Social Policy, Northwestern University
Date of Review Visit:	May 31 and June 2, 2022 (conducted remotely)
Date Reported to AP&P:	October 24, 2023

Previous UTQAP Review: n/a

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

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

Consultation Process

Dean, Acting Vice-Dean, Academic Planning, Faculty of Arts & Science; Director, Associate Director, Executive Director, Munk School; Programs leadership; Programs faculty; undergraduate and graduate students; Munk administrative (IT, communications, events, operations) staff; programs administrative staff; industry and internship partner; Chairs of cognate units: Department of Political Science, Department of Sociology, Department of Economics, Department of Geography & Planning, Department of History.

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
 - ▶ Peace, Conflict and Justice (PCJ) major and specialist offer an innovative and unique course of study
 - ▶ Reviewers impressed by comprehensiveness of the PCJ self-study component, and by conversations with the Trudeau Centre Director, faculty, and students
- Objectives
 - ▶ Undergraduate major in Public Policy (PPG) builds students' skills in analyzing and developing public policy
 - ▶ PPG major builds on strong disciplinary departments and adds value for students interested in approaching disciplines through the lens of public policy
- Admissions requirements
 - ▶ Admissions process in PCJ appears to be working very well
 - ▶ Admission to PPG major is relatively competitive
- Curriculum and program delivery
 - ▶ PCJ core curriculum is well thought-out, with attention to breadth and depth; and demonstrates effort to cultivate students' skills in analysis, critical thinking, and communication
 - ▶ PPG courses are seminar style and appropriately push the students to read, write, and synthesize policy
 - ▶ PPG primarily draws on courses from other departments

- Accessibility and diversity
 - ▶ PCJ program has taken important steps to engage with issues relating to Canada's Indigenous population, and are building capacity in anti-racism skills for their entire community
- Student engagement, experience and program support services
 - ▶ PCJ students are motivated, thoughtful, and strong, and appreciate the program's small, vibrant community
 - ▶ PCJ experiential learning requirement appears important to the training
 - ▶ PPG students are impressive, and report being very happy with the training they are receiving and their connections to the school

The reviewers made the following **recommendations**:

- Curriculum and program delivery
 - ▶ Ensure consistently high-caliber teaching in PCJ despite shifts in personnel; reviewers note that the program asserts it can consistently offer excellent courses through additional joint appointments or the addition of another teaching-stream faculty member
 - ▶ Reviewers endorse PCJ desire to formally incorporate quantitative methods into major training earlier
- Accessibility and diversity
 - ▶ PCJ program doing important work in the space of EDI, and should continue to grow and refine its approaches
- Student engagement, experience and program support services
 - ▶ Expanding the number and diversity of opportunities for PCJ students to participate in internships noted as a good investment for the program
 - ▶ Reviewers recommend that all PCJ students participate in some hands-on experience, whether through an experiential learning course or internship
 - ▶ Consider a required or routine internship for upper-class PPG students

2. Graduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ MPP program is extremely successful
 - ▶ Merger of MPP into the Munk School has the potential to provide some new opportunities for the program
- Objectives
 - ▶ MGA draws strong students from various undergraduate programs, and provides them with multidisciplinary training that is essential for understanding and engaging contemporary global issues

- ▶ MGA objectives are aligned with the University’s mission to promote a research-intensive environment and excellence at all levels, ensuring that students are exposed to both theory and practical experience
- ▶ MGA places emphasis on connecting the academic and policy worlds in classroom settings, including a required capstone project, as well as internships and professional development workshops
- ▶ MGA requirements and learning outcomes are clear, appropriate and align with the graduate degree level expectations
- ▶ MPP seeks to provide students with an analytically and quantitatively rigorous curriculum
- ▶ MPP provides “remedial” training to students who do not have the necessary backgrounds in quantitative analysis, which allows them to recruit students with a broad variety of backgrounds who share a passion for public policy
- Admissions requirements
 - ▶ MGA admission requirements are appropriate for the learning outcomes
 - ▶ MPP enrolment has been significantly expanded from about 40 entering students to over a hundred; and the School has revamped its Math Stat prep course to help the students with limited quantitative backgrounds
- Curriculum and program delivery
 - ▶ Recent decision to introduce a research design course in Year 2 of the MGA is a welcome addition to the program’s structure
 - ▶ MPP has instituted a Math Stat prep course to provide students with a review of or introduction to the quantitative reasoning that will allow them to succeed in their studies
- Student engagement, experience and program support services
 - ▶ Students are overall pleased with the MGA, noting small class sizes, the diversity of the cohort, and the alumni network as positive attributes
 - ▶ Munk School is proud of its student-led initiatives and internship program between the students’ first and second years of MPP studies, which allow students to see how public policy is conceived and implemented outside the academy, and provide valuable professional development opportunities

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

- Overall quality
 - ▶ Merger of MPP into the Munk School may potentially create problems (in addition to potential opportunities noted above)
- Admissions requirements
 - ▶ MGA target enrolments have increased significantly in recent years; reviewers note lack of clarity whether this higher enrolment level can be reached and sustained, especially since acceptance rates have declined over time
 - ▶ Challenges noted around maintaining quality of students in the MPP, given the significant recent and planned program growth

- ▶ Growth of the MPP program has resulted in the rate of admissions increasing substantially faster than the growth of applicants, likely resulting admission of students with weaker quantitative backgrounds
- Curriculum and program delivery
 - ▶ Substantial shortcomings in MGA and MPP economics and statistics courses as they are currently structured and large disparities between students' expectations of these courses and the program delivery
 - ▶ Some of the more prepared MPP students note that the core economics and statistics classes are too simple and review materials from undergraduate programs (though reviewers note this is a common issue among public policy programs, where students come from a variety of backgrounds)
 - ▶ MGA students also note many concerns about the delivery of economics and statistics courses, and there appear to be many cases where students feel either under or overprepared for the current offerings
 - ▶ Concerns noted regarding the rigidity of the first year of the MGA; as well as a lack of courses around climate and sustainability; courses with African content; courses in global security; courses in global development; and offerings that would train students to write for a policy audience
 - ▶ Current Math Stat prep may not provide sufficient background and training for some MPP students, in particular those educated during the pandemic, and does not appear to be an ideal structure to maximize benefits from the program
 - ▶ Some MPP students and employers noted desire for more data science offerings
- Accessibility and diversity
 - ▶ MGA Students note concerns about the lack of diversity in the curriculum/syllabi of various courses, that sometimes tend to be overly focused on North America
 - ▶ “[S]ome students expressed concern about the Munk School’s Eurocentrism, by which we think they meant excessive focus about Europe, U.S., and Canadian policy issues”
- Student engagement, experience and program support services
 - ▶ Rapid growth of both the MGA and MPP programs has meant that the number of students who need to be placed in internships as well as permanent jobs has increased substantially
 - ▶ Online experience of first year students during the pandemic was “clearly not ideal”
 - ▶ Students feel that given the high cost of tuition compared to other similar programs, not enough administrative support is being provided
- Student funding
 - ▶ MGA students expressed desire for increased funding opportunities
 - ▶ Reviewers struck by relatively high cost of the Munk School’s programs for both domestic and international students
 - ▶ Canadians and permanent residents are eligible for financial aid; however such financial support is limited for foreign students, which impairs Munk’s ability to attract top international students

The reviewers made the following **recommendations**:

- Admissions requirements
 - ▶ Consider actively seeking to admit students with better technical backgrounds to the MPP, potentially by relaxing some GPA requirements for students from technical disciplines
 - ▶ Consider a more demanding MGA admissions process, potentially with an economics prerequisite
- Curriculum and program delivery
 - ▶ Reviewers observe that “[t]here are potential unrealized synergies between the MPP and MGA programs, especially to the extent that it allows the School to offer different economics and statistics courses tailored for different levels of preparation”
 - ▶ Noting substantial heterogeneity among MGA and MPP students, reviewers recommend considering some degree of curriculum integration between the programs, to allow well-prepared students to obtain better training, and to encourage interaction between MPP and MGA students
 - ▶ Consider possibility of offering at least two different levels of core courses to MPP students, while maintaining the high-level of quantitative training that the School currently offers; explore whether a third, even more rigorous course level could be offered to select students, potentially by leveraging offerings in cognate units such as Economics or Statistical Sciences
 - ▶ Consider options for enhanced data science offerings in the MPP
 - ▶ Revisit whether macroeconomics should be an MPP requirement or elective
 - ▶ Consider addressing the rigidity of the current MGA structure by allowing students to take more electives in Year 1
 - ▶ Consider implementing earlier exposure to research design for MGA students (e.g., by offering the MGA research design course earlier in the program)
 - ▶ Consider the creation of MGA streams as of the first semester, to align with an earlier research design course (reviewers note teaching resource implications)
 - ▶ Consider offering more advanced economics and statistics offerings for MGA students who enter the program well-prepared in those areas
 - ▶ Consider enhanced MGA offerings in climate and sustainability; African content; global security; global development; and training students to write for a policy audience
 - ▶ MGA encouraged to develop a process where syllabi are reviewed by faculty members that teach in specific areas to ensure clear learning objectives, a diversity of perspectives, proper balance between theory and policy applications to global affairs, and avoiding overlaps across different courses
 - ▶ Ensuring the presence of faculty who both know the MPP/MGA curricula and understand the level and types of quantitative skill of the students would be extremely valuable to Munk

- Accessibility and diversity
 - ▶ Consider whether the diversity statement could be used more explicitly as an additional MGA admission criterion, giving students from “underrepresented” groups the opportunity to speak about their own experiences
- Student engagement, experience and program support services
 - ▶ In light of significant expansion of MGA and MPP, explore ways to ensure that career development resources remain available to keep job placements at a high level; in doing so pay attention to the current placement officers, who understand both the importance of their roles, as well as Munk’s financial constraints
 - ▶ MPP students note desire for enhanced supports for writing and mathematics skills development, such as TAs or tutors in these areas; if possible, consider drawing TAs from the MPP and MGA classes as a means of providing outstanding students with additional financial support
 - ▶ MGA students indicated several areas where their experiences might be improved, including in the economics and statistics courses, and “where foundations and stratification could be beneficial”
 - ▶ Given the high cost of tuition compared to similar programs, MGA students note desire for more support from the administrative staff to navigate course choices and provide information (particularly for international students), more funding opportunities, and more career-related resources (equivalent to those provided in MBA programs)
- Student funding
 - ▶ Munk School leadership encouraged to solicit private donors to provide aid to international students

3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
 - ▶ Number and total amount of grants awarded to Munk faculty have increased from 2013 to 2019

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

- Research
 - ▶ Reviewers note surprise that relatively little of the self-study reflected on the publication records and research impact of Munk School faculty
 - ▶ While the University’s success rate for tri-council grant applications is higher than the national average, reviewers note lack of clarity regarding how Munk ranks against other U of T units in this regard
- Faculty
 - ▶ Some faculty note concerns about teaching load compared to other units, especially in terms of classroom contact hours

- ▶ “More demanding teaching at the Munk School will make it difficult to have an equilibrium in which joint appointments with academic departments—which are beneficial to the School—will be sustainable”

The reviewers made the following **recommendations**:

- Research
 - ▶ Munk should develop and track publication metrics, and provide incentives and rewards for research publications
- Faculty
 - ▶ Consider hiring faculty in the area of international development when opportunities permit to enhance coverage of policy issues unique to middle- and low-income countries and address MGA and MPP student interest
 - ▶ Given that Munk does not have historical strength in international development, consider engaging Economics and Political Science departments to help with recruiting scholars in this area
 - ▶ If joint offers in international development are made, consider a split along the lines of 75 percent for Munk and 25 percent for the relevant cognate unit, to provide the scholars with access to Ph.D. students from their disciplines, while keeping their primary focus in Munk

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
 - ▶ Positive overall feedback noted from leadership team, faculty, students, administrative staff, and internship partners
 - ▶ Munk School people noted as a particular strength
 - ▶ MGA is connected internally with regional centres, other collaborative programs (e.g., MPP, MBA, JD) and externally through dual degrees from other high calibre universities (Sciences Po, Hertie School, and LSE).
 - ▶ Reviewers supportive of recent alterations to the Trudeau Centre’s Advisory Board activities, to more actively support the Centre’s fundraising, and student internship opportunities and mentorship; note that these adjustments, and investments in developing an alumni network will better leverage the Centre’s network to provide opportunities to students

- Long-range planning and overall assessment
 - ▶ New leadership exhibits strong momentum to take advantage of the economies of scale that come from the 2018 amalgamation of Munk with the School of Public Policy & Governance, and implement the Strategic Plan developed in 2020
 - ▶ MPP enjoys the advantage of being located in one of the world's most cosmopolitan cities and located in one of the most elite Canadian universities, and is well situated for continued success
- International comparators
 - ▶ The Munk School became a full member of the Association of Professional Schools of International Affairs in 2015 and the MGA is currently ranked among the best MA programs in international affairs in Canada
 - ▶ MGA quickly established itself as a leading program in Canada
 - ▶ MPP is arguably the best program of its kind in Canada and has an international reputation

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

- Relationships
- Organizational and financial structure
- Long-range planning and overall assessment
 - ▶ Reviewers note a number of challenges related to the Munk School's recent and projected growth
 - ▶ Lack of clarity regarding whether higher enrolment levels can be reached and sustained, especially because acceptance rates have declined over time

The reviewers made the following **recommendations**:

- Relationships
 - ▶ Faculty, staff, and administration note desire to increase the public visibility of the Munk School in policy matters; reviewers recommend that Munk centre its government, media and social engagement strategy on the strengths of its people and research
 - ▶ Root policy engagement with government and media in the academic research of faculty; develop a strategy to help faculty disseminate their policy-relevant research actively
 - ▶ Consider media training for faculty
 - ▶ Public outreach and engagement might make better use of fellows affiliated with the Munk School
 - ▶ Consider adopting practice in many comparable MPP programs of implementing courses involving public policy "consulting" work for government or non-profit organizations, to expand the School's networks and visibility while simultaneously building student skills
- Long-range planning and overall assessment
 - ▶ To reach and sustain higher enrolment levels in the MPP and MGA, increasing resources will need to be spent on recruitment

- ▶ Growth of MPP and MGA have implications that will need to be addressed, including more class sections; more clients for the capstone seminar; additional budgetary appointments to maintain a proper balance of faculty and sessional lecturers; more resources to support students; and increased work placements
- ▶ Explore possibility of offering an accelerated pathway for undergraduates to receive an MPP, such as a 5-year joint BA/MPP (which is offered in many US policy schools), considering both benefits and challenges related to such an offering
- ▶ While a joint BA/MPP pathway could add to Munk's financial resources, the School would need to carefully consider how many students to target and how to appropriately mix student cultures, and offer additional streams for the quantitative and economics MPP courses
- ▶ Consider growing the size of the undergraduate PPG program; expanding the major would require offering more courses and expanding offerings of routine internships; "[t]his approach would only make sense if the finances work on an expanded program; the review committee did not receive enough information to know whether it would be financially beneficial (with or without starting a joint BA/MPP program)"
- International comparators
 - ▶ MGA quickly established itself as a leading program in Canada and has the potential to become even better, making it a highly competitive program, both in Canada and internationally



UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

September 21, 2023

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

RE: UTQAP cyclical review of the Munk School of Global Affairs & Public Policy and its undergraduate and professional graduate programs

Dear Prof. McCahan,

I write in response to your letter of June 27, 2023, regarding the May 31 and June 2, 2022, UTQAP cyclical review, held remotely, of the Munk School of Global Affairs & Public Policy and its undergraduate and professional graduate programs, and requesting our Administrative Responses. The following programs were reviewed: Peace, Conflict & Justice, HBA (Specialist, Major); Public Policy, HBA (Major); Master of Global Affairs (MGA); and Master of Public Policy (MPP).

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers, Dan Black, University of Chicago, Yiagadeese (Teddy) Samy, Carleton University, and Diane Whitmore Schanzenbach, Northwestern University, for their very comprehensive review of the Munk School of Global Affairs & Public Policy and its undergraduate and professional graduate programs. We would also like to thank Prof. Peter Loewen, Director of the Munk School of Global Affairs & Public Policy, and program directors and coordinators, faculty, administrative staff, and all those who contributed to the preparation of the self-study. We also want 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 29, 2022, after which the Director shared it widely with faculty, staff, and students in the Munk School. We are extremely pleased with the reviewers' positive assessment of the overall strength of the Munk School of Global Affairs & Public Policy, its undergraduate and professional graduate programs, and its outstanding, productive faculty. The reviewers were "impressed by how quickly the MGA had established itself as a leading program in Canada." The reviewers stated that the MPP program "is arguably the best MPP program in Canada and has an international reputation." At the undergraduate level, the reviewers describe the Peace, Conflict & Justice program as "both innovative and unique" while the Public Policy "builds on strong disciplinary departments and has value-added for undergraduates who are interested in approaching these disciplines through the lens of public policy." The reviewers also raised several broad issues and

challenges and identified areas for enhancement for the programs, including exploring “potential unrealized synergies between the MPP and MGA programs,” increasing resources for career development, prioritizing faculty research, strategically expanding public engagement, and increasing recruitment efforts and program enrolments.

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 the Munk School of Global Affairs & Public Policy and its undergraduate and professional graduate programs will take place no later than the 2029-30 review cycle. My office monitors progress on Implementation Plans through periodic meetings with the director. I also acknowledge that your office will request a brief Interim Monitoring Report midway between the May-June 2022 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 Munk School of Global Affairs & Public Policy and its undergraduate and professional graduate programs.

Sincerely,



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

CC:

- Peter Loewen, Director, Munk School of Global Affairs & Public, Faculty of Arts & Science
- Gillian Hamilton, Associate Dean, Unit-Level Reviews, Faculty of Arts & Science
- Suzanne Wood, Special Advisor to the Dean on 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 Munk School of Global Affairs & Public Policy, and its undergraduate programs and professional graduate programs - 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 Response	Dean's Response
The reviewers highlighted issues and challenges related to the School's recent and projected growth, noting a lack of clarity over whether higher enrolment levels can be reached and sustained; they recommended consideration of alignment between future enrolment and resource plans.	1	"Whether a higher enrollment level can be reached and sustained is not clear from the self-study, especially because the acceptance rate has declined over time. This means that increasing resources will need to be spent on recruitment. Such growth, if successful, has implications that will need to be addressed such as: more sections of classes, which will likely be magnified by the projected introduction of program streams, more clients for the capstone seminar, additional budgetary appointments to maintain a proper balance between faculty and sessional lecturers, more resources to assist in-program students, work placements, etc."	Goal: increase steady state enrollment by 20-25% in MPP and MGA programs Short term (completed since review conducted): 1) hire recruitment & admissions officer & undertake active outreach; hire Director, Strategic Communications w/educational marketing expertise 2) recruit new faculty in global affairs, global China, social science and security/cyber, (searches underway and ongoing) using existing donor funding and commitments from FAS, 3) increase staff support for internship/career placements & roll out plan for increased internship/career opportunities 4) strategic engagement of Munk School Fellows (~100 honorary appointments of high profile practitioners and international academics) 5) monitor student needs for general well-being, math, quant and writing support and add additional TAs or staff as required	Short term: The Dean acknowledges the valuable efforts already put forth by Munk School leadership in recruiting new faculty and staff, while also engaging Munk School Fellows and addressing student needs. Medium-term: Following completion of the UTQAP review, the Dean will commission the 5-year Unit-Level Plan (ULP) for the Munk School of Global Affairs & Public Policy. The ULP is a forward-looking document that both articulates a unit's academic plans and highlights progress made on the implementation plan identified in the UTQAP administrative response. The Director will work with the Vice-Dean, Academic Planning, to develop a plan that addresses such key areas as curriculum change, EDI, and complement planning. The development of the ULP involves significant consultation with faculty, staff, and students.

			<p>Medium term: 1) increase marketing activity through targeted approach to U of T undergrads, other graduates of relevant Canadian universities and programs and targeted geographies (Singapore, U of T partner universities in Global South, dual degree partner schools; use combination of paid and earned media strategies not currently fully deployed 2) recruit new faculty in global India, global economics, cybersecurity, security (searches scheduled for 2023-24 and beyond 3) new and enhanced awards/scholarship packages and opportunities for paid research assistant roles; selective opportunities for course integration across MGA and MPP; monitoring of class sizes to ensure robust numbers; relationship building w/alumni and employers able to contribute to capstone course</p> <p>Long term: Increase number of dual degree partners to ensure diverse representation from variety of geographies (~20-25 students per year per program)</p> <p>Leads: Director, Munk School, Director, Professional Masters Programs, Executive Director, Munk School</p>	<p>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 ULP process, described above, includes complement planning as a key feature, and will facilitate clear articulation of the Unit’s complement plan over the next five years.</p>
	2	<p>“With the growth of the MPP program, the rate of admissions has increased substantially faster than the growth of applicants. This has probably resulted in students with weaker quantitative backgrounds being admitted. An obvious way to try to combat this decline is to actively seek to admit students with better technical backgrounds.</p> <p>We propose that the Munk School consider relaxing some of the GPA requirements, outlined at the top of page 88 in the self-study, for students from technical disciplines.”</p>	<p>With the exception of COVID-influenced 2021-2022 cycle, our admission rate has been between 36% and 47% since 2013-14. It was 41% in 2023-24. Since 2013-14 we have had reasonably steady enrollment numbers. In the past two admissions cycle we have had significant growth in international applications that has helped maintain our ability to be selective. Our admissions practices include a codification (and resulting higher score) for applicants with strong</p>	<p>Short to medium term: The Dean supports the Unit’s efforts to recruit and admit the best possible students. The Vice-Dean, Graduate Education, is available to work with the Unit on any future changes to admissions practices.</p>

			quantitative backgrounds. At present we don't see a need to relax our GPA requirements although we could consider in future if need arose. Rather we are focused on building awareness of the importance of public policy graduate education with undergraduates with quantitative skills by doing things like offering an undergraduate certificate in Public Policy for Engineers. We expect this will result in a larger number of applicants from these fields applying.	
The reviewers observed potential "unrealized synergies" between the MGA and MPP programs, particularly in relation to the programs' economics and statistics core course requirements; they recommended developing more varied offerings in these areas, tailored to different levels of preparation among incoming students.	3	"There are potential unrealized synergies between the MPP and MGA programs, especially to the extent that it allows the School to offer different economics and statistics courses tailored for different levels of preparation."	<p>Short term: In Orientation, students write a Math Diagnostic test to check their quantitative readiness for the program. We have started allowing MGA students who score highest on this with the option to register in the more challenging MPP Economics courses. We will also offer spots in Policy Evaluation and Implementation to some MGA students and will encourage them to take the panel data elective and applied economics electives that are relevant to their interests.</p> <p>Medium term: We will explore the option of cooperation with cognate fields. Economics typically does not allow outside students to take their graduate courses, but Political Science's newly revamped quantitative methods sequence might offer an opportunity to work together. As we consider moving toward a 5 year BA/MPP, we will discuss with Economics the possibility of offering a 4th year/MPP seminar that would be relevant to some of their undergraduates but would also be useful for MPP students who majored in economics as undergraduates. Similarly, we are exploring greater cooperation with OISE, and cross-listed courses might be an option.</p>	<p>Short term: The Vice-Dean, Graduate Education, is available to work with the Unit on opportunities for curricular development in the area of quantitative training.</p> <p>Longer term: The Dean's Office has been working to enhance the availability of computational and data science education. The Dean's Special Advisor on Data Science Education has led a working group that has made significant progress in developing new data science opportunities for undergraduate students, increasing the availability of courses that will build skills in areas such as statistics. In the longer-term the Special Advisor will also be working on developing offerings at the graduate level.</p>
	4	"It should be possible to offer students at least two different levels of the core courses to MPP students. We wish to emphasize that this tracking should not be used as an excuse to weaken the regular MPP economics and statistics sequences, as we feel it is important to maintain the high-level of quantitative training that the Munk School offers. Rather, this recommendation seeks to offer a better educational experience and to allow the Munk School to recruit and serve students with better quantitative training. It is also worth exploring whether a third, even more rigorous, level could be offered to select students, perhaps leveraging courses that are already offered across the University in the Economics Department or Statistics Department."		
	5	"...options for more advanced versions of these courses should be available to those students who come to the program more prepared in economics and statistics."		

			<p>Long term: We intend to hire additional economists, which would allow us to develop a larger stable of core courses.</p> <p>Lead: Director, Professional Masters Programs</p>	
	6	<p>“Another way in which the curriculum of the two flagship masters’ programs could be designed would be to integrate some of the elective offerings.”</p>	<p>Students in our MGA and MPP programs are provided priority registration in their respective program electives. Then remaining seats are opened up for students in the other program. We are considering adding more electives that are designated as cross-program, and so reserve seats for both. Climate-focused courses, which are inherently global and domestic, are a likely start.</p> <p>Lead: Director, Professional Masters Programs</p>	<p>Short to medium term: The Vice-Dean, Graduate Education, will support the Unit in any curricular changes arising from the review.</p>
<p>The reviewers suggested a number of improvements to the MGA curriculum, including earlier exposure to research design and greater flexibility in students’ elective course selections; they also noted student concerns regarding a lack of diversity in MGA course topics, and recommended implementing a review process for course syllabi to ensure a diversity of perspectives with a balance between theory and policy applications, and to avoid overlaps in course content.</p>	7	<p>“The recent decision to introduce a research design course in the Fall semester of Year 2 as of 2022 is a welcome addition to the program structure. However, one could consider offering this course earlier in the program as it is paramount that students in such a practical program become good ‘consumers’ of research and are also able to apply those research skills in all their courses, up to the final capstone seminar.”</p>	<p>Short term: This course is designed specifically to provide the MGA students with not only research skills, but client-facing skills as well, in preparation for their client work in the 2nd year, winter term Capstone course. Students choose their Capstone client topics and are assigned to study teams in the fall of year two of the program, which allows this course to tailor offerings to the needs of the student teams and start working with their Capstone topic in mind. Offering this course earlier in the program would miss out on these benefits. The course has been offered once and the instructor has redesigned the syllabus for next year based on student feedback.</p> <p>We have also moved to a project-focused course design in the first year MGA statistics course, which means students will receive</p>	<p>Short to medium term: The Vice-Dean, Graduate Education, supports and encourages curriculum renewal, and is strongly supportive of changes that will update the program to reflect developments in the field of study and ensure an appropriate balance between theory and policy applications. The Office of the Dean will also ensure that the Unit is aware of the curriculum development support provided by the Office of the Vice-Provost, Innovations in Undergraduate Education, and specifically, opportunities to consult with a Curriculum Development Specialist who provides expertise in program design and curricular change.</p>

			<p>guidance through the entire research process once in their first year. A small number of MGA students will also be encouraged to take the MPP Evaluation and Implementation course, which covers both quantitative and qualitative methods in the first year.</p> <p>Medium term: We will examine the student and alumni feedback about the research design course over the next few years and will revisit its position in the curriculum if necessary.</p> <p>Long term: As the faculty complement grows, we may be able to integrate this into a larger set of research methods courses across the two professional programs.</p> <p>Lead: Director, Professional Master's Programs</p>	
8	<p>"The creation of streams – which has teaching resource implications – as of the first semester would align well with a research design course offered earlier."</p>	<p>Short term: The variety of core, required first year courses aims to expose students to the pillars and scope of the MGA Program. Many students aren't sure of their specific interests when they begin the program, and need the time provided in the first year, to make the decision about their emphasis of study.</p> <p>Long term: As the faculty complement evolves, we will continue to consider the possibility of opening up additional emphases, which would eventually require making some core courses optional.</p> <p>Lead: Director, Professional Masters Programs</p>	<p>Short to medium term: The Vice-Dean, Graduate Education, will support the Unit in any curricular changes arising from the review.</p>	
9	<p>"Another issue worth thinking about is to address the rigidity of the current program structure by allowing students to take more electives in Year 1, thus enabling them to choose their specialization earlier on."</p>	<p>We realize that the number of core courses in first year limits the option of taking early electives, but we feel this is a worthy trade-</p>	<p>Short to medium term: The Vice-Dean, Graduate Education, will support the Unit in any curricular changes arising from the review.</p>	

			<p>off, providing students with the scope of possibilities for further study in year two.</p> <p>Long term: As the faculty complement evolves, we will continue to consider the possibility of allowing more electives in the first year, which would eventually require making some core courses optional.</p> <p>Lead: Director, Professional Masters Programs</p>	
	10	<p>“We would encourage the MGA to have a process where syllabi are reviewed by faculty members that teach in specific areas to ensure: learning objectives are clear, a diversity of perspectives, proper balance between theory and policy applications to global affairs, and avoiding overlaps across different courses.”</p>	<p>Short term: We already conduct informal reviews of syllabi, but we agree that this process could be formalized. We will give faculty in each emphasis a collection of syllabi in their emphasis and ask them to consider issues of overlap.</p> <p>Medium term: We will continue to monitor curricular issues and will hold meetings of relevant faculty where required.</p> <p>Lead: Director, Professional Masters Programs</p>	<p>Short to medium term: The Dean’s Office is available to support the Unit in any review of curriculum/course content. The Vice-Dean, Graduate Education, will support the Unit in any curricular changes arising from the review.</p>
<p>Noting the rapid growth of both the MGA and MPP programs, the reviewers recommended enhancing student supports for writing or quantitative aspects of the program, additional assistance navigating course options and requirements, and resources for career development including assistance with finding internship and post-graduation job-placements.</p>	11	<p>“The students suggested providing both writing TAs/Tutors and Math TAs/Tutors throughout the fall and spring semesters. The purpose of the TAs/Tutors would be to assist students who are having difficulties with either writing or quantitative aspects of the program. The goal should be to allow students to obtain additional support to address their weaknesses... We would also recommend that these TAs be drawn from the MPP and MGA classes. This would allow the Munk School to identify outstanding students and provide them with some additional financial support.”</p>	<p>Short term: We provide a Math-Stats Help Desk to our MGA and MPP students in the fall term (and as of 2022) in the winter term as well. This is staffed by top-performing 2nd year MGA and MPP students who are hired as TAs and paid for this work. Students have not consistently taken advantage of this resource, and we are working on scheduling the help desk hours in times and places that will encourage more use.</p> <p>The University and the School of Graduate Studies (SGS) both provide writing support services. We prefer to refer students to these existing campus supports rather than duplicating such efforts in-house. During</p>	<p>Immediate term: We support the Unit’s efforts to better communicate to students the math support options that are available through the Math-Stats Help Desk in the School, and the writing supports available through SGS. The Dean’s Office agrees with the Unit that it makes sense to support students’ writing through central services, such as those provided by SGS. In addition, A&S offers a number of graduate supports: https://www.artsci.utoronto.ca/graduate/graduate-opportunities/support-graduate-student-development. For example, the Faculty provides Graduate Writing Support tailored to units and sectors; the Director of Graduate Writing Support provides options</p>

			Orientation we introduce the SGS and Academic Student Success office offerings to our students, and we book experts from those offices to run workshops for our students, as needed.	such as workshops, writing groups, and peer-review sessions. The Director works directly with academic units to help graduate students improve their writing skills.
	12	“An important issue that emerged from our discussion with students was a need for more support from the administrative staff to navigate course choices and provide information (particularly for international students), more funding opportunities, and importantly, more career-related resources (equivalent to those provided in MBA programs).”	There is a designated staff resource in each program who helps students navigate course choices, answers financial aid and funding questions and provides support for the increasing accommodations necessary due to mental health. Each program has two dedicated careers staff who meet with students both for group support, professional development workshops, and in 1:1 meetings throughout their time at the school. Plans to hire more career supports for students are being operationalized for the anticipated growth in cohort size for the 2023-24 academic year. Lead: Director, Programs	Immediate term: A&S also provides career support resources which the Unit may find useful. The Coordinator, Graduate Student Professional Development, coordinates a series of professional development workshops series that provide graduate students with strategies and resources for finding meaningful work outside the traditional academic job market. In addition, the Coordinator works directly with graduate units to create or develop professionalization activities.
	13	“The Munk School should make sure the resources are always available for their career development group to keep job placements at a high level... Our best advice on this front is to pay attention to the current placement officers as they seem to understand the importance of their role within the Munk School and the financial constraints Munk faces.”	This is top of mind for us as well. It is important to note that our commitment is to provide career supports, not job placements, and we see that students are successful in finding jobs with this approach in place.	The Dean’s Office recognizes the important efforts of the program with respect to career supports.
The reviewers voiced concerns that the cost of tuition in the MGA and MPP programs might negatively impact the diversity of the student body and Munk’s ability to recruit top international students; they recommend tuition assistance for students as an advancement priority.	14	“While the Canadian government might not have programs in place to help MPP students, we would encourage the leadership of the Munk School to encourage private donors to provide aid to international students.”	Current funding is available and includes: - named donor awards for 2 nd year students - second year funding from financial aid budgets - Student Leadership Initiatives fellowship funding - emergency funding - Research Assistant job postings, TA postings, SSHRC, OGS Our Director, Development continues to search for donor opportunities to create more private funds.	Medium term: The A&S Advancement Office is available to engage with the School on new fundraising initiatives.

<p>The reviewers made several suggestions for improving the undergraduate program in Peace, Conflict, and Justice, including expanding the number and diversity of internship and experiential learning opportunities, incorporating quantitative methods training earlier in the program sequence, and continuing to grow and refine the program's approaches to Indigenous and EDI-related topics.</p>	15	<p>"We concur with the self-study that high-quality internships confer tremendous value to students in terms of skill development and attachment to the workforce. Expanding the number and diversity of opportunities for students to participate in internships will be a good investment for the program. It was unclear to us whether this would be required or optional, and how it would interact with the existing experiential learning course. We recommend that all students participate in some hands-on experience, whether through the experiential learning course or an internship."</p>	<p>We agree with the recommendation of the reviewers. Internships offer great benefits to students. In addition to skill development, internships help students expand their professional network and job prospects after graduation. We will leverage our existing partners and find new organizations that will provide internship opportunities. Further discussions will need to happen at the program level to determine whether internships should be a requirement in PCJ.</p> <p>Lead: Director, PCJ program</p>	<p>Immediate to medium term: The A&S Experiential Learning and Outreach Support Office has been working with instructors within the PCJ program to support the expansion of experiential learning opportunities. The ELOS team remains available to consult with the Unit and to support with the development of new experiential learning opportunities.</p>
	16	<p>"Building the Trudeau Centre's network</p> <p>The self-study described recent alterations to the Centre's Advisory Board activities, to more actively use this board to support the Centre's fundraising, and student internship opportunities and mentorship. This change, and investments in developing an alumni network, are good ideas and will better leverage the Centre's network to provide opportunities to students."</p>	<p>The Trudeau Centre can serve as a liaison between the PCJ program and alumni who can refer students to internships, job openings, and mentorship opportunities. We will continue to engage with members of the Board to obtain their support which will diversity and enrich the different programming that occurs in the PCJ Program. In addition we are working with the Director, Undergraduate Programs and Student Experience to further develop the alumni network at the School as a whole such that PCJ students can benefit from the program alumni as well as the larger alumni group.</p> <p>Lead: Director, PCJ program</p>	<p>Short term: The Dean's Office recognizes the efforts planned by the Unit in boosting alumni engagement. The A&S Advancement Office is a support to the School in efforts to boost continued alumni involvement. These connections will assist in providing greater opportunities for PCJ students in exploring career and mentorship opportunities.</p>
	17	<p>"We endorse the move to formally incorporate quantitative methods to the training earlier, to make sure students build some quantitative abilities in the major."</p>	<p>We concur with the reviewers that quantitative methodology is an important approach that is relevant to students enrolled in PCJ. To clarify, however, our intention is to maintain the existing quantitative courses (PCJ260 and PCJ261) in the first year as opposed to necessarily introducing additional quantitative courses. PCJ260 includes problem sets on descriptive statistics and graphical displays of large-n data, etc., and in PCJ261, students apply their knowledge and</p>	<p>Short to medium term: The Vice-Dean, Undergraduate, will work with the School on any curricular changes relevant to quantitative methods.</p> <p>In addition, the Faculty now offers three introductory level data science courses, each tailored to a different sector (Humanities, Social Sciences, and Sciences). The PCJ Director may wish to consult with the Dean's</p>

		analyze papers that employ quasi-experimental designs. We believe these provide excellent foundational training to students who want to continue developing their quantitative skills and knowledge in subsequent years. We are also careful to recognize that research questions relevant in studies of peace, conflict, and justice can be answered using qualitative or mixed-methods approaches. Going forward, we plan to offer a yet wider range of methodological training to PCJ students while continuing to build on our existing strength in quantitative training.	Special Advisor on Data Science Education for further advice on incorporating quantitative skills into the major.
18	“We endorse steps the PCJ program has taken to engage with issues relating to Canada’s Indigenous population, and the ways they are building capacity in anti-racism skills for their entire community. This is important work, and the program should continue to grow and refine their approaches to DEI.”	Our goal is to continue strengthening the Indigenous focus and anti-racism training for students in the program. Currently, these sessions are provided outside of class. In the future, we plan to make these courses mandatory and embedded in our course offerings. Lead: Director, PCJ program	Medium term: A new A&S Indigenous Curriculum Committee, a subcommittee of the Indigenous Research, Teaching, and Learning Committee, will commence meetings in Fall 2023. This Committee will be examining how best to support units in addressing Indigenous content and issues in their curricula. Immediate term: The A&S Director of Equity, Diversity & Inclusion is available as a resource for units considering how best to build anti-racism skills.
19	“Ensure consistently high-caliber teaching. We endorse the thoughtfulness with which the self-study described the need to ensure high-caliber teaching despite shifts in personnel and believe they can consistently offer excellent courses through additional joint appointments or addition of another teaching-stream faculty member. “	We are now in a position where the five core PCJ courses are taught by four Munk School budgetary appointed faculty. In the past, many core PCJ courses were taught by sessionals but this is a change we have now successfully made. As we expand our course offerings, we plan to recruit more Munk faculty to teach in the program, including faculty who have been recognized with teaching awards.	The Dean’s Office recognizes the School’s work to provide high quality teaching to PCJ students.

<p>The reviewers recommended that Munk consider expanding the undergraduate program in Public Policy, including through the development of a Combined Degree Program in which students could complete their undergraduate studies in Public Policy as well as the MPP program on an accelerated timeline.</p>	20	<p>“It may be worth considering growing the size of the undergraduate program, which is currently rather small.”</p>	<p>Short term: We are very keen to double the size of the program as we believe there is significant demand and interest. To achieve this growth we need to expand the number of Munk School courses associated with it. We are working on putting new courses through the governance approval process in order to be able to achieve the goal.</p> <p>Medium Term: Our school-wide goal to hire new faculty noted in recommendation #1 will help us to be able to grow the program. The proposal of a five-year joint BA/MPP discussed below would be an additional driver of demand.</p> <p>Leads: Director, Undergraduate Programs and Student Experience and Director, Public Policy Major</p>	<p>Short term: The Vice-Dean, Undergraduate, will work with the Unit on any new course proposals and curricular changes.</p> <p>Medium term: As noted in #1 above, the School will be developing a unit-level plan following the UTQAP review. The ULP will include a discussion of any plans for program growth, new courses, and complement planning. The ULP process provides an opportunity for the Unit to share and discuss these plans with the Dean, Vice- and Associate Deans, and senior staff in the Dean’s Office.</p>
	21	<p>“The self-study raised a couple of interesting potential next steps, including a required or routine internship for upper-class students, or a five-year joint BA/MPP program. How to proceed and expand depends on how PPG fits into the broader Munk School strategy, which was somewhat unclear to us. Currently, the program is small and elite, with relatively low costs (just a few dedicated classes) and presumably low revenues. That is an equilibrium that seems to be working well. It would probably add to the undergraduate experience to facilitate routine internships. We do not recommend requiring internships for undergraduates at this stage and recommend putting a desire to expand undergraduate internships behind shoring up these programs for the masters’ students.”</p>	<p>Short & medium term: We agree that five-year joint BA/MPP is a good idea, and we are actively exploring it, alongside a 5-year joint BA/MGA with the PCJ major. We have already approached the Decanal Advisory Committee on Academic Change (DACAC) to discuss this. We believe this would allow us to retain a modest number of our best undergraduates, who, as the reviewers note, are often among the most talented graduate students. Our current thinking is that we would target a small number of students per program, a minority of the total in undergraduate programs, allowing us to apply a very high standard.</p>	<p>Short to medium term: The Dean’s Office is aware of the School’s plans to consider a joint BA/MPP program. The Vice-Deans, Academic Planning, and Graduate Education, will work with the program proponents on this proposal.</p>
	22	<p>“An expansion approach that surely seems worth exploring is to offer an accelerated pathway for undergraduates to receive an MPP, such as a 5-year joint BA/MPP. The undergraduates at UofT are very strong, so adding such a pipeline could be a way to draw in highly prepared MPP students. Such a program could improve the overall quality of the MPP program while potentially also increasing its</p>	<p>We also agree that this requires careful thought about both cultural and curricular issues. We have consulted with colleagues at Victoria College who manage a combined program with OISE, and will reach out to colleagues at US schools with similar</p>	

		enrollment. As a result, expanding to a joint BA/MPP would contribute to building the overall Munk School and (presumably) would add to its financial resources. The school would need to carefully consider how many students to target in such a pathway.”	programs to better understand the challenges. Our existing relationship with the Ford School would be a natural place to start.	
	23	“Many U.S. policy schools offer such programs, including policy schools at the Universities of Virginia, Michigan and Chicago. Drawing on experience and advice from U.S. schools with 5-year joint programs, keys to making this work would include careful thought on how to mix student cultures and find balance between the transitioning undergraduates and the traditional MPP students. This route would absolutely require the addition of streams to the quantitative and economics MPP courses, which we recommend whether or not the school pursues a 5-year BA/MPP program.”	Leads: Director, Professional Masters Programs & Director, Public Policy Major	
Noting surprise that “relatively little of the self-study reflected on the publication records and research impact of Munk School faculty,” the reviewers recommended greater attention in this area; suggestions include developing publication metrics for Munk faculty and providing incentives and rewards for research publications.	24	“The School should develop and track publication metrics and provide incentives and rewards for research publications.”	Short Term: A Director, Research was appointed in July 2022 whose remit was to develop a strategy to 1) support new faculty as they build their research portfolios/apply for grants, 2) track and measure publication metrics, 3) provide seed funds for new school-wide collaborations that would then set faculty up well to submit for larger grants, 4) hire a staff member to provide proposal support. All of this has now been put in place and our expectation is that this structured approach will allow for improved tracking and reporting on what we know to be an already successful group of faculty researchers. Lead: Director, Research	Short to medium term: The Dean’s Office recognizes the important work that the Unit is doing to support research and track metrics. The A&S Office of Research Services is available to provide important supports and resources, including the support that is available for onboarding all Munk faculty members to the University of Toronto's Discover Research platform. In the near-term, Munk will be able to leverage Discover Research for generating automated reports that demonstrate research impact and publication metrics.
The reviewers recommended considering strategic hiring to provide students with opportunities to study international policy and to address concerns that Munk programs have an excessive focus on issues in Europe, the U.S.A., and Canada.	25	“In the self-study, the faculty identified a desire to integrate the MPP and MGA programs and to provide students with an opportunity to study international policy issues. At the same time, in our meeting with students, some students expressed concern about the Munk School’s Eurocentrism, by which we think they meant excessive focus about Europe, U.S., and Canadian policy issues.	Short term: We have recently changed the structure of the MGA emphases to allow for more flexibility in regional focus of the Global Policy emphasis. We are offering a Middle-East focused elective for the first time in a number of years this year. We are also working to diversify the topics addressed in professional development workshops,	Short term: The Dean’s Office recognizes the continued efforts put forth by the Unit to advance curriculum development, including the addition of scholars whose expertise focuses on areas outside of North America. In addition, the Dean’s Office is available to facilitate the building of connections with faculty in other A&S units that may include

		<p>An investment that would allow the Munk School to address each of these issues would be to consider hiring faculty in the area of international development.”</p>	<p>especially the master classes we will offer during January Jumpstart.</p> <p>Medium term: The MPP will continue to be disproportionately focused on Canadian policy, but we are working to encourage more students to take development and comparative electives. The recent addition of an economist whose work focuses on Africa and a political scientist whose work focuses on Latin America (post UTQAP review) should allow students to take more electives about those regions. Recent and upcoming faculty searches should strengthen our offerings for both the MPP and the MGA relevant to China, South Asia, and other regions.</p> <p>Long term: We are in the early stages of discussing dual degree programs with Asian schools which if accomplished would allow students to spend a full year in Japan and a full year in Canada greatly expanding their exposure to the Asian region.</p> <p>Lead: Director & Director, Professional Masters Programs</p>	<p>the study of policy issues outside Europe, the USA, and Canada, such as the African Studies Centre (an EDU:B), the Centre for Caribbean Studies (an EDU:B), and the Department of Political Science.</p>
26		<p>“A potential downside to such an investment is that the Munk School does not have a historical strength in the area of international development. This often makes hiring difficult. But the University of Toronto has very strong Economics and Political Science departments that could be enlisted to help in recruiting scholars in the area.</p> <p>If joint offers are made, we would recommend a split along the lines of 75 percent for Munk and 25 percent for the relevant department. This will provide the scholars with access to Ph.D. students from their disciplines but will keep their primary focus in Munk.”</p>	<p>We’ve noted this input. Our faculty are a mix of 100% appointments at the Munk School and shared appointments. This combined with the opportunities for students to take electives outside our core courses should provide sufficient opportunity to take international development courses.</p>	<p>The Dean’s Office recognizes the efforts of the Unit in expanding their curriculum both via shared faculty appointments and through opening avenues for students to take electives focusing on content not currently covered by the Unit.</p>

<p>Observing that “Policy engagement with government and the media should be rooted in the academic research of faculty,” the reviewers recommended that Munk develop strategies to help faculty actively disseminate their policy-relevant research and engage with external partners to share their expertise, build relationships, and expand the School’s visibility.</p>	27	<p>“The Munk School brings two areas of great strength to policy dialog: its ideas and its people. A government, media and social engagement strategy should be centered on these strengths.”</p>	<p>Short term: We agree that faculty research should be the basis for our engagement strategy. Appointing a Director, Research as described in our response to recommendation #24 was the first step in a process to make sure we were capturing faculty research and interests. In addition, we now have a staff resource dedicated to stewarding our fellows such that we know more about their areas of expertise, interest in undertaking media interviews and means for getting engaged with the school on projects. We are also now able to track their contributions helping us to better deploy fellows when opportunities arise.</p> <p>Medium Term: The Director, Research has begun working actively with our Director, Strategic Communications and Media Relations Officer to develop a strategy to help faculty disseminate policy-relevant research through op-eds, reporter interviews, etc. Media training has been provided in the past and will continue to be provided on an as-needs basis.</p> <p>Leads: Director, Munk School, Director, Research and Director, Strategic Communications</p>	<p>Short-term: The A&S Office of Communications and Public Affairs is available to work with the School’s Office of Strategic Communications regarding options for expanding the School’s visibility.</p>
	28	<p>“Policy engagement with government and the media should be rooted in the academic research of faculty. The School should develop a strategy to help faculty disseminate their policy-relevant research actively, through helping them write and place op-eds, cultivating relationships with top reporters who cover their areas, and amplifying their research on social media. Other schools have seen good success from bringing in media training such as the Op-Ed Project or media trainers with experience with academics such as the 15 Minutes Group. On the other hand, asking faculty to answer farther afield calls from reporters can be a bad use of time and demoralizing for faculty, and build brand awareness less effectively than a more strategic approach built from research strengths. Some of the public outreach and engagement could make better use of fellows affiliated with the Munk School.”</p>		
<p>Other recommendations not prioritized in the Request for Administrative Response</p>	29	<p>“Basically, it seems that there are cases where [MGA] students feel underprepared for the economics and statistics courses. The math bootcamp is not a perfect solution to this issue based on student feedback, and perhaps being more demanding during the admissions process by asking for an actual prerequisite for economics (such as basic introductory economics with a minimum passing grade) is worth considering.”</p>	<p>Short term: At the admissions stage, we do consider the quantitative/economics background of applicants. We do not think a firm requirement would be a good idea, as we find many humanities majors are still able to succeed. We have restructured the bootcamps, incorporating accounts (to which students will retain access for two years) with MBAMath, an online resource for basic economics and statistics content. We are also working to schedule the Math-Stats Helpdesk</p>	<p>The Dean’s Office recognizes the Unit’s thoughtful bootcamp restructuring plans aimed at better ensuring that incoming students have a sufficient foundation in economic and statistics.</p> <p>Short to medium term: The Vice-Dean, Graduate Education, is available for assistance with matters related to curriculum development in graduate programs.</p>

			at times that will encourage more frequent use. Leads: Director, Professional Masters Programs & Director, Programs	
30	“Another issue worth considering is whether the diversity statement could not be used more explicitly as an additional admission criterion by giving students from underrepresented groups the opportunity to speak about their own experience.”		We agree that considering the diversity statement in the admissions process can give us a better picture of how applicants would contribute to the school, and we will suggest that both the admissions officer and faculty who manage this process do so. The School’s admissions officer informs the Admissions Committee of applicants from underrepresented groups from which we are trying to recruit (i.e., Indigenous students) and ensures that these applicants are aware of existing funding opportunities specifically for them. This staff member also runs recruitment events in partnership with our Munk School Black Students Association and First Nations House at the University of Toronto, to introduce these applicants to on-campus community groups.	Short to medium term: The Dean supports the Unit’s efforts to recruit and admit students from underrepresented groups. The Vice-Dean, Graduate Education, is available to work with the Unit on any future changes to admissions practices.
31	“Better data science options. Some of the employers and students we interviewed wanted the Munk School to offer more data science options... The upper level of data science is extremely technical, entailing PhD level material for computer science and statistics. This would not be appropriate material for most if not all MPP students.”		Short term: We agree that we need to strike a balance between offering additional data science options and recognizing the limits of what we can do in two years. The MPP statistics courses have switched from using Stata to using R, which gives students a better base for data science work. Medium term: One faculty member has recently taught a fourth-year undergraduate course in Data Management and Visualization for Political Science that could be readily adapted to an MPP/MGA elective. He is currently released from Munk teaching for administrative purposes, but will plan to teach that elective when those releases expire. Another new faculty member has	Short to medium term: As noted in response to Rec. #3-5, the Vice-Dean, Graduate Education, is available to work with the Unit on opportunities for curricular development in the area of data science training. Longer term: The Dean’s Office has been working to enhance the availability of computational and data science education. The Dean’s Special Advisor on Data Science Education has made significant progress in developing new data science opportunities for undergraduate students, increasing the availability of courses that will build skills in areas such as statistics; in the longer-term

			<p>proposed the possibility of a course on analyzing the Canadian Census. As new faculty arrive (in particular those we plan whose area of research is related to the Citizen Lab) we will look to introduce additional courses in this area.</p> <p>Lead: Director, Professional Masters Programs</p>	<p>the Special Advisor will also be working on developing offerings at the graduate level.</p>
	32	<p>“Revisit whether macroeconomics should be a requirement or elective.</p> <p>The MPP program requires macroeconomics as part of the core curriculum. Major MPP programs are split on whether they require macroeconomics. While we do not feel strongly on this issue, we feel it deserves discussion.”</p>	<p>We strongly believe that macroeconomics should remain a core requirement for both programs. The MPP program’s reputation with employers is characterized by a strong technical background, and macroeconomics is part of that. This is particularly important for students who are placed in core government departments that have clear macroeconomic roles, such as finance departments, privy councils, and labour departments. Macroeconomics is also important for the MGA, given the role of macroeconomic theory in studying topics like trade, development, and international cooperation.</p>	<p>Medium term: The Dean’s Office recognizes the Unit’s thoughtful reflection on the curricular design of its programs. Should the Unit wish to consider revisions in the future, the Vice-Dean, Graduate Education, is available for consultation and 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 were impressed by the positive feedback they received from all Munk School community members, including the leadership team, faculty, students, administrative staff, and internship partners; they applauded the MGA program's ranking among the best international affairs master's degree programs in Canada, and commented that MGA students particularly enjoy its small class sizes, the diversity of the cohort, and the alumni network. They praised the MPP program as "arguably the best MPP program in Canada," noting as key strengths its analytically and quantitatively rigorous curriculum, required internship, and successful student-led initiatives. They commended the innovative Peace, Conflict and Justice undergraduate program for its well-thought-out curriculum and strong engagement with issues related to Equity, Diversity, and Inclusion; they also highlighted the very positive reports from students in the Public Policy major regarding the training the program provides and the connection they feel with the School. Finally, they commented that the recently appointed leadership team shows strong momentum toward implementing the strategic plan and leveraging the School's post-amalgamation structure to its best advantage.

The reviewers recommended that the following issues be addressed: engaging with issues and challenges related to the School's recent and projected growth and considering alignment between future enrolment and resource plans; leveraging potential "unrealized synergies" between the MGA and MPP programs, particularly related to economics and statistics core course requirements, and developing more varied offerings in these areas; considering improvements to the MGA curriculum; addressing student concerns regarding a lack of diversity in MGA course topics, and implementing a review process for course syllabi; enhancing student supports for writing or quantitative aspects of the program, providing additional assistance navigating course options and requirements, and resources for career development including assistance with finding internship and post-graduation job-placements; addressing concerns that the cost of MGA and MPP tuition might negatively impact the diversity of the student body and Munk's ability to recruit top international students, and prioritizing tuition assistance for students in advancement efforts; exploring improvements to the undergraduate program in Peace, Conflict, and Justice, including expanding the number and diversity of internship and experiential learning opportunities, incorporating quantitative methods training earlier in the program sequence, and continuing to grow and refine the program's approaches to Indigenous and EDI-related topics; considering expansion of the undergraduate program in Public Policy, including through the development of a Combined Degree Program in which students could complete their undergraduate studies in Public Policy as well as the MPP program on an accelerated timeline; devoting greater attention to the

publication and research impact of Munk School faculty; considering strategic hiring to provide students with opportunities to study international policy and to address concerns that Munk programs have an excessive focus on issues in Europe, the U.S.A., and Canada and developing strategies to help faculty actively disseminate their policy-relevant research and engage with external partners to share their expertise, build relationships, and expand the School's visibility.

The Dean's Administrative Response describes the 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 midway between the May-June 2022 UTQAP cyclical review and the year of the next site visit on the status of the implementation plans.

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

6 Distribution

On June 30th 2024, 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:	Mechanical Engineering, BAsC Industrial Engineering, BAsC Mechanical & Industrial Engineering, MEng, MASc, PhD
Unit Reviewed:	Department of Mechanical and Industrial Engineering
Commissioning Officer:	Dean, Faculty of Applied Science and Engineering
Reviewers (Name, Affiliation):	<ul style="list-style-type: none"> • Professor Brian Denton, Professor and Chair, Industrial and Operations Engineering, University of Michigan • Professor Garud Iyengar, Professor, Industrial Engineering and Operations Research, Columbia University • Professor Sheldon Green, Professor, Mechanical Engineering, University of British Columbia • Professor Jayathi Murthy, Dean, Henry Samueli School of Engineering and Applied Science, University of California, Los Angeles
Date of Review Visit:	June 27-28, 2022
Date Reported to AP&P:	October 24, 2023

Previous UTQAP Review

Date: November 4-5, 2013

Summary of Findings and Recommendations

Significant Program Strengths

- Industrial Engineering (IE) and Mechanical Engineering (ME) programs rank among the top 15-20 worldwide
- Excellent quality of departmental leadership
- High national and international standing of faculty; strong faculty and student publication and citation record
- Excellent climate and morale among faculty, students, and staff

Opportunities for Program Enhancement

- Expanding hands-on learning opportunities in addition to the undergraduate IE capstone design course
- Enhancing student advising for third- and fourth- year IE students and Master of Engineering (M.Eng.) students
- Exploring variability in M.Eng. student quality
- Distinguishing between graduate courses designed for M.Eng. students and those for research students
- Examining time-to-completion for Ph.D. students
- Expanding further the Industry and Alumni Advisory Boards and increasing the number of women on both
- Determining an appropriate balance between core methodologies and applied research in the Department
- Attending to the current need for student space

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Terms of reference; self-study; summary of last UTQAP review report (2013) and administrative response; summary of last accreditation (2018) by the Canadian Engineering Accreditation Board (CEAB); access to all course descriptions; access to the curricula vitae of faculty; FASE Academic Plan (2017-2022) and Annual Impact Report (2021); and University of Toronto Quality Assurance Process.

Consultation Process

Faculty, undergraduate and graduate students, administrative staff and senior program administrators as well as the Dean's academic leadership team and members of relevant cognate units.

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
 - ▶ Programs were recently accredited for maximum six-year term by the Canadian Engineers Accreditation Board (CEAB)
- Admissions requirements
 - ▶ Undergraduate programs attract superior students
 - ▶ Average entering high school grades into undergraduate programs has risen steadily in recent years
- Curriculum and program delivery
 - ▶ Considerable flexibility offered in undergraduate programs relative to Canadian peers, due to breadth of faculty expertise; many technical electives available
 - ▶ Flexibility allows most students to take at least one minor or certificate
 - ▶ Industrial Engineering faculty have recently revamped the undergraduate curriculum
- Student engagement, experience and program support services
 - ▶ An impressive 70% of students do a Professional Experience Year
 - ▶ Student feedback was overall positive, and metrics around student experience are at or above international norms

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

- Overall quality
 - ▶ Despite its accreditation success, the Department has expressed concern about the onerousness of the process
- Curriculum and program delivery
 - ▶ Mechanical Engineering curriculum has not been refreshed in over a decade
 - ▶ MIE has the highest student to faculty ratio of all major FASE departments
- Accessibility and diversity
 - ▶ Department does not identify and track underrepresented students apart from those who identify as women
- Student engagement, experience and program support services
 - ▶ Number of support staff who provide undergraduate advising appears smaller than needed, and is below the norm for comparable departments

- ▶ Students expressed concerns about departmental and faculty supports for the PEY program and the opportunities and employers available
- ▶ Some students note concerns with quality of certain sessional lecturers
- Quality indicators – alumni
 - ▶ Department does not track student career outcomes

The reviewers made the following **recommendations**:

- Curriculum and program delivery
 - ▶ Consider enhanced offerings in Artificial Intelligence in the Industrial Engineering curriculum
 - ▶ Mechanical Engineering curriculum is overdue for review and updates; consider whether its flexibility relative to peer institutions is a strength or weakness
 - ▶ Examine Mechanical Engineering solid mechanics course requirements relative to Canadian peers; consider core course offerings in areas of vibrations and controls
 - ▶ Reviewers strongly recommend that the Department consider hiring additional faculty, to reduce the student-to-faculty ratio and maintain quality of academic programs
- Accessibility and diversity
 - ▶ Monitor the enrolment and progress of Indigenous, Black, disabled, first-generation and other groups that are underrepresented in engineering; this data might be used to enhance available supports for these groups
- Student engagement, experience and program support services
 - ▶ Reviewers recommend considering hiring additional advising staff
 - ▶ Follow up with students about their experiences in the PEY program to evaluate its success and vet future potential employers
 - ▶ Consider hiring additional teaching stream faculty to reduce reliance on sessional lecturers, and institute annual review process for sessionals
- Quality indicators – alumni
 - ▶ Department should implement systems to track undergraduate student progress and career outcomes

2. Graduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ Many positive trends in MIE graduate programs in last 5-10 years
 - ▶ Graduate programs appear well managed, with capable leadership
- Admissions requirements
 - ▶ Increasing demand for the MEng program; particularly among international students, and in the areas of analytics, machine learning and artificial intelligence
 - ▶ Proportion of admitted MEng students has gone from 70% to 30%, implying greater selectivity due to increased demand
- Curriculum and program delivery

- ▶ Significant rise in MEng enrolment has increased the number of non-research masters course offerings; the department has appropriately reacted to this need by hiring additional teaching stream faculty
- ▶ Department has substantially increased offerings related to data analytics and machine learning, which has benefited Master's and PhD students
- Student engagement, experience and program support services
 - ▶ Adoption and implementation of a new graduate management system to track student progress appears to have positively impacted PhD students
 - ▶ Graduate students interviewed were generally positive about their experiences in the programs
- Quality indicators – graduate students
 - ▶ Significant reduction in PhD completion time since 2013 review, from a mean of 5.7 years to 4.6
 - ▶ PhD time-to-completion significantly shorter than the average for science and engineering across U of T
- Quality indicators – alumni
 - ▶ Department not actively tracking performance measures such as job placement, starting salary, and overall satisfaction, making it difficult to assess outcomes
- Student funding
 - ▶ Increased available teaching assistantship support for faculty has provided additional opportunities for graduate student financial support

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

- Admissions requirements
 - ▶ “Overall the yield on offers for master's programs is between 50% and 60%, leaving some room for improvement”
 - ▶ Managing MEng admissions and other administrative activities is increasingly challenging due to size of program
 - ▶ Some faculty observed an insufficient number of high-quality domestic graduate students
- Curriculum and program delivery
 - ▶ Coverage of artificial intelligence and machine learning topics is expanding quickly due to demand, with negative impacts on the Mechanical Engineering component of the MEng program
 - ▶ MIE instructors note concerns about class sizes
 - ▶ Students expressed concerns about being unable to enrol in classes outside of MIE that are oversubscribed
- Accessibility and diversity
 - ▶ Percentage of women graduate students has not grown since the last review
 - ▶ Current recruiting for MSc and PhD is done by individual faculty results in a lack of general oversight of the diversity of the student body
- Student engagement, experience and program support services

- ▶ Unclear whether there is sufficient support for graduate students who have difficulties with their advisers or fellow students; lack of clarity around pathways for reporting harassment, bullying, or other concerns
- ▶ Many graduate students indicate they do not know who to go to for help with navigating the Department as a new student, and are unaware of centralized University resources
- ▶ Graduate administrative staff appear to busy to accommodate student needs

The reviewers made the following **recommendations**:

- Admissions requirements
 - ▶ Consider whether central graduate recruiting efforts for MSc and PhD programs could broaden the pool of applicants and improve yields
 - ▶ Recruiting efforts that offer students greater flexibility to identify an advisor during their first year could help attract students unsure of what research areas interest them, and could target students graduating in adjacent STEM areas
- Curriculum and program delivery
 - ▶ Consider opportunities to expand the Mechanical Engineering MEng program, to diversify offerings
- Accessibility and diversity
 - ▶ Track diversity in the graduate programs to assess the participation of underrepresented groups
- Student engagement, experience and program support services
 - ▶ Students may benefit from the opportunity to learn about various research areas before finalizing their dissertation advisor

3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
 - ▶ Departmental research output is excellent
 - ▶ MIE department covers a broad range of research areas comprising both traditional and new, developing fields
 - ▶ MIE faculty received a number of prestigious awards recognizing their excellence in research between 2013 and 2021
 - ▶ Since the last review, MIE faculty have helped create and lead several Faculty and Institution-level research Centres
 - ▶ MIE faculty have good success with obtaining research funding
 - ▶ Faculty publication numbers have remained constant over the review period, and citation counts have increased
 - ▶ Faculty metrics are aligned with North American peers and departmental rankings are rising
 - ▶ “In summary, the research profile of the Department is strong and on an upward trend”

- Faculty
 - ▶ Department has made many strong faculty hires since its last review
 - ▶ Junior faculty speak highly of their experiences, feel well-supported, and appear to be well-informed about tenure and career progression standards
 - ▶ Establishment of the teaching stream in 2015 appears to have been a very positive development for formalizing the role and value of these faculty
 - ▶ Teaching-stream faculty appear happy and optimistic about career prospects
 - ▶ Teaching mentorship appears excellent; the Department assigns a mentor to each junior faculty member, and mentors are evaluated as a part of the program

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

- Faculty
 - ▶ “As is typical of many departments, the Department is heavier on full professors, and associate and assistant professors are fewer in number”
 - ▶ Standards for career progress for teaching stream faculty still appear somewhat uncertain
 - ▶ Mentorship for teaching stream faculty appears weaker than that for the tenure stream
 - ▶ Department is approximately 24% female, and recent hires have tended to be predominantly male

The reviewers made the following **recommendations**:

- Research
 - ▶ Given department’s growing strength in Analytics, opportunity noted to diversify research funding sources to include industry and foundations
- Faculty
 - ▶ Develop more transparent communication about career advancement and enhance mentorship, particularly for teaching-stream faculty
 - ▶ Develop supports and mechanisms to address the concerns of underrepresented and female faculty; communicate clearly about grievance and redress mechanisms

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 appears collegial and supportive, and there appears to be significant trust in and respect for leadership
 - ▶ Department has competent and well-functioning staff with clearly defined roles and good morale, many of whom are long-standing employees
- Organizational and financial structure
 - ▶ “Overall, the Department seems well-organized and ably led, and the long tenures of the current and immediate-past department chairs have provided enviable stability and consistency”
 - ▶ Chair is assisted by three Associate Chairs – Graduate, Undergraduate, and Research
 - ▶ A number of MIE committees are in place to address graduate and undergraduate curricula, faculty promotion and tenure, scholarships and other issues
 - ▶ Department is in an “enviable” financial position
 - ▶ FASE enables a great deal of entrepreneurial energy in the Department, which has fully capitalized to attract MEng students; resulting funding stream has helped fund graduate student stipends, reduce burden on faculty to provide research assistantships through grants, and has allowed department to make investments in refurbishing and developing its facilities
- Long-range planning and overall assessment
 - ▶ Department is performing at a high level under current leadership
 - ▶ Academic programs generally are thriving and in high demand, under capable leadership and with significant engagement of MIE faculty
 - ▶ “Overall, the Department is in excellent shape, and successful growth over time now affords new opportunities and goal setting to take advantage of the substantial portfolio of faculty research, academic programs, and the prosperous financial position of the Department”
- International comparators
 - ▶ Unit is “is comfortably in the top 40 departments worldwide”

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

- Organizational and financial structure
 - ▶ At the time of the site visit the Chair was embarking on administrative leave at the end of his first term, and an interim chair had not yet been named
 - ▶ Reviewers note some concerns regarding the MIE business model, including a disproportionate dependence on a single revenue stream based on the current interest in Artificial Intelligence and Machine Learning; this could pose a risk if interest in AI/ML diminishes
 - ▶ Reviewers note that there is no departmental space committee in place (while there typically are such committees in most similar Canadian and US departments)
 - ▶ Research space repeatedly raised as a serious concern; faculty have grown from 40 to 66 since 2000 with no increase in research space, and undergraduate lab space has been “cannibalized” by research

- Long-range planning and overall assessment
 - ▶ Reviewers note very limited emphasis on diversity in the review process, and limited discussion about formal programs to diversify the faculty and student ranks
 - ▶ “We heard little about support structures for under-represented and women faculty and students”
 - ▶ Reviewers note a lack of clarity around what strategic framework (beyond financial motivation) is driving the significant expansion of the MEng
 - ▶ MEng program supported almost entirely from faculty in industrial engineering; “growth in industrial engineering and shifts in the relative size of academic programs may strain the Department in the future”

The reviewers made the following **recommendations**:

- Relationships
 - ▶ Think strategically about growing the impact of research centres, develop partnerships with government and industry, and align topics to urgent societal needs (such as additive manufacturing, health and human safety, sustainability, and robotics)
 - ▶ Enhancing PEY relationships with industry could have ancillary benefits in enhancing departmental research
 - ▶ Invest in outreach and alumni development to develop alternative research funding sources
 - ▶ Develop an industry advisory board or similar body to provide a means to actively benefit from advice of department’s rich alumni base
- Organizational and financial structure
 - ▶ Consider renting space on or near campus as a short-term measure to address research space needs
 - ▶ There is a clear need for enhanced and additional undergraduate lab space, particularly mechatronics and wet labs; some labs appear outdated and may require modernization
- Long-range planning and overall assessment
 - ▶ Department strongly encouraged to develop a long-term strategic plan in collaboration with the Faculty and University that addresses key challenges on the horizon, including strategic complement planning; space and facilities planning; oversight of the MEng program; formation of an industry advisory board or similar body; tracking key performance measures and evaluating progress towards long-term goals; and conducting a holistic review of curricula, in particular for Mechanical Engineering
 - ▶ Develop a long-term complement plan for growth in areas of research excellence and focusing on departmental and University strengths
 - ▶ Create long-term facilities plan to address future needs of the department, including potential need for a new building
 - ▶ Strategic plan should include appropriate high-level goals and a description of performance measures

- ▶ Carefully and strategically consider the potential academic, organizational and cultural impacts of a larger MEng contingent; ensure that high standards are maintained in the program, there is adequate staffing, and students are integrated into the cultural life of the Department
- ▶ Consider how growth of MEng and related increase in teaching stream faculty impact departmental research, and identify potential synergies, such as using funding from MEng to support research activities, or involving teaching stream faculty and MEng students in applied translational research
- ▶ Develop formal strategic programs to diversify faculty complement, with 5- and 10-year goals, metrics, and annual self-assessments of performance; track career progression and salary metrics to ensure equitable advancement
- ▶ Develop focused programs to diversify the student body
- ▶ Track key performance measures related to academic programs, research and faculty, staff, and student diversity to evaluate progress towards longterm goals



UNIVERSITY OF TORONTO FACULTY OF APPLIED SCIENCE & ENGINEERING

October 2, 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 June 6, 2023 regarding the June 2022 external review of the Department of Mechanical & Industrial Engineering (MIE) and its undergraduate and graduate programs.

On behalf of the Faculty of Applied Science & Engineering, I would first like to thank the reviewers, Professors Brian Denton, University of Michigan; Sheldon Green, University of British Columbia; Garud Iyengar, Columbia University; and Jayathi Murthy, University of California, Los Angeles, for their very comprehensive review of the department. I would also like to thank the interim chair, chair, faculty, administrative staff, and all those who contributed to the preparation of the self-study. I also wish to thank the many staff, students, and faculty members who met with the external reviewers and provided thoughtful feedback.

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' favourable comments on the department's academic programs, research output, superior students and engaged and capable faculty.

The quality of the unit and its programs 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 Mechanical & Industrial Engineering. For each area addressed, an implementation plan is 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 (department, Dean) will take the lead in each area.

Comments on the draft *Final Assessment Report and Implementation Plan* have been provided by my office.

I anticipate the next review of the Department of Mechanical & Industrial Engineering will be in 2027-2028 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 2021-2022 review and the year of the next site visit.

I am unfortunately unable to attend the October 24, 2023 meeting of the Committee on Academic Policy & Programs but the department chair, Markus Bussmann, will attend 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 Mechanical & Industrial Engineering.

Sincerely,



Chris Yip
Dean

cc:

Prof. Markus Bussmann, Chair, Department of Mechanical & Industrial 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

Attachment

2021-22 UTQAP Review of the FASE Department of Mechanical and Industrial Engineering - 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"> • Reviewing and updating the Mechanical Engineering curriculum; consider enhancing Artificial Intelligence offerings • Monitoring the enrolment and progress of underrepresented groups in the undergraduate programs • Addressing undergraduate laboratory space needs • Exploring approaches to enhance undergraduate advising and supports • Tracking undergraduate student progress and career outcomes 	1	<p>"Curriculum modifications: The Industrial Engineering undergraduate curriculum has been revamped recently, and the reworked curriculum is going through the approval process. In our conversations with the various stakeholders, several curriculum reform suggestions are worthy of careful examination. The interest in AI has become so widespread that the Department should consider introducing a course on AI. The Mechanical Engineering program has not seen significant changes in ten years and is ready for review."</p>	<p><i>Immediate (6 months) and medium term actions (1-2 years)</i></p> <p>An ad hoc ME curriculum renewal committee was struck (Fall 2022); part of its mandate is to consider how best to evolve curriculum on math and numerical methods to include an introduction to AI/ML. Projected presentation to Faculty Council by Fall 2025.</p> <p>But even now, ME undergraduate students can pursue a Minor and a Certificate in AI Engineering, via elective and extra courses.</p>	<p>Regarding the review of the ME curriculum, the Dean's Office has advised the Department that resources are available from the Office of the Vice-Provost, Innovations in Undergraduate Education, such as Program Innovation Funds (PIF) and support from the Curriculum Development Specialist.</p> <p>Over the past five years, 81 MIE students have completed a certificate (21% of all completions), and 91 MIE students have completed a minor (19% of all completions). During this time, 1,489 MIE students were enrolled in courses related to the AI minor, including 207 MIE students enrolled in the minor itself.</p> <p>The Faculty will continue to enhance the selection of its minors and certificates. Topics currently under development include electric vehicles and human factors and psychology engineering.</p>
	-	<p>"Undergraduate Lab space: The MIE Department has grown aggressively in its faculty count without a</p>	See below	See below.

		commensurate increase in space, leading to an overall space shortage in the Department. For undergraduate education, this manifests itself in the following ways:		
2	<ul style="list-style-type: none"> There is a clear need for superior and additional space for U/G labs, particularly for mechatronics and wet labs. 	<p><i>Medium and longer term actions (1-5 years)</i> Signed a lease for 1000+ NASMs of new research and office space near the St. George campus. Occupancy expected June 2024. This will free up space in the Rosebrugh Building, part of which is currently targeted for a new undergraduate mechatronics/manufacturing lab to be built in the next three years, subject to funding.</p>	The Dean's Office recognizes that the Department has already started to address proactively the review report recommendation regarding additional space requirements and will work with the Department to help ensure that resources are brought to bear on these opportunities.	
3	<ul style="list-style-type: none"> Some of the laboratories (e.g., the vibrations labs) seemed outdated. The Department might wish to review its current laboratories and modernize where appropriate." 	<p><i>Longer term action (3-5 years)</i> We acknowledge that a number of our ME undergraduate labs are outdated. In addition to a new mechatronics/manufacturing lab (see response to #2) that will include new equipment, we are developing plans for new EV-related labs in MC120, and we are due to replace some outdated equipment in MC215/216 within the next few years.</p>	The Dean's Office is excited to see that the Department is developing plans for new experiential labs, especially in the strategic areas of EV technologies and that initiatives are underway to update and upgrade lab resources. This is well aligned with Faculty advancement priorities around renewal and upgrading of undergraduate experiential learning opportunities.	
-	"Undergraduate advising and support: Here, we collect our recommendations about various aspects of student support.			
4	<ul style="list-style-type: none"> The number of support staff who provide advising to undergraduates appears to be smaller than the need and is below the norm for comparable departments. We recommend that additional advising staff be hired. 	<p><i>Completed</i> Created and filled 3rd- & 4th-year advising position (Fall 2022). Created and filled a new Manager of Academic Programs position (Fall 2023), whose portfolio includes first-line management of academic advisors.</p>	The Dean's Office is pleased that MIE has hired additional academic advisors, and a related management-level position. These new positions will be certainly well received by the undergraduate MIE community. These portfolios will liaise with their counterparts in other units in Engineering to share best practices around academic advising.	
5	<ul style="list-style-type: none"> Students expressed concerns about departmental/faculty support for the Professional Experience Year (PEY) program and the opportunities/employers available on the portal. We recommend that the Department follow up with students about their PEY 	<p><i>Immediate action (6 months)</i> The PEY Co-op program is run centrally by the Engineering Career Centre (ECC). MIE will consult with the ECC on how to track IE and ME undergraduate student experience with</p>	The Engineering Career Centre regularly reviews and builds upon the success of the PEY program. For instance, in September 2020, the ECC launched a new co-op model that provides engineering students access to workplace preparatory programming during	

		<p>experiences to evaluate the success of the program and vet future potential employers on the basis of the quality of the student experience. Enhancing PEY relationships with the industry could have ancillary benefits in enhancing departmental research</p>	<p>PEY, and look to partner with the ECC to improve our students' experience.</p>	<p>Year 1 and 2. This significantly enhanced program has been well received by the undergraduate students.</p> <p>Of the 1017 students currently in PEY, 261 (25.7%) are from MIE.</p> <p>ECC is committed to delivering a minimum 2:1 ratio regarding co-op positions per student. For MIE, there is a 3.5:1 ratio resulting from job growth of over 50% and 950 positions being available to 274 MIE students (specifically) in our 2023/24 recruitment cycle. From the pool of 274 students, 261 of them were successful in securing a 12-16 month work term which is a yield of 95%.</p> <p>The Dean's Office encourages MIE to discuss the tracking and support of PEY students with other FASE departments, and to work with the FASE Partnerships team to help develop potential research collaborations through these PEY linkages.</p>
6	<ul style="list-style-type: none"> MIE has the highest student-to-faculty ratio of all major FASE departments. We strongly recommend that the Department hire additional faculty to reduce the student-to-faculty ratio and maintain the quality of the academic programs. 	<p><i>Ongoing action</i></p> <p>MIE has had the highest undergraduate and graduate student-to-faculty ratios in the FASE for a number of years, due especially to strong student interest in our programs. Since 2020 we've hired 14 new faculty (by headcount) while a number have left the University for various reasons; nevertheless, the ratios are still high, and so MIE will continue to petition for new positions as long as we have the office and lab space to accommodate them.</p>	<p><i>Ongoing action</i></p> <p>MIE has had the highest undergraduate and graduate student-to-faculty ratios in the FASE for a number of years, due especially to strong student interest in our programs. Since 2020 we've hired 14 new faculty (by headcount) while a number have left the University for various reasons; nevertheless, the ratios are still high, and so MIE will continue to petition for new positions as long as we have the office and lab space to accommodate them.</p>	<p>The Faculty will work proactively with the Department to encourage recruitment of new faculty especially in growth areas such as AI, machine learning and mechatronics. The Faculty also recognizes that space constraints and the need to renovate and modernize undergraduate teaching labs is a key challenge in recruiting new faculty to the Department (See recommendation #3).</p>
7	<ul style="list-style-type: none"> Several students commented on substandard sessional lecturers. The Department might wish to consider hiring additional teaching stream 	<p><i>Immediate (6 months) and medium term actions (1-2 years)</i></p>	<p><i>Immediate (6 months) and medium term actions (1-2 years)</i></p>	<p>The Dean's Office commends the Department's recent hiring of additional Teaching Stream faculty and encourages it to</p>

		<p>faculty to reduce its reliance on sessionals. If the Department does not currently do it, we recommend that the Department institute an annual review of sessionals.”</p>	<p>MIE has hired six Teaching Stream faculty since 2020, including one in January 2023 and one in July 2023; and may petition for yet additional positions to reduce our reliance on sessionals. Sessional instructor performance is reviewed by the Chair and the Associate Chair of Undergraduate Programs after each academic term.</p>	<p>continue to address the review report recommendation regarding its high student-to-faculty ratio.</p> <p>We encourage MIE to proactively seek student input on sessional lecturer performance and to share best practices with other FASE units.</p> <p>We also encourage the Department to make use of the institutional teaching and training resources available for faculty, including CTSI and FASE EdTech units.</p>
	8	<p>“Tracking student progress: The Department currently does not track its student career outcomes (e.g., % who find a job in the first six months, average starting salary). We recommend that the Department institute systems to track undergraduate student progress and career outcomes.”</p>	<p><i>Completed</i> Created and filled a new Manager of Academic Programs position (September 2023), whose portfolio includes program outcomes assessment.</p>	<p>The Dean’s Office commends the Department’s creation and staffing of the Manager of Academic Programs office and looks forward to following the development of the portfolio.</p> <p>We encourage the Department to work proactively with the Faculty ECC / PEY and Alumni Relations offices to ensure more fulsome tracking of both recent and past graduates.</p>
<p>The reviewers also made a number of observations and potential suggestions related to enhancing the graduate programs, including:</p> <ul style="list-style-type: none"> • Exploring central recruiting efforts for the MSc and PhD programs • The reviewers observed a lack of clarity regarding the strategic framework behind the significant expansion of the MEng program in recent years. They urged the Department to strategically and comprehensively consider the needs of a larger MEng contingent, as well as the potential impacts on departmental operations, staffing, culture, and research 	9	<p>“Graduate Student Recruiting: Consider whether some central graduate recruiting efforts for MASc and PhD programs could improve yields.”</p>	<p>For most of 10 years the FASE Vice-Dean, Graduate Studies has led two Faculty-wide recruiting initiatives: a partnership with other leading Canadian engineering programs to promote graduate studies and recruit graduate students; and an event during reading week in February that allows units to invite top applicants to the U of T to meet different professors. I don’t foresee that we would further centralize our recruiting efforts.</p>	<p>The Dean’s Office agrees that the Faculty provides robust central graduate recruiting efforts: the Canadian Graduate Engineering Consortium (CGEC) raises awareness among undergraduate and master’s students about pursuing graduate studies and recruits graduate students, and Graduate Research Days (GRD) allows FASE to showcase its professors, research and facilities to invited top applicants.</p> <p>Additionally, over the past several years the Faculty’s Engineering Career Centre (ECC) has added a number of new roles to expand its capabilities and services to students. Looking ahead, the ECC will work closely with the</p>

<ul style="list-style-type: none"> Monitoring the enrolment and progress of underrepresented groups in the graduate programs Exploring approaches to enhance supports for graduate students Tracking graduate student performance measures and outcomes 				<p>office of the Vice Dean, Graduate Studies to build the capacity for a full-time recruitment function catering to graduating students and alumni, fostering deeper connections with industry partners.</p> <p>Of particular note, we are exploring opportunities to improve the recruitment of MEng students in a more proactive and centralized fashion to the Faculty. This will include better promotion of the broad suite of MEng opportunities across departments.</p>
	10	<p>“Balancing research and teaching: The MIE Department has seen a significant rise in the number of students in the (course-based) MEng program, increasing the number of non-research masters course offerings. The Department has appropriately reacted to this need by hiring more Teaching Stream faculty who are now approximately 10% of the faculty strength. We recommend that the Department consider how this impacts research and look for potential synergies. For example, perhaps funding from the MEng program could support additional research activities within the Department; or maybe there is an opportunity to involve the teaching faculty and MEng students in applied translational research. Currently, the MEng students are heavily focused on Analytics. By thinking about them as part of the research enterprise, there might be ways to expand or diversify the program into Energy, EV, and Robotics. “</p>	<p>Funding from the MEng program is a large contributor to the Department budget, and a significant portion of these funds are already directed to support our research stream (MAsc, PhD) graduate students.</p> <p><i>Medium term action (1-2 years)</i> The Department appointed a faculty Director of Professional Programs in July 2022; the focus in 2023/24 will be on expanding MEng student engagement with research projects. This may become an official Associate Chair position by July 2024.</p>	<p>The Dean’s Office recognizes that the Department will be addressing the review report recommendation regarding ways to strategically integrate MEng students into the broad scope of applied research. This will open up more opportunities for research partnership and funding in strategic areas of interest to MIE and FASE, especially with corporate partnership.</p>
	11	<p>“Growth of MEng Program: MEng program enrollment has grown to a total of about 450 students. This is a very positive sign of success for these programs; however, there are some challenges to consider as well:</p> <ol style="list-style-type: none"> Managing MEng admissions and other administrative activities are increasingly challenging. AI/ML is growing fast because of solid demand and starting to squeeze the ME component of the 	<p><i>Immediate action (6 months)</i> (a) The staff complement in the Graduate Studies Office was recently expanded from four to five, to address the admin workload associated with our MEng students.</p> <p><i>Medium term action (1-2 years)</i> (b) MEng emphases already exist in Sustainable Energy and in Robotics; an MIE</p>	<p>The Dean’s Office recognizes that there are a number of strategic opportunities associated with MEng and other related learning opportunities, including microcredential and bespoke targeted certificate programs, especially in the analytics and AI spaces.</p> <p>MIE, through the CARTE initiative, has been piloting a number of innovative models to</p>

		<p>MEng program. The committee recommends considering if there are opportunities to expand the ME MEng program to diversify offerings.</p> <p>c. Resource constraints: Some MIE instructors are worried about the size of classes. Some students expressed concerns about not being able to enroll in some classes outside of MIE that are oversubscribed.”</p>	<p>ad hoc committee on EV curriculum was struck in January 2022 to develop undergraduate and graduate programming related to EVs, including a new MEng emphasis. We need to better market such offerings. Also in July 2023, MIE appointed a new Chalmers Chair in Engineering Design with a program emphasizing MEng design curriculum and resources.</p> <p><i>Ongoing action</i> (c) Over the past few years we have developed a number of popular courses targeted (but not exclusively so) at MEng students; in several cases we offer more than one section of those each academic year. We will continue to create courses, and add sections, as much as possible to meet student demand. As for courses outside of MIE, we have little control over our students' access to those.</p>	<p>engage corporate partners in bespoke programming.</p>
	12	<p>“Graduate Student Diversity: Track diversity in the programs to assess the participation of underrepresented groups (broadly defined) in engineering. “</p>	<p><i>Ongoing action</i> Established an MIE EDI Committee (July 2022). Identified FASE data sources for under-represented groups. This is an initiative that we will continue to work on.</p>	<p>The Faculty was one of the original members of the IBET network which provides fellowships and internships opportunities for Black and Indigenous PhD students. This program is managed through the Vice-Dean, Graduate Studies portfolio and involves all the graduate units in the Faculty.</p> <p>The Department’s efforts will be incorporated into a broader effort at the Faculty level to recognize under-represented groups in graduate level programs in Engineering.</p>
	13	<p>“Graduate Student Support: Support for graduate students is limited, and it is unclear to many students the review team talked to who to contact for help when they encounter problems”</p>	<p><i>Immediate action (6 months)</i> Will review website language related to funding, and ensure that we clearly indicate who to go to for information/help.</p>	<p>The Dean’s Office broadly recognizes the need for stronger, more cohesive communications with graduate students in general and efforts are underway to develop stronger partnerships with student organizations such as GECOS.</p>

	14	“Graduate Program Outcomes: The Department is not actively tracking performance measures such as job placement, starting salary, and overall student satisfaction levels, which makes it difficult to assess overall outcomes from the various master’s and PhD programs”	<i>Medium term action (1-2 years)</i> Created and filled a new Manager of Academic Programs (September 2023), whose portfolio includes program outcomes assessment. Working with the Associate Chair of Graduate Studies, and the Director of Professional Programs, will assess what’s possible in terms of ongoing tracking of graduate student outcomes.	The Dean’s Office recognizes that the Department will be addressing the review report recommendation regarding graduate program outcomes. This is a common challenge across all departments. The Department is encouraged to work also with the Faculty’s Advancement Office in this regard.
The reviewers recommended developing more transparent communications about faculty advancement and enhancing faculty mentorship, particularly for members of the teaching-stream.	15	“Mentorship: Develop more transparent communication about career advancement and better mentorship, particularly for teaching-stream faculty.”	<i>Medium term action (1-2 years)</i> Having hired six Teaching Stream faculty since 2020, this is and will be a priority for the Chair in the coming years. As this is a concern for chairs and directors throughout FASE, MIE leadership will liaise with other units on developing best practices in this regard.	With support of the Dean’s Strategic Fund, several workshops and networking opportunities have been held over the past three years for early career faculty, both teaching and tenure-track. These are designed to help build community and share best practices and experiences across all early-career faculty.
The reviewers highlighted a significant apparent lack of Departmental engagement with matters related to Equity, Diversity and Inclusion. They urged the Department to develop a formal strategy to grow and support both a diverse faculty complement and student body, and to develop and clearly communicate support structures and mechanisms to address concerns of underrepresented and female faculty.	16	“Diversity: Develop formal programs to diversify faculty, with 5- and 10-year goals, metrics, and annual self-assessments of performance. Track career progression and salary metrics to ensure equitable advancement. Develop focused programs to diversify the graduate student body.”	<i>Completed</i> The Department has launched a funding incentive to attract more Black and Indigenous MASc and PhD students. <i>Medium term action (1-2 years)</i> FASE is currently developing its next strategic plan; MIE will follow, beginning with a faculty retreat in June 2024. Faculty hiring, and how to diversity the faculty complement, will be on the agenda.	The Faculty’s Office of Diversity, Inclusion and Professionalism, which collects data, provides training and builds equity programs to increase access, will be a resource for MIE regarding diversity. It is expected that the Faculty’s next academic plan will be completed in 2024-2025.
	17	“Support for Underrepresented Groups: Develop support structures and mechanisms to address the concerns of underrepresented and female faculty. Communicate clearly about grievance and redress mechanisms.”	<i>Medium term action (1-2 years)</i> The Chair will seek advice on this recommendation from the recently established MIE EDI Committee (July 2022), and more broadly from underrepresented and female faculty; and then act on that feedback.	The Faculty’s Office of Diversity, Inclusion and Professionalism; its Engineering Equity, Diversity and Inclusion Action Group; the Dean’s Advisor on Black Inclusivity; the Dean’s Advisor on Indigenous Inclusivity; and the Dean’s Advisor on LGBTQ can act as resources in this regard.
	18	“Student Diversity: Currently, the Department does not identify and track underrepresented students, apart from individuals who self-identify as female. We recommend monitoring the enrollment and	<i>Medium term action (1-2 years)</i> Established an MIE EDI Committee (July 2022). Identified FASE data sources for	As above, support and advice can be provided by the Faculty’s EDI resources.

		progress of Indigenous, Black, disabled, first-generation, and other (broadly defined) underrepresented groups in engineering. This data could potentially be used to improve the support available to these groups.”	under-represented groups. This is an initiative that we will continue to work on.	
The reviewers highlighted opportunities for the Department to enhance connections with industry, government and foundations, and to strategically grow the impact of its affiliated research centres.	19	“Research funding: The MIE Department has a good funding record from government sources. However, given the Department's growing strength in Analytics, there is an opportunity to diversify to industry and foundation funding; perhaps, in collaboration with IBME in the healthcare area or ECE in machine intelligence and robotics. We recommend that the Department devote resources to developing this alternative funding source by investing in outreach and alumni development activities. “	<i>Medium term action (1-2 years)</i> Created and filled a Research and Business Development Officer position (August 2023) who will explore this further.	The Dean’s Office has increased resourcing of the Vice-Dean, Research portfolio to now include grant writers, communications personnel and a finance officer. The Faculty’s Partnerships office has now grown to two business development officers and an Executive Director who are focused on creating and stewarding partnerships across both industry and government. We continue to support the equivalent of 1.5 FTE business development offices from MITACS (co-funding model). This successful partnership has been crucial in securing significant support from the MITACS programs for graduate internships.
	20	“Research partnerships: The MIE Department is well diversified in research areas from carbon capture and fluidics to AI/ML and healthcare optimization, and it has recently developed research centers devoted to many of these topics. We recommend that the Department think strategically about growing the impact of these centers by finding government and industry partners and aligning the topics to urgent societal needs, such as additive manufacturing, health and human safety, sustainability, and robotics, to name some examples.”	<i>Medium term action (1-2 years)</i> Created and filled a Research and Business Development Officer position (August 2023). Also, FASE is currently developing its next strategic plan; MIE will follow, beginning with a faculty retreat in June 2024. On the agenda is defining our core research strengths, and how to support them.	The Faculty’s Executive Director, Partnerships (a role created in January 2023) can act as a resource for MIE in this regard. It is expected that the Faculty’s next academic plan will be completed in 2024-2025.
The reviewers strongly recommended that the Department develop a long-term strategic plan to address key challenges on the horizon. They emphasized in doing so, the Department should consider: long-term	21	“We strongly encourage the Department to develop a long-term strategic plan in collaboration with the Faculty and University that addresses some of the key challenges on the horizon, including:	<i>Medium term action (1-2 years)</i> FASE is currently developing its next strategic plan; MIE will follow, beginning with a faculty retreat in June 2024.	The Dean’s Office recognizes that the Department will be addressing the review report recommendation long-term strategic planning.

complement planning; facilities planning to address space needs (including exploring creative strategies to address immediate needs); oversight of the MEng program; connections with industry; research; growing and supporting diverse faculty, student, and staff bodies; and conducting a holistic review of curricula.				It is expected that the Faculty's next academic plan will be completed in 2024-2025.
	22	<ul style="list-style-type: none"> Long-term hiring plan for growth in areas of research excellence and plans for strategic growth that focus on the strengths of the Department and the University. 	<p><i>Medium term action (1-2 years)</i> Per #21, this will be on the agenda.</p>	As above.
	23	<ul style="list-style-type: none"> Facilities plan to address a space deficit that is a burden for academic programs and faculty research. 	<p><i>Medium term action (1-2 years)</i> As a first step towards addressing space needs, signed a lease for 1000+ NASMs of new research and office space near the St. George campus. Occupancy expected June, 2024.</p> <p><i>Immediate action (6 months)</i> And as recommended, MIE will establish a space committee to consider how to make better use of the space we have, and develop a plan for new space that we need going forward.</p>	<p>The Dean's Office will continue to work proactively with MIE and all departments to identify and act on strategic opportunities to address the space needs of MIE specifically and the Faculty as a whole. As an example, securing the 800 Bay Street location to support the temporary relocation of select MIE faculty will provide the department with swap space to help renovate on-campus space for experiential labs, and an opportunity to rethink and reimagine other existing spaces.</p> <p>We will work with all chairs and directors on innovative solutions for the Faculty's space needs through the development of the Faculty's Master Plan.</p>
	24	<ul style="list-style-type: none"> Oversight of the MEng program, which has grown significantly since the last review. 	<p><i>Immediate action (6 months)</i> Created and filled a new Manager of Academic Programs position (September 2023) whose portfolio includes program outcomes assessment. Also plan to create a new Graduate Office staff position specifically for MEng student advising.</p> <p><i>Medium term action (1-2 years)</i> Appointed a faculty Director of Professional Programs in July 2022; this is likely to become an official Associate Chair position by July 2024.</p>	As described earlier, the Faculty is developing better marketing and engagement of the MEng students across the Faculty. This will include considering the creation of an internship stream that will be available for all MEng students. There are already a number of MEng programs in Engineering that include a mandatory internship. Such programs are well-received by students and in a way would involve emulating the undergraduate programming provided by the Faculty's ECC / PEY Office.
	25	<ul style="list-style-type: none"> Formation of an industry advisory board or a similar body to provide an active means for the 	<p><i>Medium term action (1-2 years)</i></p>	The Dean's Office and Office of Advancement will review plans to ensure that the Faculty

		Department to benefit from the advice of its rich alumni base.	For many years MIE had an Advisory Board, that (for complicated reasons) was dissolved in 2020. Will work with FASE Advancement in the coming year to develop plans to constitute a new one.	and departmental needs are met as part of the Defy Gravity campaign objectives.
26	<ul style="list-style-type: none"> Track key performance measures related to academic programs, research, faculty, staff, and student diversity to evaluate progress towards long-term goals. 	<p><i>Medium (1-2 years) and longer term (3-5 years) actions</i></p> <p>This is addressed by responses #5, 8, 12, 14, 16, 18. In the coming years, we will endeavour to track progress on multiple fronts.</p>	The Dean's Office recognizes that the Department will be addressing the review report recommendation regarding the tracking of key performance measures.	
27	<ul style="list-style-type: none"> Conduct a holistic review of curricula, particularly the Mechanical Engineering (ME) curriculum, which may benefit from some updating. 	<p><i>Medium term action (1-2 years)</i></p> <p>An ad hoc ME curriculum renewal committee was struck in Fall 2022. Projected presentation to Faculty Council by Fall 2025.</p>	As in recommendation #1, we have advised MIE that resources are available from the Office of the Vice-Provost, Innovations in Undergraduate Education, such as Program Innovation Funds (PIF) and support from the Curriculum Development Specialist.	
28	<p>"Research space: This was repeatedly brought up as a serious concern throughout the review team's visit. The faculty numbers have grown from 40 in 2000 to 66 today (including seven teaching stream faculty) with no increase in research space. The space crunch has led to undergraduate lab space being cannibalized by research. As a short-term measure we suggest, the Department consider renting space on or near campus. As a longer-term measure we recommend that the Department create a facilities plan that addresses the long-term needs of the Department, including the potential need to plan for a new building."</p>	<p><i>Medium term action (1-2 years)</i></p> <p>Signed a lease for 1000+ NASMs of new research and office space near the St. George campus. Occupancy expected June 2024. This will free up space in the Rosebrugh building, part of which is currently targeted for a new undergraduate mechatronics/manufacturing lab.</p>	<p>The Dean's Office recognizes that the Department will be addressing the review report recommendation regarding the lack of research space.</p> <p>As described earlier, the Faculty is already engaged in a Master Space planning exercise and has been looking at a number of strategic opportunities that will help create new and better space for both teaching and research.</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 highlighted that the department is performing at a very high level under current leadership, and academic programs are thriving and in high demand; undergraduate programs attract superior students, offer considerable flexibility, and were recently reaccredited for the maximum term; departmental research output is excellent and impressive hires have been made since the previous review; junior faculty enjoy strong mentorship and appear well-informed about tenure and career progression requirements; teaching stream faculty appear happy and optimistic about their career prospects, and are assigned formal mentors; staff are competent, with clearly defined roles and good morale; and the Faculty's encouragement of and support for entrepreneurial energy has placed the department in an "enviable" financial position, providing additional support for graduate stipends and facilities refurbishments.

The reviewers recommended that the following issues be addressed: reviewing and updating the undergraduate Mechanical Engineering curriculum, and considering enhanced Artificial Intelligence offerings; monitoring the enrolment and progress of underrepresented groups in the undergraduate programs; addressing undergraduate laboratory space needs; exploring approaches to enhance undergraduate advising and supports; tracking undergraduate student progress and career outcomes; exploring central recruiting efforts for the MSc and PhD programs; strategically considering the needs of a larger MEng contingent and potential impacts on departmental operations, staffing, culture, and research; monitoring the enrolment and progress of underrepresented groups in the graduate programs; exploring approaches to enhance supports for graduate students; tracking graduate student performance measures and outcomes; developing more transparent communications about faculty advancement and enhancing faculty mentorship; developing a formal strategy to grow and support a diverse faculty complement and student body, and developing and communicating support structures and mechanisms to address concerns of underrepresented and female faculty; enhancing connections with industry, government and foundations, and strategically growing the impact of affiliated research centres; and developing a long-term strategic plan to address key challenges on the horizon.

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 will provide an interim report to the Vice-Provost, Academic Programs midway between the 2021-2022 review and the year of the next site visit on the status of the implementation plans.

The next review of the Department of Mechanical & Industrial Engineering will be commissioned in 2027-2028.

6 Distribution

On June 30th 2024, 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 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 and Science</i>):</p> <ul style="list-style-type: none"> • Biomedical Toxicology, BSc (Hons): Specialist, Major • Environment & Toxicology, BSc (Hons): Specialist • Pharmacology, BSc (Hons): Specialist, Major • Pharmacology & Biomedical Toxicology, BSc (Hons): Specialist <p>Graduate programs:</p> <ul style="list-style-type: none"> • Pharmacology, MSc, PhD
Unit Reviewed:	Department of Pharmacology & Toxicology
Commissioning Officer:	Dean, Temerty Faculty of Medicine
Reviewers (Name, Affiliation):	<ul style="list-style-type: none"> • Professor Eileen Denovan-Wright, Associate Dean of Research, Faculty of Medicine, Dalhousie University • Professor Lori Isom, Chair, Department of Pharmacology, University of Michigan Medical School
Date of Review Visit:	September 28-29, 2022
Date Reported to AP&P:	October 24, 2023

Previous UTQAP Review

Date: September 28-29, 2017

Summary of Findings and Recommendations

Significant Program Strengths

- High calibre students in both the undergraduate and graduate programs
- Commendable new initiatives including the master's field in Applied Clinical Pharmacology, new online courses, and curriculum mapping of the undergraduate programs
- Establishment of the Centre for Collaborative Drug Research (CCDR), which has increased collaboration and improved the Department's leadership role at the Faculty of Medicine

Opportunities for Program Enhancement

- Reviewing the current practice of admitting graduate students directly to a research lab
- Addressing issues with graduate course "breadth modules"
- Developing more opportunities to advance communication skills and explore non-academic careers
- Instituting a formal exit survey for graduating PhD students
- Addressing graduate students' concerns over challenges with locating information on funding opportunities and mental health resources
- Encouraging the voices of graduate students on departmental committees
- Ensuring effective program delivery and positive morale by exhibiting ongoing sensitivity to Department staffing
- Expanding collaborative outreach, including exploring opportunities for medical residents to work in basic science laboratories, and mentoring junior faculty
- Addressing concerns regarding teaching capacity and possible constraints to undergraduate assessment design
- Expanding professional development opportunities such as the Professional Experience Year (PEY) and the Research Abroad program
- Addressing declining enrolments in the Biomedical Toxicology Specialist

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 (2017-18), 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. Delegate for the Vice Dean, Office of Research & Health Science Education
4. Associate Director of Strategic Initiatives, Office of Advancement
5. Chair, Dept. of Biochemistry
6. Chair, Dept. of Medical Biophysics
7. Chair, Dept. of Physiology
8. Director, Donnelly Centre for Cellular & Biomolecular Research
9. Director, Institute of Medical Science

Dept. of Pharmacology & Toxicology

10. Chair
11. Former Chair
12. Associate Chairs
13. Program Directors, Associate Directors, and Coordinators
14. Faculty
15. Graduate Students
16. Postgraduate Fellows
17. Research Associates
18. Administrative Staff

Faculty of Arts & Science

19. Vice Dean, Academic Operations
20. Acting Vice Dean, Undergraduate
21. Acting Associate Dean, Unit-Level Reviews
22. 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**:

- Admissions requirements
 - ▶ The Department applies stringent criteria to its admissions at both the undergraduate and graduate level, nationally recognized for their academic and research excellence

- Curriculum and program delivery
 - ▶ The education mission of the Department of Pharmacology and Toxicology is extensive; curricula in the respective programs are appropriate and reflect the state of the field
 - ▶ “The Biomedical Toxicology [specialist and major] is one of the few existing programs in the country”
 - ▶ Undergraduate students are generally enthusiastic about program content and their opportunities for “real world learning experiences” such as internships and courses in the business of science
- Student engagement, experience and program support services
 - ▶ Significant increase in career/professional development programming for students since the last review
 - ▶ Students find the Department’s peer mentorship and career development programs to be very effective
 - ▶ The Department’s monthly student newsletter has improved communication
 - ▶ The Department has made efforts to address student mental health and wellness issues
- Quality indicators – undergraduate students
 - ▶ Low attrition rate amongst undergraduate students
- Quality indicators – alumni
 - ▶ Approximately 60% of undergraduate alumni are currently enrolled in graduate or professional school (e.g., medicine, pharmacy) and the other 40% are currently employed, highlighting a very low unemployment rate
- Quality indicators – faculty
 - ▶ Students commented on ease of contacting both faculty and TAs

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

- Admissions requirements
 - ▶ Admissions criteria tends to rely heavily on incoming GPA which is not always the best indicator of success or aptitude
- Curriculum and program delivery
 - ▶ Students reported challenges concerning the availability of life science-oriented internship positions, particularly students impacted by COVID disruptions
 - ▶ Students expressed the need for a more extensive list of internship offerings in the life sciences area
- Assessment of learning
 - ▶ “Department lacks needed resources to perform optimal assessment of student learning outcomes, alumni success, alumni contact information”
 - ▶ Currently no formal program accreditation process outside the external review
- Student engagement, experience and program support services
 - ▶ Students commented that mental health resources were understaffed and had long wait times; faculty do not feel that they have adequate resources to act in the moment

- ▶ Department efforts to address student mental health and wellness issues appear to be limited by institutional infrastructure

The reviewers made the following **recommendations**:

- Admissions requirements
 - ▶ The department should continue to evolve its admissions criteria with respect to EDI
- Curriculum and program delivery
 - ▶ Extra care should be taken with cohorts impacted by missed internship opportunities during COVID to ensure readiness to enter the workforce
- Assessment of learning
 - ▶ Consider critical evaluation processes for courses and programs “to facilitate the effectiveness and appropriateness of learning methods and student achievement”
 - ▶ Reviewers observe that it will be critical for the Department to engage in continuous quality improvements to its education mission under its new Chair
 - ▶ Explore possible collaboration opportunities with other units with concerns to assessment of learning and teaching oversight to provide greater administrative support to associate chairs
- Student engagement, experience and program support services
 - ▶ Improve awareness of available student mental health services at the University

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 quality of the Department’s graduate programs, which are in high demand nationally
- Admissions requirements
 - ▶ The Department applies stringent criteria to its admissions
- Curriculum and program delivery
 - ▶ The education mission of the Department of Pharmacology and Toxicology is extensive; curricula in the respective programs are appropriate and reflect the state of the field
 - ▶ Students are exposed to the broad range of Pharmacology, including clinical pharmacology, through course work and research opportunities
 - ▶ Students report a high level of satisfaction with didactic and experiential learning opportunities
 - ▶ Research internships are highly valued by students, and students have access to international research opportunities through several collaborating institutions
 - ▶ Committee structures to support and mentor program progress appears to be working well
 - ▶ Reviewers commend the Department for their proactive approach to setting and documenting expectations surrounding graduate supervision through its new tool,

- E.L.E.F.A.N.T. (Environment, Limits, Employment, Funding, Academics, Non-Academics, Thesis)
- ▶ Students appreciate the option to complete the MSc part-time
 - Student engagement, experience and program support services
 - ▶ Students responded positively about their opportunities to engage with students from other programs, particularly clinical students
 - ▶ The Pharmacology graduate student society “gives trainees a voice to the faculty and builds community within the Department”
 - ▶ The life science graduate student association connects students with professionals in industry
 - ▶ The Department’s monthly student newsletter improves communication for all students
 - ▶ Significant increase in career/professional development programming for students since the last review to explore the pharmaceutical industry
 - ▶ The Department’s professional development module provides students with essential skills in resume writing, interviewing, and networking
 - ▶ The Department organizes a number of activities to promote community including seminars, social events to facilitate student-faculty interactions, holiday events, active celebration of diverse backgrounds, and the off-site Departmental retreat
 - ▶ Students enjoy opportunities to meet with alumni at career events
 - ▶ The Department has made efforts to address student mental health and wellness issues
 - ▶ Exit interviews with graduate students indicate a high level of overall satisfaction with programs
 - ▶ “Time to completion of the PhD is ~5 years, which is excellent and in line with similar programs in the nation and the US.”
 - Quality indicators – graduate students
 - ▶ Successful applicants are very well prepared “for example, the newly admitted graduate student cohort had a final year GPA of 3.7 and 95% had accrued some level of research experience during their undergraduate programs.”
 - Quality indicators – alumni
 - ▶ Graduates of the course-based MSc program have good opportunities for continued contribution to research and industry
 - ▶ The Department has made efforts to achieve near ubiquitous use of LinkedIn by graduate students and alumni to facilitate current and alumni student connection, and as a data tool to track career paths and maintain alumni relations that will support ongoing analysis of program strengths
 - Quality indicators – faculty
 - ▶ Students responded favourably to the breadth of knowledge and expertise of the faculty, including faculty in affiliate hospital-associated research institutes

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

- Curriculum and program delivery
 - ▶ Reviewers informed of issues surrounding infrastructure and disruptive renovations with students expressing frustration over a perceived lack of transparency on demolition plans that have contributed to disruptions in thesis research
 - ▶ Lack of a consistent program in lab safety training or a formal course in grant writing and scientific communication
 - ▶ “Paucity of training in research rigor, reproducibility, and ethics”
 - ▶ Concerns voiced over a proposed expansion of graduate student class sizes that could impact students’ ability to form strong connections with faculty
- Accessibility and diversity
 - ▶ Reviewers note Department’s work to improve EDIIA but “because Canada does not collect demographic data, the ability to make transformational progress has been limited...it is not clear which groups of potential students are being missed with respect to access to the Departmental training programs or which groups of potential students experience barriers to program entry”
 - ▶ “Data showing the GPAs of incoming students indicate that socio-economically disadvantaged groups may be excluded from program admission.”
- Assessment of learning
 - ▶ The Department lacks the needed resources to perform optimal assessment of student learning outcomes, alumni success, and alumni contact information
- Student engagement, experience and program support services
 - ▶ Various students expressed difficulties with motivation, lack of belonging, and mental health issues resulting from COVID-19
 - ▶ Poor access to student mental health services with an apparent lack of faculty-led initiatives to improve student mental health
 - ▶ Reviewers noted a lack of formal mechanisms to report sexual (or other) harassment; graduate students and postdoctoral fellows appear to have no knowledge of how to formally report these harassment issues to the University or of official institutional procedures for handling these complaints
 - ▶ Scarcity of work-study positions for graduate students
 - ▶ Trainees working with clinician scientists at dispersed locations experience challenges in forming a sense of belonging, cohesion
- Student funding
 - ▶ Though not unique to the Department, the annual \$35,000 PhD student stipend, from which students must pay tuition, is an area of great frustration and dissatisfaction for students
 - ▶ Reviewers see concerns surrounding adequate graduate student stipend funding as a risk to future enrollments

The reviewers made the following **recommendations**:

- Admissions requirements
 - ▶ Reviewers encourage the Department to consider the pros and cons of lab rotations as opposed to directly admitting students to individual labs
- Accessibility and diversity
 - ▶ Reviewers identified the need for “institutional improvements in the areas of accessibility and diversity.” Departmental leadership, faculty, and trainees should be invited to engage in University-wide initiatives and be provided with the resources to tackle these critical issues at the local level
- Assessment of learning
 - ▶ Consider critical evaluation processes for courses and programs “to facilitate the effectiveness and appropriateness of learning methods and student achievement”
 - ▶ Reviewers observe that it will be critical for the Department to engage in continuous quality improvements to its education mission at both the graduate and undergraduate levels under its new Chair. “It will be essential to assess what students are learning and whether course content remains appropriate to meet the demands of expanding careers of the future”
- Student engagement, experience and program support services
 - ▶ Improve awareness of available student mental health services at the University for both students and faculty. Faculty reported spending “a significant amount of time ‘trying to keep a student alive’... do not feel that they have the resources to be able to act in the moment”
 - ▶ Reviewers encourage the Department to continue its efforts to maintain cohesion and engagement across basic science and clinical sites
 - ▶ Department should continue its practices of engaging alumni and hold career nights
- Student funding
 - ▶ Reviewers recommend the Department develop a long-range strategy to increase student stipend levels in order to provide a living wage appropriate for the City of Toronto

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ The Department of Pharmacology and Toxicology is recognized nationally for the quality and breadth of its research program. “Pharmacology is an essential discipline for the fields of physiology and medicine and thus the Department is indispensable to the institutional mission.”
 - ▶ Its research and training program in Toxicology “is a national resource and an invaluable asset that requires reinvigoration and reinvestment”
- Research
 - ▶ The Department is known as a top department in this field, and “presents a large variety of exciting research opportunities for trainees, including postdocs, graduate

students, and undergraduate students”

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

- Overall quality
 - ▶ The Department has one of the few remaining toxicology training programs in the world; “to maintain this level of excellence, new faculty hires with significant financial support are required”
- Research
 - ▶ “Existing national funding models, excessive faculty workload required to maintain funding, increasing student stipend levels, and balancing one’s research program with teaching responsibilities present difficult challenges to faculty with research programs”
 - ▶ The challenge of maintaining a world-class research environment while undergoing space renovations is identified by reviewers as a threat to the Department’s success, with demolition, drilling and resulting vibrations impacting electrophysiological and behavioural research
 - ▶ Reviewers heard concerning comments that applicants to the Department’s graduate program were told by current trainees “to not matriculate at the University of Toronto because of the inability to perform high quality animal research in the current facilities. Another faculty member shared that they were unable to conduct a funded clinical trial because of the inability to receive and store patient samples.”
- Faculty
 - ▶ Reviewers found insufficient opportunities for faculty development
 - ▶ The small size of the core faculty is a threat to future success
 - ▶ Geographic dispersion within the Department presents challenges in fostering a research community
 - ▶ Reviewers describe a “recognized tension between the Pharm/Tox faculty and the Pharmacy faculty with regard to maintaining the identity of their respective disciplines and appropriately valuing each”
 - ▶ Difficult to recruit toxicology faculty that would be competitive in a tenure environment due to difficulties in Canadian grant funding. “The committee noted that three of the four current toxicology faculty have had to close their labs for lack of research funding”
 - ▶ “While the Department has been successful in hiring women faculty, they have not been successful in hiring faculty from other underrepresented groups.”

The reviewers made the following **recommendations**:

- Overall quality
 - ▶ Harness new national initiatives and opportunities to work with industry partners to support the Department
 - ▶ Reviewers urge departmental leadership to conduct “a strategic review of programmatic options, base budget, challenges of faculty workload, and alignment with the overall vision for departmental culture.”

- Research
 - ▶ Develop an institutional strategy for the toxicology research program to strengthen the research of the Department and maintain the program until the funding climate improves
 - ▶ Strengthen the research program through additional hires, including some mid-career faculty, who could immediately mentor graduate students
 - ▶ Consider establishing a CRC Chair in Toxicology
- Faculty
 - ▶ Reviewers recommend that the new Department Chair make a concerted effort to recruit faculty from underrepresented groups in order to strengthen the institutional climate with respect to EDIIA
 - ▶ Develop a more formalized strategy to support, mentor, promote new faculty
 - ▶ Engage in focused faculty searches and expand beyond traditional toxicology to include public health

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, staff, and students are all proud contributors to the Department who value and support each other
 - ▶ The majority of Department members feel supported by the outgoing and interim Chairs; administrative staff expressed their confidence in the Chair and their administrative leadership
 - ▶ The outgoing Chair has done significant work to “catalyze the culture of research excellence” and faculty and students concur she has “fostered a culture of collaboration and sharing of ideas” for those involved in research and teaching
 - ▶ Faculty are respectful of individual contributions while acknowledging the collective responsibility to meet the demands of teaching, mentoring of trainees and research
 - ▶ Clinical scientists working outside the core department are acknowledged for their important contributions in providing student mentorship, and towards the research goals of the faculty
 - ▶ Student representatives were highly supportive of the department and programs
 - ▶ Departmental administrative staff are excellent, highly collegial and helpful
 - ▶ Reviewers “pleasantly surprised that there are very few interpersonal issues that were reported during the two days of the review process... a strong testament that the group is feeling connected and committed to maintaining their position within Canada as a leader in pharmacology and toxicology teaching and research”

- Organizational and financial structure
 - ▶ The Department Chair and advisory committee appear to have a respectful relationship, able to consider complex issues such as funding, space, and workload allocation to make fair and reasonable decisions
 - ▶ Flexible, hybrid work arrangements have boosted staff productivity and job satisfaction
- International comparators
 - ▶ “The University of Toronto Department of Pharmacology and Toxicology is recognized nationally for the quality of their educational program at the undergraduate and graduate level and the long-term strength in discovery and clinical research”

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

- Relationships
 - ▶ Reviewers observed different levels of identification and connection to the Department among researchers outside the core faculty
 - ▶ Several postdoctoral fellows and research associates raised concerns over job security for grant-paid employees, difficulties in finding faculty positions, frustration at national funding regulations, and seemed unaware of services available to them that exist centrally at the University
 - ▶ Frustration among faculty and postdoctoral fellows that postdocs could not hold awards and be recognized for their intellectual contributions, denied opportunities to demonstrate ability to secure peer-reviewed funding
- Organizational and financial structure
 - ▶ Administrative staff are challenged by a growing workload that exceeds capacity, lack of buffering for absences and overflow, lack of dedicated alumni relations person, lack of a dedicated assistant to the Department Chair
 - ▶ While there is excitement over the new building for medical research, there is also much anxiety over the effects of the construction during the transition, and a lack of awareness in the Department over the transition management plan
 - ▶ “Reliance on the continued expansion of undergraduate education is unsustainable.”
 - ▶ Several faculty expressed being ‘near the tipping point’ when it came to work-life balance, possibly because they are not aware of central supports in the areas of student and faculty mental health and wellness
- Long-range planning and overall assessment
 - ▶ A challenge faced by the Department is developing a strategic academic plan that balances the educational demands of increasing enrollment and financial reliance on tuition with the size and expertise of the faculty
- International comparators
 - ▶ Faculty acknowledge that while the Department has held top ranking within pharmacology departments in Canada and internationally until this point, it will take continued effort and teamwork to sustain this level of productivity

- ▶ “The Department discussed the challenges of revising the metrics for success to measure impact and to build an equity and inclusive research ecosystem.”

The reviewers made the following **recommendations**:

- Relationships
 - ▶ Continue to nurture departmental relationships both within and outside the core faculty to maintain cohesion with individuals operating in different sites
 - ▶ The new Department Chair should consider how to engage and support postdoctoral fellows and research associates, and be aware of any available services and regulations that support their progress
 - ▶ “In short, while PDFs cannot be nominated principal investigators for TriCouncil funding, they can be included as co-applicants. The status of co-applicant status does not preclude them from receiving salary support from the same grant. We hope that this clarification may be an opportunity for postdoctoral fellow, senior students, research associates and other research participants to be recognized for their roles, help them develop robust CVs, and have increased opportunity to contribute to application submission to TriCouncil”
- Organizational and financial structure
 - ▶ Reviewers counsel a larger administrative team in order to meet the needs of the Department
 - ▶ The new Chair is encouraged to continue the inclusive practice of decision making through the advisory committee, so that faculty and students can make contributions in solving complex issues and ensure effective communication
 - ▶ The new Chair should be supported “to understand the departmental limits to operate financially and organizationally early in their term with the help of their dean and central administrators. This should set reasonable expectations for the new head and the department and build trust and respect within the overall university structures and units.”
 - ▶ The new Chair should consider administrative support allocation, workload reviews, and increase awareness of supports external to the Department to rebalance workload
 - ▶ “Instead [of unsustainable undergraduate expansion], new investments in the research mission are essential to maintain the outstanding scientific reputation of Pharmacology and Toxicology at the University of Toronto.”
- Long-range planning and overall assessment
 - ▶ Consider hiring both faculty with strong research programs and those who focus primarily on teaching to help balance the academic mission and reduce faculty burnout
 - ▶ Evaluate impacts of increasing enrolment strategies on student outcomes and overall satisfaction to avoid diluting the quality of mentorship and training programs
 - ▶ Develop a strategy to increase student stipends to provide a living wage
 - ▶ “Establish partnerships with university administration, partner hospitals, and industry to develop a faculty research bridge funding program to support and

- maintain Departmental research and student mentorship during downturns in national research funding.”
- ▶ Consider expanding the office staff to add a dedicated assistant to the Department Chair, dedicated education coordinators, a dedicated EDIIA position, and a dedicated alumni relations position to reduce administrative burden on faculty
 - ▶ “Work with University leadership to implement a communication plan for the renovation of the current research space. Increased awareness and chance for input from faculty will greatly increase confidence in this important and much needed space renovation.”
 - ▶ Reviewers note the Department will need support from central administration to “meet the educational and research goals within the overall strategic focus of the Temerty Faculty of Medicine and University of Toronto”
 - International comparators
 - ▶ The new Department Chair should consider working with other U of T units to find solutions to the challenges of revising metrics of success, standards for measuring contributions (DORA) and expectations on data sharing, that are global challenges
 - ▶ Reviewers encourage the Department to continue exploring models for robust, internal peer-review and grant facilitation processes to increase grant capture and collective impact of research



Patricia Houston, MD MEd FRCPC
Interim Dean and Vice Dean, Medical Education

September 25, 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. Eileen Denovan-Wright and Dr. Lori Isom—for their very comprehensive review of the Department of Pharmacology & Toxicology on September 28-29, 2022. We would also like to thank Dr. Ali Salahpour, 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, students, and faculty members who met with the external reviewers and provided thoughtful feedback. The reviewers noted the Department *“is recognized nationally for the quality and breadth of its research program. Pharmacology is an essential discipline for the fields of physiology and medicine and thus the department is indispensable to the institutional mission. Graduates from the Pharmacology and Toxicology training programs are in high demand nationally...The Department of Pharmacology and Toxicology is well known to be the top department in this field in the country.”* Further, the reviewers highlighted that the Department’s *“research and training program in Toxicology is a national resource and invaluable asset”*.

The thorough report provided by the reviewers is an invaluable guide for program enhancements and future strategic directions of the Department of Pharmacology & Toxicology. The reviewers identified a number of areas for enhancement including keeping its educational programs current, further growing its toxicology training, increasing awareness of support services for students and trainees, responding to an evolving research infrastructure and changing research funding landscape, increasing its commitments to EDIIA, and addressing workload challenges impacting faculty and staff. Each of the recommendations has been addressed in the Programs’ Responses column in the accompanying table and in Dr. Salahpour’s Chair’s cover letter. We are in full agreement with the responses of Dr. Salahpour 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 Pharmacology & Toxicology has made excellent progress under the leadership of Drs. Ross and Salahpour and, as noted by the reviewers, the Department *“is highly regarded, has experienced strong leadership from the previous Chair and current interim Chair, has a highly collegial and energetic faculty, and has developed innovative partnerships with industry to provide valuable student internships.”* We congratulate both the past and current Chair on their outstanding leadership. We look forward to continuing to work with Dr. Salahpour and members of the Department of Pharmacology & Toxicology to ensure the continued success and growth of the Department to attain its strategic and operational aspirations.

The next review of the Department of Pharmacology & Toxicology is scheduled in 2027-28. 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, Dept. of Cell & Systems Biology
Faculty of Arts & Science



Patricia Houston, MD, MEd, FRCPC
Interim Dean and Vice Dean, Medical Education
Professor, Dept. of Anesthesiology & Pain Medicine
Temerty Faculty of Medicine

cc: Lisa Robinson – Vice Dean, Strategy & Operations, Temerty Faculty of Medicine
Justin Nodwell – Vice Dean, Research & Health Science Education, Temerty Faculty of Medicine
Poppy Lockwood – Vice Dean, Academic Planning, Faculty of Arts & Science
Bill Ju – Acting Vice Dean, Undergraduate, Faculty of Arts & Science
Gillian Hamilton – 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
Ali Salahpour – Chair, Dept. of Pharmacology & Toxicology, Temerty Faculty of Medicine

2022-23 UTQAP Review of the MED Department of Pharmacology and Toxicology - 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
<p>The reviewers observed some challenges related to conducting optimal assessment of departmental student learning outcomes and alumni trajectories. They emphasized that, as the department moves forward under new leadership, it will be critically important to engage in continuous quality improvement of its education mission, noting upcoming opportunities to assess and modernize the undergraduate and graduate education experience.</p>	1	<p>“Moving forward under new leadership, it will be critical for the Department to engage in continuous quality improvement of its education mission. The hiring of a new Departmental Head should provide important opportunities to modernize the graduate and undergraduate education experience. It will be essential to assess what students are learning and whether course content remains appropriate to meet the demands of expanding careers of the future. It will be important to assess -- What do faculty expect every student to know upon graduation? How will these metrics and outcomes be assessed? Are admissions practices, research rotations, breadth module content, and format of graduate and undergraduate classes effective? What is the best way to compensate graduate students? These assessments will be critical as the size of each entering class and the associated demands on the faculty increase.”</p>	<p>Our undergraduate program has been continuously updated over the last several years. New courses addressing the needs of our undergraduates and our education mandates include PCL490 introduced in 2018, and JPM300 and JPM400 introduced in 2019. Our curriculum map for undergraduate learning objectives and core concepts which outlines goals for student learning is reviewed regularly. We continue to engage with our undergraduates to improve the student experience and will update our program accordingly.</p> <p>At the Graduate level, we are presently making important updates both to our thesis-based MSc and PhD programs and our course-based Master's in Applied Clinical Pharmacology (ACP) program.</p> <p>The ACP program is currently transitioning into a Professional Master's to better serve students preparing to enter the workforce. Preparations are underway for the governance portion of the process so the new program will be ready for September 2024.</p> <p>The thesis-based MSc and PhD cohort has doubled in size over the last 8-10 years (from an incoming class size of 20-25 to 48-55). Managing such a large cohort has created challenges within our current curricular framework. Concurrently, the expansion of our cross-appointed faculty is enabling the Department to cover a greater breadth of research areas. As a result, we are presently undertaking a major restructuring of these programs. Similar to what is being done in some of our cognate departments in TFoM, we are moving towards mostly 0.25 FTE modular course offerings. The current working proposal is to have a 0.5 FTE mandatory Basics of Pharmacology course for all incoming thesis-based students and then allow students to choose from a menu of 0.25 FTE modules what best suits their educational</p>	<p>The Department has used curricular mapping and engagement of students to continuously update undergraduate course offerings and improve the student experience.</p> <p>The Department is currently updating its thesis-based MSc and PhD programs and the course-based Master's in ACP program. The ACP program is undergoing transition to a Professional Master's program to better meet the needs of students.</p> <p>In the face of major expansion of thesis-based MSc and PhD cohorts, the Department is restructuring course delivery, moving toward 0.25 FTE modular course offerings. This will allow for the integration of mandatory course offerings with education tailored to the needs of individual students.</p>

			and training needs. A working group is currently finalizing the design of the new thesis-based curriculum with the intent to have it in place for September 2024.	
2	<p>“The department should consider processes for critical evaluation of courses and programs to facilitate the effectiveness and appropriateness of learning methods and student achievement. The appointment of associate chairs for both undergraduate and graduate education have strengthened the education mission, enhanced programmatic strategy, and reduced the administrative burden on the Department head. However, it is clear that these important positions are in need of greater administrative support. The department should ensure that they are working on such strategies in collaboration with other units involved in teaching oversight.”</p>	<p>Over the last 3-5 years, the Department has hired additional administrative staff to support the educational mission at the undergraduate and graduate levels. The two most recent education-related administrative hires were brought on in August 2022 and December 2022. Both hires have been able to further enhance the Department’s mission and alleviate some of the administrative burden borne by our Associate Chairs of Undergraduate and Graduate Education. Moving forward, we will continue to consult with the Department Leadership, including the Associate Chairs of Undergraduate and Graduate Education, to ensure that they have the necessary administrative support to fully execute their mandates and missions.</p>	<p>The Department recognized the need to enhance support of the Associate Chairs of Undergraduate and Graduate Education and accordingly hired two new education-focused staff members. Through iterative consultation, the Department will ensure that administrative support of education portfolios is appropriate to meet their needs.</p>	
3	<p>“The department should be encouraged to continue practices of engaging alumni and hold career nights.”</p>	<p>We will continue to hold career mentor nights each year as we have done for the last 10 years as they are greatly appreciated by our students, trainees, and alumni.</p> <p>Last year, the Department hired a work-study student to help update our alumni database. This was done in collaboration with the Pharmacology Graduate Students’ Association as they are also very keen to engage with alumni. This list includes close to 200 alumni with whom we have connected and who have indicated their willingness to participate in outreach events and activities.</p> <p>To further foster our relationships with alumni, the incoming Chair and several faculty met with the TFoM advancement team and, including Cody Copeman Hubert, the Director of Alumni Relations & Special Events. We discussed the importance of alumni relations, best practices concerning master databases and how best to engage with alumni. The</p>	<p>The Department will continue to hold career mentor nights, connecting learners and alumni. With the help of a work-study student and the Pharmacology Graduate Students’ Association, the Department recently updated its alumni database. The Chair and members of the faculty are working with the Director of Alumni Relations & Special Events to optimize alumni engagement.</p>	

			<p>first meeting was very constructive and over the next 6 months additional meetings will be held to delve deeper into best practices and strategies for engaging the Department's alumni.</p>	
<p>The reviewers observed the limited availability of life science-oriented industry internship opportunities for undergraduate students.</p>	4	<p>"The internship experiences provided to students by the Department are extremely valuable and highly regarded. Students asked for a more extensive list of internship offerings in the life sciences area. They commented that most of the current offerings are in engineering."</p>	<p>This information is inaccurate, and we are concerned that this is based on student misperception. The Professional Experience Year (PEY) has afforded students the opportunity to participate in internships since 2007. As part of the PEY program, run through the Faculty of Applied Science & Engineering, we placed 8-20 students annually in Pharmacology-specific opportunities (i.e., Sanofi, MIT, Applied Clinical Research, etc.). The Covid-19 pandemic did affect these opportunities and placements were reduced. In 2021-22 this program evolved into the Arts & Science Internship Program (ASIP), where students enter the program in Year 2, rather than in Year 3 (as was previously done with the PEY program). In 2022, there were 20 students enrolled in the first ASIP cohort, and this year we expect 23 students to be enrolled. Currently there are over 100 positions of 12 to 16-month durations available to the Department's students that are within their discipline.</p> <p>There have been growing pains with the transition to ASIP, and although there were numerous communications to students, many didn't realize the opportunity required submission of an application in the summer between first and second year. Additionally, workload issues were a concern and changes have been made to the program to address this. The professional development modules are also now mandatory.</p> <p>We expect that as ASIP becomes the norm and issues resolve, enrolment and participation in Pharmacology-focused opportunities will increase.</p>	<p>The Office of Experiential Learning & Outreach Support, which delivers the ASIP (launched in Fall 2021), is engaging closely with the Dept. of Pharmacology & Toxicology leadership team to ensure ASIP meets the unique needs of the Pharmacology & Toxicology students. There is a dedicated coordinator focused on expanding existing and building new life science-related internship opportunities with industry, government, and non-for-profit partners. As already mentioned, over 100 relevant opportunities were posted for Pharmacology & Toxicology students this past recruitment cycle on our co-op job board. We have also engaged with the unit and elicited feedback from students to ensure that the workload of the mandatory professional development programming, a requirement of ASIP, is manageable and has a positive impact on students' career development and success. We look forward to continuing to grow work term opportunities in response to the growing student demand.</p>

<p>The reviewers observed that current undergraduate and graduate admissions requirements rely heavily on GPA, and recommended that the department consider approaches to evolving admissions criteria, particularly with an eye to reducing barriers for equity deserving groups.</p>	5	<p>“The university is working collectively to understand the barriers for equity deserving groups who may be disadvantaged by GPA as the main metric. The department should continue to evolve its admissions criteria to respect diversity within the constraints of the resources available.”</p>	<p>Enrollment into the Life Sciences at the University is managed by Faculty of Arts & Science (A&S). Currently the Department does not have access to demographic/EDIIA information for students applying to our second-year programs. As a result, we are not able to gather any information from the applicant pool other than grades from first-year pre-requisite courses. Further supplemental application documents would require coordinated efforts across the Basic Medical Sciences and would require significant administrative resources. We are, however, open to discussing at the Faculty level ways of incorporating diversity criteria into the enrolment process.</p> <p>The Department participates in high school outreach through A&S programs, and Dr. Arnot, Associate Chair of Undergraduate Education, has provided many talks to high school partners. The Department also offers a Pharmacology Youth Summer Program module, and there are spaces and studentships for equity seeking groups. We hope that reaching out to diverse populations of secondary school students helps draw a wide range of students interested in Pharmacology and Toxicology to the Department.</p>	<p>Admissions criteria for undergraduate students in Life Science programs at U of T are managed by the A&S. A&S remains committed to equity, diversity and inclusivity within all of its programs and work with partner units such as Pharmacology & Toxicology to examine admission criteria in this light. Under the leadership of Dr. Arnot, the Department engages in outreach programs for high-school students, including targeted outreach to students from equity-deserving groups through the Pharmacology Youth Summer Program module. Through TFoM’s Office of Access & Outreach the Community of Support Program provides intensive mentorship for undergraduate students from equity-deserving communities, breaking down barriers and empowering students to pursue admission to graduate programs.</p>
<p>The reviewers observed that graduate students are directly admitted to individual labs, while lab rotations are used by many North American programs. They recommended exploring the potential advantages and disadvantages of implementing a rotating lab system for graduate students.</p>	6	<p>“The department is encouraged to consider the pros and cons of [lab] rotation within the context of their mission and within the constraint of the funding model.”</p>	<p>This is an important suggestion and we have had conversations around rotations for the last 5 years or so. What makes rotations especially challenging for the Department is the breadth of topics covered by the various research labs. While some labs are conducting molecular biology research (e.g., gene editing), there are other labs working in the clinical realm where students are directly interacting with patients. The skillsets required and the profile of a successful candidate for each of these domains of research are quite different and make it hard to have a unique cohort of admitted students that would rotate in labs as diverse as those described above.</p> <p>Nevertheless, the conversation around rotations is still important and one option that we have discussed, which requires further reflection, is the idea of having some labs</p>	<p>The Department is actively exploring options to implement rotations for incoming graduate students, including an option for labs to electively participate. The Graduate Education Committee will determine next steps within the next 12 to 18 months.</p>

			<p>voluntarily sign up for rotations. This could be thematic (e.g., labs working in the molecular sciences) and comprise one cohort of rotations. The details and mechanics of this are not simple and we are still considering and reflecting on whether this (i) could be implemented in our Department and (ii) would improve the student experience.</p> <p>The timeline for further discussion concerning rotations is 12-18 months, as the Graduate Education Committee is currently working hard to update the ACP and the thesis-based MSc and PhD programs (see #1 above).</p>	
The reviewers observed the lack of a consistent program in lab safety training, and of a formal course in grant writing and scientific communication.	-	“Issues that may be more specific to Departmental graduate students include:[...]		
	7	<ul style="list-style-type: none"> Lack of a consistent program in lab safety training [...] 	<p>This comment is puzzling. ALL new members joining research labs must undergo rigorous training including biosafety, WHMIS, animal training (where appropriate) and clinical training (where appropriate). Without such training, individuals cannot undertake their research projects. Going forward, we will make sure there is additional departmental communication to ensure that ALL relevant safety training is undertaken by all trainees.</p>	<p>As part of the on-boarding process new members of research laboratories are required to complete formalized training in lab safety. This applies both to campus-based researchers and researchers based at TAHSN research institutes.</p>
	8	<ul style="list-style-type: none"> Lack of a formal course in grant writing and scientific communication” 	<p>As mentioned above, we will be moving to a 0.25 FTE modular courses for our thesis-based programs. Two specific modules being considered right now include Grant Writing and Science Communication. Further, we are editing the format of our PhD qualifying exams, which will be held before the end of the second year of the PhD program, so that candidates will now be required to write a full CIHR Project Grant for their PhD project as part of this process. We believe these measures will ensure that we provide adequate training around communication and grant writing for all our graduate students.</p> <p>In our current PCL1002Y: Graduate Pharmacology course there is a formal grant writing assignment which is assigned to ALL graduate students in the Department.</p>	<p>As the Department adopts the modular course model for its thesis-based programs, consideration is being given to developing specific modules addressing grant writing and scientific communication. In addition, PhD students will be required to write a CIHR Project Grant proposal as part of their formal training.</p>

<p>The reviewers made a number of recommendations related to supporting and retaining faculty:</p> <ul style="list-style-type: none"> • More clearly defining and communicating graduate faculty roles and responsibilities • Enhancing faculty development opportunities • Examining the size of core faculty relative to the department's plans and priorities 	9	<p>“An important goal will be for the faculty to re-assess Departmental graduate faculty membership (core vs. cross-appointed affiliate faculty). They must reach agreement on the required duties of faculty members in terms of teaching, administration, and service – especially regarding balancing the quality of students’ educational experience with growing class sizes.”</p>	<p>The incoming Chair has made it a priority to meaningfully engage with all cross-appointed faculty to further strengthen ties. The goal is to better support cross-appointed faculty and to have them contribute more meaningfully to the Department’s missions. One potential way is to ask cross-appointed faculty to offer 0.25 FTE modules in their area of expertise. This would be invaluable to their own graduate students, but also other students in the Department who would benefit from knowledge in those specific fields.</p>	<p>The move to 0.25 FTE modular courses provides an important opportunity to increase engagement of cross-appointed faculty in the educational activities of the Department. Cross-appointed faculty can develop and offer 0.25 FTE modules directly aligned with their area of expertise.</p>
<ul style="list-style-type: none"> • Prioritizing increasing the diversity of the faculty complement when opportunities permit • Exploring ways to reduce the administrative burden on faculty 	10	<p>“The review committee found insufficient opportunities for faculty development.”</p>	<p>The Department will make additional efforts to properly communicate and broadcast all available faculty development opportunities. Every year, we inform faculty of leadership courses (such as NEAL), educational courses through CTSI, and other opportunities. We will strive to be even more deliberate about these communications.</p> <p>The incoming Chair has added additional Associate Chair positions (General, Basic Research and Clinical Research) that are open to interested faculty. These are important new leadership positions that will allow more faculty to gain leadership experience and see first-hand whether these kinds of positions are of interest to them when considering their career trajectories. These positions have term limits to allow other interested individuals the opportunity to serve.</p>	<p>The Department will employ a multi-pronged approach to provide opportunities for faculty development. The Department will be more deliberate about communicating opportunities for leadership training through existing programs such as the New & Emerging Academic Leaders (NEAL) Program. To increase faculty development opportunities for faculty members from historically excluded and underserved communities, the TFoM Dean, co-sponsors members of those communities to participate in NEAL.</p> <p>Dr. Salahpour created several new Associate Chair positions, allowing more members of the Department to gain leadership experience first-hand.</p>
	11	<p>“The Department houses one of the few remaining toxicology training programs in the world, however, to maintain this level of excellence, new faculty hires with significant financial support are required.”</p>	<p>This is a very important topic. Toxicology is a key focus for the new incoming Chair. As a first step in tackling how to best strengthen Toxicology in the Department and at UofT at large, we will conduct an environmental scan of Toxicology at UofT from September through December 2023. To help with this, the Department has hired Dr. Gloria Rachamin (30% CLTA appointment). Dr. Rachamin has extensive expertise in the field of Toxicology and experience in the government sector. Dr. Rachamin will be working with the Chair and Director, Collaborative Specialization in Toxicology to engage with various stakeholders at UofT and to see how best to strengthen Toxicology. We recognize that there is a huge academic,</p>	<p>A current focus of Dr. Salahpour is strengthening Toxicology in the Department and across the university. An environmental scan will be conducted in 2023, led by Dr. Gloria Racahmin, Dr. Salahpour, and the Director, Collaborative Specialization in Toxicology. This environmental scan will help inform next steps and priorities.</p> <p>To address financial barriers to enhancing the Toxicology program, the Department will identify areas of synergy with other stakeholders and build around those areas. The Department is also considering a dedicated focus for</p>

		<p>educational and societal need for Toxicology but there are considerable barriers (mostly around funding) when it comes to this field.</p> <p>One potential way forward is to strengthen the ties between all Toxicology stakeholders and build around that. Other ideas might include dedicated fundraising efforts and programs (e.g., a professional Master's in Toxicology) to again enhance and strengthen Toxicology. Our current opinion is that Toxicology cannot be solely strengthened in our Department and we need to find additional stakeholders to increase the critical mass needed to have vigorous and world class Toxicology research and education at UofT.</p> <p>The completion of the environmental scan will allow us to identify what needs to be done and make plans for moving forward.</p>	<p>advancement efforts and developing new curricular programs such as a Professional Master's in Toxicology.</p>
12	<p>"Developing an institutional strategy to maintain this toxicology research program until the funding climate improves would significantly add to the research strength of the Department and place the university in an optimal position to lead the country."</p>	<p>See #11 above. In the US, the NIEHS is solely focused on Environment & Toxicology; unfortunately, there is no Canadian equivalent. Major funding for Toxicology research comes from the Pharmacology & Toxicology Panel of CIHR, which is only one funding panel. As a result, many strong toxicologists have a hard time maintaining continuous CIHR funding. This is why we need to properly scan the UofT Toxicology ecosystem and identify how best we can strengthen Toxicology research and by proxy Toxicology education.</p>	<p>Please see response above highlighting departmental priorities to advance Toxicology.</p>
13	<p>"While the Department has been successful in hiring women faculty, they have not been successful in hiring faculty from other underrepresented groups. This critical initiative will require a concerted effort by the new Department head with university leadership in terms of financial resources, targeting recruitments to specific underrepresented groups, and strengthening of the institutional climate</p>	<p>Indeed, the gender balance in our Department is very good, but beyond that the Department can be viewed as mostly homogenous when it comes to ethnicity. Culturally, however, the Department is still quite diverse with individuals from different cultural backgrounds (Latin America, French Canada and the Middle East). The Department recognizes the importance and value of having a broad range of perspectives and will continue to make efforts to hire individuals from diverse backgrounds into any new open positions.</p>	<p>The Department recognizes the need for a diverse pool of faculty members to strengthen the mission and work of the Department. In 2021, the TFoM developed guidelines for achieving Excellence through Equity in Appointments of Faculty & Academic Administrators. A key member of the working group who developed the guidelines was Dr. Ruth Ross, former Chair, Dept. of Pharmacology & Toxicology. The recommendations are currently being followed for Decanal searches for academic administrators and TFoM can work more closely with the Department to facilitate implementing</p>

		with respect to EDIIA. The Department must also develop a more formalized strategy to support, mentor, and promote new faculty once they arrive to successfully see them through to tenure and promotion.”	We will also implement a more formal mentorship program in the short term to help the promotion of junior faculty through the ranks. The mentorship program will be implemented by end of 2023.	similar practices for faculty hiring. These efforts can be complemented by the University’s targeted focus on hiring Black and Indigenous faculty members. As described above, the Dean, Temerty Faculty of Medicine, is co-sponsoring faculty from under-represented communities to participate in the NEAL leadership development program.
14		“The appointment of associate chairs for both undergraduate and graduate education have strengthened the education mission, enhanced programmatic strategy, and reduced the administrative burden on the Department head. However, it is clear that these important positions are in need of greater administrative support. The department should ensure that they are working on such strategies in collaboration with other units involved in teaching oversight.”	See #2 above.	Please see response to #2 above.
15		“The anticipated hiring of additional Departmental faculty by the incoming Head will translate into more graduate students and the need for more programmatic administrative assistance. This should be a focus of the new Department head.”	This is indeed being taken into consideration. The incoming Chair will be reviewing all the administrative positions to ensure that they meet the needs of the Department and align with the duties undertaken by the administrative team. This review will be completed by December 2023.	A review of all existing administrative positions is currently underway and will be completed by the end of the calendar year. The goal of the review is to ensure that the administrative team is fully supported to meet the needs of the Department.
16		“Several faculty members expressed that the financial benefit of growth in undergraduate teaching must be balanced with recruitment and appropriate administrative support to maintain large classes and continued quality of education. It was clear in every conversation that the current core faculty have little reserve capacity to continue to respond to increased growth in this domain. The new head should	We hired a new administrator in August of 2022 with one of the specific duties being to help manage large undergraduate courses. In 2022-23, this role helped manage PCL200, PCL218 and PCL102. In 2023-24 these duties will be expanded to support PCL200 and PCL302 in the fall and PCL218 and PCL102 in the winter term. Department faculty have much praise for the administrator, and have stated that their burden has been significantly reduced thanks to the assistance provided. As such we feel that the Department has made considerable progress in this area.	In order to meet the needs of the growing undergraduate education program, the Department recently hired an administrator whose focus rests solely in this area. In 2023-24, the Department also plans to hire three new faculty members with one position designated for teaching-stream faculty. Recruitment of a dedicated teaching-stream faculty member will help alleviate the teaching load of tenure-stream faculty.

		consider administrative support allocation and workload review within the department to look for any efficiencies.”	The Department plans to recruit three new faculty in 2023-24. One of the positions will be for a teaching-stream faculty member. Hiring such an individual should further reduce the burden on tenure-stream faculty and hopefully increase their time for research-related activities.	
The reviewers observed a number of challenges related to, or arising from, the geographic dispersion of the department, including access to and awareness of available divisional/institutional supports and services; potential barriers to a sense of departmental cohesion and belonging; and difficulties with creating and fostering a research community. They emphasized that these issues will require ongoing attention.	17	“This inevitable challenge of geographic dispersion will need ongoing attention.”	The Department and incoming Chair will make efforts to engage the broader faculty. The incoming Chair has already met with colleagues at various institutes and will explore ways to bring people together as often as possible without it becoming a nuisance. These efforts will be made in 2023/2024/2025 and based on how each event goes, improvements will be made until the Department finds a formula that works.	Given the distributed nature of research activities across TFoM, a challenge of many departments is engagement of stakeholders across TFoM’s university campus, the broader university, and TAHSN-affiliated research institutes. The next 2 years will see enhanced focus on bringing Department members together through regularly scheduled events.
	18	“The clinician scientists working outside of the core department were recognized by core faculty as important contributors to the research goals of the faculty and provided student mentorship. As is often observed, different researchers outside of the core faculty within the department may have different levels of identification and connection to the department. These relationships will always need to be nurtured to maintain cohesion with individuals operating in different sites.”	As mentioned in #17 above, engaging with the broader faculty is a priority item for the incoming chair in the immediate to medium terms.	Please see response to #17 above. Recently, Dr. Antonio Strafella was appointed Director, Clinical Research & Translation, Office of the Vice Dean, Research & Health Science Education. He will work closely with the research leads of clinical departments to provide more opportunities for synergy with clinician-scientists across TFoM.
	19	“This group [of postdoctoral fellows and research associates] seemed to be unaware of services for them that exist centrally at the University of Toronto. This group’s frustration is not unique to this department or university. The reviewers recommend that the new head consider how to engage this group and support their needs.”	We have formally named a faculty member as the Department Lead for Postdoctoral Fellows. Furthermore, this is a priority item for Vice Dean, Research & Health Science Education as well. With the support and engagement of the Vice Dean’s office and the newly appointed Department Lead for Postdoctoral Fellows, we hope to make important progress in this area.	To address the needs of postdoctoral fellows, the Department recently appointed a Departmental Lead for Postdoctoral Fellows. In the Office of the Vice Dean, Research & Health Science Education, Dr. Karen Maxwell has recently assumed oversight of initiatives for postdoctoral fellows.

<p>The reviewers highlighted connected concerns around student morale and mental health, particularly related to the COVID-19 pandemic, again observing limited faculty and student awareness of how to access available University services. They recommended that leadership explore approaches to enhancing faculty and student awareness of divisional and institutional supports for student wellness, as well as mechanisms for reporting issues such as harassment (in preparing your response, you may wish to consult with the Office of the Vice-Provost, Students).</p>	20	<p>“Awareness of student mental health services is also needed. It is likely, based on feedback, that the central supports for student wellness may also need improvement, but this is outside of the control of the Department of Pharmacology and Toxicology.”</p>	<p>We now have a yellow button on the top right-hand side of our website that provides links to health and wellness resources (https://pharmtox.utoronto.ca). Below we also enumerate other programs around mental health that are currently offered and ongoing, but as mentioned above, we will continue to expand our communication around these, so all students, trainees and faculty are properly informed.</p> <p>The Department provides a best practices manual to all undergraduate faculty on how to respond to students in need or crisis. This document is updated annually and shared before the start of each academic year.</p> <p>The Department also has mental health-related videos, including "You are not alone," which are shared in undergraduate courses and with graduate students in the link below:</p> <p>Full video: https://play.library.utoronto.ca/9a6c5d3e5ce8d148ea6856d2139e04f9</p> <p>For undergraduates (same as full video, but without the graduate story): https://play.library.utoronto.ca/d0f26faacfc418b21bc123255747da2d</p> <p>For graduate students (same as full video, but without the Undergraduate story): https://play.library.utoronto.ca/fea00e354613dc3c5d049bfca9b48c51</p> <p>Most faculty members include links to MY SSP, now TELUS Help, in their email signatures. This information is also included in all course syllabi.</p> <p>Mental health and exam stress information is included in the regular communications from the Department via our undergraduate Quercus site.</p>	<p>The Department has undertaken important efforts to connect students experiencing mental health challenges to available resources, in a timely manner. To facilitate timely identification and access, the Department has ensured that multiple pathways are available to students, including through the yellow button, embedded counselors in TfoM, and through the Associate Chair, Graduate Education. In addition, the Department provides training to faculty to allow them to better support students in need or experiencing crisis. The Department recognizes the need to enhance communication to learners, staff and faculty about available pathways and resources, and to enhance training for faculty and staff on trauma-informed approaches to addressing student mental health concerns. In an effort to enhance the Department’s approach to addressing mental health and wellbeing of students, the Chair (Dr. Salahpour) will meet with Ms. Christina Bartha, the new Senior Executive Director, Student Mental Health Systems, Policy & Strategy from the Office of the Vice Provost, Students in October 2023.</p>
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		<p>For undergraduate students seeking mental health support, faculty and staff often connect students with advisors at their college as one of the first steps.</p> <p>At the graduate level, TFoM has embedded councillors that are available to graduate students, and students are directed to these services by our graduate office and Associate Chair, Graduate education.</p> <p>The TFoM also offers medical/personal leave to students. Each year, several students in our unit avail themselves of this service which allows students to take a leave of absence (sometimes related to mental health) while maintaining some level of financial support.</p> <p>We are continuously making efforts to communicate information around wellness and mental health to students. The Chair is meeting with the new Senior Executive Director, Student Mental Health Systems, Policy & Strategy from the Office of the Vice Provost, Students in October 2023 to explore how the Department can further develop its best practices for and support of student mental health.</p>	
21	<p>“Graduate students and postdoctoral fellows appeared to have no information on how to formally report sexual (or other) harassment issues to the University. They were not aware of official institutional procedures for handling these complaints.”</p>	<p>We will make this information available to all trainees through email communications and our website in the immediate term.</p>	<p>Through email communication and the departmental website, the Department will share information with trainees about reporting of sexual violence and harassment incidents to the University. The Department can also consider working with the Sexual Violence Prevention & Support Centre, and the Anti-Racism & Cultural Diversity Office to facilitate additional education for learners, staff and faculty members, including through workshops.</p>
22	<p>“The University of Toronto has central offices to support students and faculty for mental health and wellness and central units dedicated to supporting trainees that could be better utilized by faculty so that faculty can focus on their core responsibilities and be confident that students were being supported.</p>	<p>See #20 above. The Departmental website yellow button links to resources for faculty and staff as well as students.</p>	<p>Please see response to #20.</p>

		The new head might consider increasing awareness of support units external to the department as a means to rebalance workload.”		
The reviewers noted faculty and student concerns around disruptions related to demolition and renovation plans, and recommended working with University leadership to develop and implement a communication plan for the renovation of the current research space.	23	<p>“Work with university leadership to implement a communication plan for the renovation of the current research space. Increased awareness and chance for input from faculty will greatly increase confidence in this important and much needed space renovation. The building will be essential to maintain current research programs, retain current faculty, recruit new faculty and students, and maintain Temerty Medicine’s outstanding academic/research reputation.”</p>	<p>This is a challenging area with many moving parts and, as mentioned, is mostly out of the Department’s purview.</p> <p>Having said that, the incoming Chair is in regular communication with the Dean and Vice Deans and conveys all information to faculty who can then inform their trainees.</p> <p>Where needed, the Chair has held and will hold a town hall to inform all trainees, staff and faculty with regards to an upcoming move.</p> <p>As recommended, every effort will be made to inform Department members concerning renovations/construction.</p>	The TFoM Dean’s Steering Committee – Temerty Building Project meets regularly and has identified a robust communication plan as an area for priority attention. This will be facilitated by the TFoM Office of Communications and will involve frequent engagement with learners, staff and faculty members of departments directly impacted by the construction projects.
The reviewers recommended pursuing partnerships to support and maintain Departmental research and student mentorships during downturns in national research funding.	24	<p>“Establish partnerships with university administration, partner hospitals, and industry to develop a faculty research bridge funding program to support and maintain Departmental research and student mentorship during downturns in national research funding.”</p>	<p>The Department has an internal bridge funding program which has been in place for several years and works well.</p> <p>There is additional bridge funding available from the Office of the Vice Dean, Research & Health Science Education for grants that score high on panels. To qualify for this bridge funding, grants should have also undergone internal peer review, a process which is already in place and practiced in the Department.</p> <p>Partnering with hospitals might be difficult as each unit usually supports their own researchers.</p> <p>The Department is unaware of any industry-related bridge funding programs but will investigate to see if this is possible.</p>	Bridge funding is available both through the Department and through the Office of the Vice Dean, Research & Health Science Education. In addition, the Office of the Vice Dean, Research & Health Science Education has recently undertaken a comprehensive mapping exercise to identify sources of funding for trainees, including awards, that are currently under-utilized. The Office of the Vice Dean, Research & Health Science Education is exploring opportunities for more robust, formalized internal peer review of grants before they are submitted. Such a program currently exists at one of the TAHSN Research Institutes, and the rigorous pre-submission peer review has led to sustained funding success rates well above the national average.

<p>The reviewers recommended that the department develop a strategic plan that aligns available resources, enrolment plans and the quality of student academic experience. They observed that incoming departmental leadership should be supported as needed to understand the unit's financial and organizational context.</p>	25	<p>“Development of a strategic academic plan that balances the educational demands of increasing enrollment and financial reliance on tuition income with the size and expertise of the faculty. In addition to hiring new faculty with strong research programs, the Department may consider hiring faculty who focus primarily on teaching and administration rather than research. This strategy would help to balance the fulfillment of the academic mission with faculty work/life integration and reduce faculty burnout (which is a major issue).”</p>	<p>On June 7, 2023, the Department held an internal strategic planning meeting where the incoming Chair informed faculty members of budgetary issues and hiring opportunities. During this meeting, the possibility of hiring three new faculty members in 2023-24 was presented and faculty vigorously discussed which areas to target. The consensus was that the three positions should be the following:</p> <ol style="list-style-type: none"> 1. Teaching Stream with potential focus on Toxicology 2. Research/Tenure Stream with focus on Clinical Pharmacology/Dry lab 3. Researcher in AI/Automation in Drug Discovery or Toxicology hired in partnership with the Acceleration Consortium <p>For the latter, the Chair is meeting with the Director of the Acceleration Consortium in August to explore this potential partnership.</p> <p>There are two additional positions to be filled in the next 3-5 years which will likewise be brought to the faculty to identify which areas to engage.</p>	<p>To enhance educational activities, the Department will hire a teaching-stream faculty member with a possible focus on Toxicology. To enhance understanding of financial matters in the context of the Faculty and U of T, last year TFoM struck a Finance Committee with broad representation from across the Faculty. The Committee meets regularly to review processes and data, bringing in financial leaders from central U of T to help educate the committee and address questions and concerns. Dr. Ruth Ross, former Chair, Department of Pharmacology & Toxicology, was a member of the inaugural Finance Committee. In addition, the TFoM Offices of the CAO and Strategy & Operations are currently working together to develop resources that will be useful for the on-boarding of new Chairs and provide guidance for existing Chairs and Business Officers on a number of important topics, including financial planning and management.</p> <p>Planning for the undergraduate program will take place in consultation with the A&S Vice-Dean, Undergraduate.</p>
	26	<p>“The new Departmental head should be urged to conduct a strategic review of programmatic options, base budget, challenges of faculty workload, and alignment with the overall vision for departmental culture.”</p>	<p>This is a great comment. The incoming Chair has identified some budgetary stress points. Although the Department is excellent at generating revenue from undergraduate and graduate education, the overall budget is under considerable strain and it is unclear to the incoming Chair whether the base budget allocated to the Department is in line with what is being offered to cognate units, such as the Depts. of Biochemistry and Physiology that run similar-sized undergraduate and graduate programs. The incoming Chair is in conversation with the Dean and the CAO to gain a better understanding of how based budgets are allocated and to critically evaluate whether the Department's base budget might need adjusting given that the Department and its educational programs have essentially doubled in size over the last 6-8 years.</p>	<p>The Department Chair continues to work with the Dean and the CAO to review in detail base budget allocation. As noted above, investments have been made in administrative and faculty hiring to support the Department's expanded educational activities.</p>

	27	<p>“Evaluate the impacts of increasing enrollment strategies on student outcomes and satisfaction. The Department should make every effort to avoid diluting the effectiveness of their current mentorship and training programs. Increasing enrollments will require increasing faculty ranks.”</p>	<p>This is a very important point. Over the last 5-7 years the Department has made considerable efforts to maintain a balance between large and small courses while offering a great experience to undergraduate students. This is reflected in the course evaluations and various comments gathered around the undergraduate program. This is, however, an area that requires continuous evaluation to ensure that our enrollment or class sizes do not dilute the excellent educational programs and student experience that we have offered thus far. As mentioned above, the Department plans to hire three new faculty members in 2023-24 which should be able to contribute towards maintaining a good faculty-student ratio.</p>	<p>To meet the needs of students and maintain an excellent learner experience, the Department will hire three new faculty members, one of whom will be teaching stream.</p> <p>In addition to faculty hiring to address recent growth, the two Divisions will engage in consideration of interdivisional teaching to constrain further enrollment growth through effective enrollment controls and within the context of our joint academic priorities. Doing so will ensure faculty-student ratios remain stable.</p>
	28	<p>“A new head of department should be supported to understand the departmental limits to operate financially and organizationally early in their term with the help of their dean and central administrators. This should set reasonable expectations for the new head and the department and build trust and respect within the overall university structures and units.”</p>	<p>This is a great comment. The incoming Chair only has access to their own budgetary items and no other information allowing for an overall view or contextualisation of the Department budget within the larger TFoM. As mentioned in #26 above, the Chair is in discussions with the Dean and the CAO to better understand how the Department’s budget compares to other cognate units of similar size. Without contextual information it is hard to know whether the Department is receiving more, less, or similar support as other units. There are many historical reasons that have dictated how budgets are allocated to various units and it might be time to revisit these historical allocations to bring about equity and fairness to all units while taking into consideration the size of educational and research programs conducted in each unit.</p>	<p>Please see responses to #25 and 26 above.</p>
	29	<p>“Develop a strategy to increase student stipend levels to provide a living wage appropriate for the city of Toronto.”</p>	<p>We are pleased to say that TFoM has decided that the harmonized stipend for ALL basic sciences will be 40K/year for PhD and 37.5K/year for Master’s students. This is an important increase and should alleviate some of the concerns around cost of living for graduate students. Having said that, housing costs remains a major concern for graduate students and our and other Departments will have to continue exploring how to best support the</p>	<p>TFoM recently enhanced the harmonized stipend for graduate students, providing \$40K/year for PhD students and \$37.5K/year for Master’s students. In addition, the Office of the Vice Dean, Research & Health Science Education has recently undertaken a comprehensive mapping exercise to identify sources of funding for trainees, including awards, that are currently under-utilized.</p>

			incoming graduate students and ensure that they have a proper living wage while undertaking graduate studies.	
	30	<p>“The Department may consider expanding the office staff to add dedicated education coordinators, a dedicated assistant to the Department Head, a dedicated EDIIA position, and a dedicated alumni relations position. These key additions would reduce the administrative burden on the faculty and allow them to devote more of their time to research and trainee mentorship.”</p>	<p>This is a great suggestion. We are indeed aware that the Department’s administrative staff have a heavy workload. We have hired two additional staff members in the last year; however, the workload continues to expand and grow. To hire additional staff, the Department would need additional sources of revenue and a hiring budget. As mentioned above, the Chair will work with the Dean and the CAO to ensure that the Department’s base budget is similar to cognate units.</p> <p>With regard to revenue generation, the Department is presently at its maximum capacity for undergraduate education and could perhaps grow a little bit (10-15%) at the graduate level. Beyond that, contracts or grants with overhead would constitute another source of revenue; however, for a basic science unit, contracts are limiting.</p> <p>We are aware of the challenges expansion would bring for our administrative staff, and we will continue to explore sources of revenue which can then be used to increase office staff in the specific/important/strategic area.</p>	<p>To meet the growing needs of the Department, two new administrative staff members have recently been hired. In keeping with other TFoM Departments, the Dept. of Pharmacology & Toxicology has a faculty EDIIA lead, namely, Dr. Rebecca Laposa. When it comes to EDIIA efforts pertaining to student outreach, rather than each department building and expanding its own program, departments are encouraged to use the infrastructure and community relationships that have been carefully established by TFoM’s Office of Access & Outreach, under the leadership of Ike Okafor.</p>
Other recommendations not prioritized in the Request for Administrative Response	31	<p>“The review committee identified needs for institutional improvement in the areas of accessibility and diversity. These enterprise-level issues should not be left to the Department but instead, Departmental leadership, faculty, and trainees should be invited to engage in university-wide initiatives and then be provided new financial resources to tackle these critical issues at the local level.”</p>	<p>This is a great suggestion. The Department has implemented several EDIIA initiatives, including establishing fellowships for incoming students, creating two paid Student Outreach Ambassador positions and appointing an EDIIA Department Lead (Dr. Laposa), etc. The Department has also engaged with TFoM’s Office of Inclusion & Diversity and has collaborated on an outreach program to students from underrepresented backgrounds. These collaborations are ongoing, and we hope to expand them within the TFoM, and, as has been suggested perhaps even within UofT. The Department is pleased to have an EDIIA Lead. EDIIA is an important and active area in our Department and we will continue to make progress and engage meaningfully in EDIIA endeavours for years to come.</p>	<p>Under the leadership of Dr. Rebecca Laposa, the Department is engaged in a number of EDIIA initiatives, particularly with respect to student outreach. There are opportunities to expand and harmonize this work with other programs through TFoM’s Office of Access & Outreach. Through the Office of Inclusion & Diversity there are numerous opportunities for the development and implementation of educational offerings for learners, staff, faculty and departmental leaders. Opportunities to work in solidarity with other departments and programs are presented through the Faculty-wide Diversity Advisory Council. Dr. Laposa is an active member of this Council.</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 department's education mission as extensive, noting that curricula are appropriate and reflect the current state of the field. Enrolment numbers are strong in nearly all programs, and committee structures to support and mentor graduate student progress appear to work well. They noted that undergraduate students are enthusiastic about program content as well as available opportunities for real world learning experiences, peer mentorship and career development programs. Graduate students are actively engaged in associations and societies, and contribute to a sense of departmental community; and PhD time to completion is excellent. Faculty research programs are strong and include cross-appointed faculty in affiliated hospital-associated research institutes; and the appointment of associate chairs for both undergraduate and graduate education has further strengthened the department's education mission, enhanced programmatic strategy, and reduced administrative burden on the chair. Finally, the reviewers highlighted the excellence of administrative staff, and the mutual respect evident among Pharmacology and Toxicology community members, with faculty, students, and staff proudly contributing to the department's collective mission.

The reviewers recommended that the following issues be addressed: challenges related to conducting optimal assessment of departmental student learning outcomes and alumni trajectories; limited availability of life science-oriented industry internship opportunities for undergraduate students; current undergraduate and graduate admissions requirements rely heavily on GPA; graduate students are directly admitted to individual labs, while lab rotations are used by many North American programs; the lack of a consistent program in lab safety training, and of a formal course in grant writing and scientific communication; supporting and retaining faculty through a number of initiatives, including more clearly defined faculty roles and responsibilities; challenges related to the geographic dispersion of the department; concerns around student morale and mental health, particularly related to the COVID-19 pandemic; faculty and student concerns around disruptions related to demolition and renovation plans; pursuing partnerships to support and maintain Departmental research and student mentorships during downturns in national research funding; develop a strategic plan that aligns available resources, enrolment plans and the quality of student academic experience.

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 Pharmacology & Toxicology 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 Physiology will be commissioned in 2027-28.

6 Distribution

On June 30, 2024, 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 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:	<ul style="list-style-type: none"> • Criminology, Law & Society, HBA: Specialist, Major • Sociology, HBA: Specialist, Major, Minor
Unit Reviewed:	Department of Sociology, University of Toronto Mississauga
Commissioning Officer:	Vice-Principal Academic & Dean University of Toronto Mississauga
Reviewers (Name, Affiliation):	<ul style="list-style-type: none"> • Prof. Jennifer Bair, Department of Sociology, University of Virginia • Prof. Annette Burfoot, Department of Sociology, Queen's University
Date of Review Visit:	April 27-29, 2022 (conducted remotely)
Date Reported to AP&P:	October 24, 2023

Previous UTQAP Review

Date: February 2-5, 2014

Summary of Findings and Recommendations

Significant Program Strengths

- Current curriculum
- Students are positive about their experiences in the Department
- Productive, energetic faculty with impressive research profiles
- Deep faculty commitment to delivering a first-rate educational experience for both graduate and undergraduate students

Opportunities for Program Enhancement

- Engaging in critical evaluation of the curriculum to address redundancy in course content
- Analyzing factors influencing program graduation and retention rates
- Examining possible tension between continued enrolment growth and overall program quality
- Developing a hiring plan that balances undergraduate program needs with tri-campus graduate priorities
- Enhancing the program's location at the University of Toronto Mississauga (UTM) campus as a locus for faculty and graduate students

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Terms of Reference; Department of Sociology Self-Study, 2022; Previous Review 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 Sociology, UTM; Associate Chair of the Department of Sociology, UTM; Interim Tri-Campus Graduate Chair; Undergraduate students; Graduate students; Junior and Senior Tenure Stream faculty members; Teaching Stream faculty members; Contractually Limited-Term Appointment faculty and Sessional Instructors; UTM Librarian Staff, and Administrative Staff in the Department of Sociology, 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
 - ▶ The Department “is home to a productive and collegial set of world-class faculty delivering five strong undergraduate programs”
- Objectives
 - ▶ Programs are consistent with the University’s mission and the Department’s academic plans
- Admissions requirements
 - ▶ Department is praised for admissions requirements that prepare students for the rigours of a specialist program, while also serving to keep enrolment numbers manageable
- Curriculum and program delivery
 - ▶ Department’s commitment to creating a diverse and inclusive environment for teaching and learning is impressive.
 - ▶ Program requirements are clear and appropriate with well-structured and comprehensive curricula
 - ▶ An increase in faculty hires has enabled the Department to expand its course offerings to allow for greater variety that reflects faculty research interests, and minimizes long waitlists
 - ▶ The Department has worked hard within existing constraints to meet student demand, “while ensuring that curriculum is delivered primarily by continuing faculty (tenure and teaching-stream)”
 - ▶ Program seminars provide valuable opportunities to engage with faculty
 - ▶ Upper year undergraduate students benefit from the “transfer of research into the curriculum” through tenure stream faculty teaching, with some students taking an active role in research through the Research Opportunity Program and independent research courses
- Accessibility and diversity
 - ▶ Reviewers recognize the Department’s leadership in the area of Equity, Diversity, Indigeneity and Inclusion at multiple levels, particularly in curricular development
 - ▶ “The arrival of faculty with expertise in the areas of Indigeneity Studies and Canadian Black Studies is a positive development, and one which could enable UTM to deepen its profile as a distinctive department within the broader University of Toronto system”
- Student engagement, experience and program support services

- ▶ “Students reported few problems accessing faculty”
- Quality indicators – undergraduate students
 - ▶ The quality of students is generally high, particularly for the specialist programs that attract well-prepared and high-performing students as demonstrated by the high GPA cut-off for admissions
- Quality indicators – faculty
 - ▶ The Department has an impressive number of teaching awards both internal and external to the University
- Student funding
 - ▶ The Department assists students with work-study grants, RAships, as well as assistance from the Department’s Discretionary Fund

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

- Admissions requirements
 - ▶ Reviewers question what effect admissions requirements are having on student demographics and overall diversity for the specialist programs
 - ▶ Overall GPA requirements for admission fluctuate annually; it is not clear what impact this is having on students’ ability to plan their course of study or make contingency plans
- Curriculum and program delivery
 - ▶ The Sociology and the Criminology, Law & Society (CLS) programs appear to operate as self-contained entities without detectable synergies or faculty cross-overs
 - ▶ Though reviewers note the learning outcomes as appropriate they are also very general, with a substantial overlap between Sociology and CLS programs
 - ▶ The Peel Research Lab is highly valued by students as a unique opportunity to work directly with faculty and gain research experience, but it is very labour-intensive and requires a sustained commitment from the Department; unclear who is responsible for maintaining and presumed to be the responsibility of individual faculty
- Assessment of learning
 - ▶ “Effective and comprehensive assessment of student learning is a challenge, given resource constraints”
 - ▶ Reviewers raised concerns over the limited availability of TA support in the context of student assessment, which impacts the quality of feedback and assessment
- Student engagement, experience, and program support services
 - ▶ Students raised concerns over TA marking and a system that creates “a disconnect between the TA and professor”
 - ▶ There is a comparatively low percentage of students reporting a “high impact practice” at UTM Sociology in contrast to Sociology students at other U15 Canadian universities, though reviewers acknowledge this data is out of date and doesn’t reflect recent departmental growth
 - ▶ Students desire more social events with other students and faculty
- Quality indicators – undergraduate students

- ▶ Estimated graduation rates for both Sociology and CLS students appears to be increasing, but the relatively high percentage of students not completing their programs of study (around a third) is worrying

The reviewers made the following **recommendations**:

- Admissions requirements
 - ▶ If available, it would be beneficial for the Department to collect data on the effects of admissions requirements by examining the number of intended majors and specialists vs. the number of declared majors/specialists, as well as program pathways for students that are unable to meet the requirements
- Curriculum and program delivery
 - ▶ Add a seminar requirement for all majors and specialists to support development of critical skills such as effective oral expression, communicating disciplinary knowledge and insights, how to engage in respectful debate and deliberation
 - ▶ Expand access to enrichment courses (“Group C”) to facilitate the addition of Group C requirement for undergraduate major and specialist programs
 - ▶ The Department should avail itself of resources in the Dean’s Office – specifically its Experiential Education Officer (if it hasn’t done so already) – to expand experiential opportunities for students
 - ▶ Create connections and opportunities for collaboration between Sociology and CLS programs to build a more active departmental community
 - ▶ Elaborate on learning outcomes and objectives for all five programs; include questions of application and how disciplinary training can be applied to ‘real world’ concerns
 - ▶ Reflect on the degree to which CLS programs are “making maximal use of relevant faculty resources in other Departments” given the interdisciplinary nature of the program
- Accessibility and diversity
 - ▶ Consider hiring a staff person to provide EDII support to the diverse set of students within the Department
 - ▶ Reviewers note student suggestion of considering additional nighttime courses to assist students that must work during the day
- Assessment of learning
 - ▶ Reviewers strongly endorse the Department’s suggestion for increasing TA support and recommend a review of the Department’s policies and expectations for TAs
- Student engagement, experience, and program support services
 - ▶ Look into modified teaching assistant roles in first-year courses for undergraduate students interested in experiential types of learning and the opportunity to interact with faculty
 - ▶ Monitor NSSE scores and the percentage of students reporting a high impact practice, though reviewers agree with the Department that the available data is out of date and does not reflect recent course expansions and faculty hires

2. Graduate Program(s) n/a

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ The Department's wave of hires since its last review, growing from 16 in 2014 to 27 in 2021, has allowed the expansion of research areas from 6 to 10
 - ▶ 40% of all permanent faculty self-identify as BIPOC with a growing expertise in Law & Society, Indigenous Studies and Canadian Black Studies, indicating pathways for future program development
- Research
 - ▶ There is a widespread scope of research among the Department faculty and an impressive amount of collaboration both within and external to the University
 - ▶ Quality of research is consistently high across the two main programs as well as across rank
 - ▶ Faculty are published in very highly valued academic presses, journals, and garner extremely high rates of recognition and citation of research
 - ▶ Ten research awards (all but one international) among the faculty, and funding participation in tri-council granted research is above the University's overall social science rate
 - ▶ "The Department has attracted two Canadian Research Chairs, both of which have international reach: one in migration and race and the other in Indigeneity and gender."
 - ▶ Many faculty members draw significant international attention, extending their research reach through service on editorial boards, community, and university-based anti-racist groups, and are sought out in the public sector
- Faculty
 - ▶ "UTM Sociology has a robust faculty complement with high-level performing faculty in both research and teaching."
 - ▶ Department has reduced reliance on sessional instructors by maximizing teaching by tenure- and teaching-stream faculty
 - ▶ No issue arose regarding the flow between research and teaching for tenure stream faculty; faculty reported being well supported in their research and felt satisfied with their ability to create courses according to their research interests
 - ▶ "Junior faculty felt properly supported in their research, and for the most part, protected from excessive service obligations."

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

- Research
 - ▶ Collaborative work, especially in cases where significant leadership roles are taken up, is not always recognized in the annual reporting process

- ▶ Alleged inability to build graduate student cohorts in research areas including EDII areas due to limited access to graduate student admissions within the tri-campus structure
- Faculty
 - ▶ Reviewers observe that not all teaching-stream faculty are aware of their eligibility for research and study leaves
 - ▶ “What, if any, university support is available to support the research of teaching-stream faculty is unclear.”
 - ▶ Faculty raised a “lack of acknowledgment of the extra responsibility, especially for junior faculty, to work in leadership roles with research groups and institutes, both on and off campus.”
 - ▶ Sessionals reported feeling excluded from the Department in terms of their contribution to program development, receiving minimal feedback on their course content or design

The reviewers made the following **recommendations**:

- Faculty
 - ▶ Reviewers recommend hiring additional teaching-stream faculty and reducing their teaching load from seven half-credit courses to six
 - ▶ Discuss research supports for teaching-stream faculty, including access to PI roles on external grants, and improve clarity regarding their relationship to the tri-campus graduate program
 - ▶ Consider what role advanced graduate students may play in undergraduate teaching in order for the Department to expand its offerings, while providing valuable teaching experience for graduate students
 - ▶ Contemplate inviting teaching-stream faculty who conduct research to contribute to Group C Seminar courses to facilitate their expansion given the high student demand
 - ▶ Consider providing teaching releases for faculty taking on leadership roles with research groups and institutes, especially those that are pre-tenure
 - ▶ Reviewers recommend that specific attention be paid to ensure faculty work beyond the Department, including with other units on campus, is made visible and valued in the new form for annual review that is currently in the works
 - ▶ Junior faculty need to be protected from over extension and supported, especially those who identify as BIPOC

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 formal structure of the Department appears strong and effective; interviews indicate supportive leadership at UTM, especially for new and BIPOC faculty”
 - ▶ Highly collegial Department environment between faculty and staff
 - ▶ Junior faculty feel well-supported, with no concerns expressed about the tenure and promotion process
 - ▶ The Collaborative Digital Research Space is “an excellent shared resource for faculty and graduate students”
 - ▶ Reviewers complimented the effective library supports for both Sociology and CLS and collaboration between Library staff and faculty on course assignments and websites, information literacy, and provision of materials
 - ▶ There is enormous potential for development of Black Studies and Indigenous programming in the Department following its recent growth, including at the graduate level
- Organizational and financial structure
 - ▶ Faculty praised departmental leadership and in general feel well supported by their colleagues, including staff and administration
 - ▶ Unit-level management appears to be highly functional
 - ▶ Strong overall commitment to building a diverse and inclusive department, with ongoing efforts being led by the Department’s anti-racist taskforce
 - ▶ “Non-academic staff seem to be well-appointed to support the programs with redundancy built into each appointment, except for the in-house academic advisor.”
 - ▶ The Department uses what available funds it has to enhance programs through experiential learning support and undergraduate research positions. Graduate Expansion Funds are directed to RAs and graduate student travel
 - ▶ “The Department’s independence in controlling enrolment ensures well-informed decisions in maintaining the entire program”
- Long-range planning and overall assessment
 - ▶ The Department’s substantial curricular revamping has addressed previous overlaps between courses in both Sociology and CLS, with many students expressing interest in pursuing a double major
 - ▶ UTM Sociology is “focused on bolstering EDII programming and enhancing the BIPOC profile of Sociology at U of T, including at the student level”
- International comparators
 - ▶ The Department is strong and compares favourably with national and international peers as a research institution

- ▶ Reviewers discerned faculty to be “world-class” and placed UTM Sociology “among the top U15 Ontario and all Canadian comparators and high on a list of international comparators in terms of publication and citation rankings”

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

- Relationships
 - ▶ Reviewers surprised to learn UTM Sociology does not have a separate colloquium series outside of the tri-campus series held downtown
 - ▶ Reviewers found it odd that annual reports are not discussed with faculty once they are assessed, and wondered if it was a timing issue
 - ▶ Some concerns expressed regarding the relationship between UTM and St. George, and the environment downtown “particularly for junior faculty of colour.” Reviewers speculated if tensions may be exacerbated by the complex governance challenges of the tri-campus departmental structure
 - ▶ “Faculty we spoke with expressed the view that the research foci of newer faculty at UTM are not reflected in the graduate students that are being admitted into the Department”
- Organizational and financial structure
 - ▶ “Teaching-stream faculty tend not to teach at the graduate level, nor are they encouraged or in some ways allowed to research; given their heavy workload, they would be challenged in doing such”
 - ▶ “The graduate program raises challenges for the unit in terms of accessing graduate students for both general TA support and the reinforcement of nascent EDII programs especially in Canadian Black Studies and Indigeneity through graduate student recruitment”
 - ▶ The self-study indicates that the Department has technically outgrown its allotted space
- Long-range planning and overall assessment
 - ▶ Faculty have indicated that low level of TA hours “hampers” their ability to develop more experiential learning techniques and varied modes of assessments
 - ▶ “There has been a 13% decrease in graduation from all programs between 2017 and 2020.”
- International comparators
 - ▶ Reviewers note that compared to similar American university programs, UTM Sociology has a “low rate of TA hours available that impedes quality program delivery.”

The reviewers made the following **recommendations**:

- Relationships
 - ▶ Expand opportunities for in-person engagement at UTM, such as through seminar series, to benefit both faculty (teaching- and tenure-stream alike) and the undergraduate student experience

- ▶ Ensure graduate student admissions reflect the research profiles of all tri-campus faculty; this will be critical as junior faculty move up in the ranks and become more active in advising and training graduate students
- ▶ “Graduate-level development will require increased access to processes controlling graduate student intake and graduate program development”
- Organizational and financial structure
 - ▶ Undertake a review of the teaching assistance system to address TA supports for program delivery, pedagogical development for TAs, and TA assignment processes
 - ▶ Consider if more teaching-stream faculty appointments may be warranted in order to balance their teaching load and allow for more research-based Group C enrichment courses
 - ▶ Reviewers are supportive of a proposal for an additional staff member to provide EDII student support; this role could also provide needed resiliency for the in-house academic advisor role
 - ▶ Revisit the question of graduate instructorships “to reflect on how they can be used to further the twin goals of filling curricular needs and providing professional and pedagogical development opportunities for senior graduate students”
 - ▶ “Given the recent hires, it seems likely that more space is required in the Department’s current building”
- Long-range planning and overall assessment
 - ▶ Explore the possibility of developing specialized MA programs in areas of campus strength to increase graduate student presence at UTM, and possibly create a pool of ‘local’ TAs
 - ▶ “We agree with the authors of the Self Study that more up-to-date data and more useful data is required to get a handle on graduation rates in the Department.”
 - ▶ The Department should reflect on its enrolment strategy and consider the ideal size for each of the five programs as a focal point for post-review discussion



September 23, 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 Sociology and its programs, which was held in April 2022. This Department includes programs in Sociology, HBA: Specialist, Major, Minor; and Criminology, Law & Society, HBA: Specialist, Major. Overall, the reviewers highlighted that the Department is home to a productive and collegial set of world-class faculty delivering strong undergraduate programs, and compares very favourably to top-ranked programs both nationally and internationally. They commended the Department's leadership in the area of Equity, Diversity, Indigeneity and Inclusion (EDI) at multiple levels, including curricular development; and were deeply impressed by the Department's "commitment to creating a diverse and inclusive environment for teaching and learning." They observed that the curriculum appears well-structured and comprehensive, and has been revised to reflect input from the previous review; and the Department has worked hard to ensure a robust faculty complement, in which teaching-stream faculty are critical to the success of programs. Finally, the reviewers praised the department for fostering a highly collegial environment among tenure-stream faculty, teaching-stream faculty, and staff.

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 April 20, 2023, as well as from a Chair's Administrative Response submitted by Prof. Phil Goodman, Chair of the Department of Sociology. 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 Sociology is scheduled to occur in the 2028-2029 academic year, with a midway report submitted to your Office in 2025-2026.

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

Sincerely,



Tracey Bowen
Vice-Dean, Teaching & Learning

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

CC: Nicholas Rule, Vice-Principal, Academic & Dean, University of Toronto Mississauga
Phil Goodman, Chair, Department of Sociology, 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 UTM Department of 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	Implementation Plan
The reviewers observed that "the Department reports a consistent slight decrease in enrolments" and that, as a result, "[t]he ideal size for each of the five programs should be a focal point of post-review discussion".	1	"Given stabilization in majors and enrolments after a period of dramatic expansion, the Department has an opportunity to reflect on the ideal size of its undergraduate programs, particularly in light of the growth it has experienced in tenure- and teaching-track faculty." (p. 2)	<p>Approximately four years ago the department engaged in a major overhaul of its two specialist programs – Sociology (SOC) and Criminology, Law and Society (CLS). These changes are detailed in our self-study and praised by the reviewers as a set of positive developments. The department believes it managed to create two distinguished specialist programs with unique program outcomes and goals.</p> <p>Central to these specialist programs are our year-long, intensive, thesis courses in which specialist students engage in research and analysis under the very close supervision and guidance of an expert instructor. These courses (Soc. 439 and Soc. 440) are each capped at 15 students, in order to give specialist students a high-quality experience and to uniquely situate them for graduate study and other employment after degree completion.</p> <p>The department believes that the ideal size of each specialist program is therefore generated by an annual cohort of just under 15 students, so that all students will</p>	<p>See Department Response (beside). The Office of the Dean agrees with the reviewer's recommendation and sees great benefit in making these determinations for the Department of Sociology. The unit's enthusiasm for increasing program sizes while maintaining their commitment to the quality of the student experience is commendable.</p> <p>The Department has indicated that the major limiting factor to increasing program size in the Specialist programs are the required Research Project (thesis) courses, which are currently capped at 15 students each. (Noting here that students enter these Specialists programs in their third year of study, so a program size of 30 students per specialist would be inline with an annual intake of approximately 15 students.) While it is understandable that these two courses would be limited in size due to resource constraints, the Dean's Office would strongly encourage Sociology to examine their other 400-level research and project-based courses to determine if</p>	<p>Short Term:</p> <ul style="list-style-type: none"> - (SOC) Increase size and/ or number of offerings of SOC100H5, including in the summer term, to initiate growth in the major programs; with assistance from the Academic Policy & Planning unit - (SOC) Review the minimum CGPA cut-off for the minor program to determine if a reduction to 1.8 could increase program enrolment while still maintaining high quality student experiences; propose changes via curriculum review process; with assistance from the Divisional Research, Analysis & Assessment Team (if requested) and PCU (if needed) - (SOC) Continue to monitor program enrolment and admission data to determine trends, needs, and opportunity for growth in major programs; with assistance from the Divisional Research,

			<p>be able take the required thesis courses. Given that students typically will join the specialist program as they transition from their second to third year of study, this means an ideal program size of each specialist program of approximately 30 students.</p> <p>The department, however, plans to revisit the size of the specialist programs during the 2024-2025 academic year. At that point, we [will have] the experience, data, and resources needed to better evaluate whether it might be possible to grow the size of these two specialist programs. For instance, at that time the department can consider whether it might offer two sections each of Soc. 439 and Soc. 440 (as well as other courses required by the specialist program), and thereby create the possibility of doubling the size of each specialist program to a total of about 60 students in each of the specialist programs.</p> <p>After considerable consultation, the department believes that there is some room for modest increases in the size of its two major programs. We plan to facilitate this growth by adding additional sections of Soc. 100, including during the summer terms. Furthermore, department leadership and staff will continue to study closely program admission requirements, which can be adjusted on a rolling basis as desired in order to facilitate some growth in the size of the majors. The department would also like to work with senior administrators on the UTM campus to begin brainstorming a new program that would involve directly admitting into SOC and CLS programs cohorts of students who</p>	<p>and how they can be modified to create a comparable experience to the required Research Project (thesis) courses and, thereby, creating additional capacity. These courses could become additional options for Specialist students in place of the limited enrolment Research Project (thesis) courses. The intent would be to make minor modifications to these courses, such as to current assessment methods; introducing more independent learning/ autonomy/ student choice into assignments/ projects; or incorporating opportunities for students to do more reflection in these courses. Such minor changes can be implemented relatively quickly and may allow these existing courses to fulfill similar course objectives to the Research Project (thesis) courses and help students achieve the same program learning outcomes. In particular, their Research Opportunity Project (ROP) courses seem well placed to accomplish this with minimal updates or changes.</p> <p>Additionally, Sociology is encouraged to consider how experiential education courses, such as their Internship course, could also fulfill the objectives of the Research Project (thesis) course requirement. These types of partnership-based experiences could prove to be of greater advantage to some students than a research-based experience.</p> <p>Before any changes to their Specialist programs can be made, Sociology will need to also examine the impact such changes could have to their other courses (at all levels of instruction) and programs. This, we are confident, will be part of the unit's upcoming examination of their Sociology</p>	<p>Analysis & Assessment Team (if requested)</p> <ul style="list-style-type: none"> - (SOC) Initiate discussions around a new admit post targeting Black, Indigenous, and/ or first-generation students; with the Dean's Office, PCU, Registrar's Office <p>Medium Term:</p> <ul style="list-style-type: none"> - (SOC) Revisit and review program size of specialist programs during the 2024-2025 Academic Year, with specific attention to expanding the size of their Research Project (thesis) courses and utilizing existing enrichment courses as additional options to the Research Project (thesis) course requirement; with assistance from the PCU, EEU, IEC (if requested/ needed) - (SOC) Monitor program enrolment data of majors and minors to determine if recently implemented changes have had a positive impact on program size; with assistance from Divisional Research, Analysis & Assessment (if needed) - (SOC & PCU) Develop proposal for new admit post targeting Black, Indigenous and/ or first-generation students <p>Long Term:</p> <ul style="list-style-type: none"> - (SOC) Monitor program enrolments across all five programs to ensure optimal size has been achieved and is maintained
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			<p>self-identify as Black or Indigenous and/or first generation scholars.</p> <p>Through these various mechanisms, we believe it will be possible to increase modestly the size of our two majors. Our target goal would be a ten to twenty percent increase in the size of each of our major programs as we believe we have the resources, expertise, and complement to support such an increase.</p> <p>Based on data provided to the department (and discussed in our self-study), the minor program in sociology has decreased considerably from a peak enrolment of 659 students during the fall 2015 term to 417 students during the fall 2019 term. Again, after consultation, the department would like to attempt to increase the size of this minor program. In particular, we are currently developing a number of courses that will have fewer prerequisites that will, we hope, boost summer term enrolment (which we understand to be of particular interest to the UTM Office of the Dean). These new courses will also offer more course options to those enrolling in the minor. Additionally, the program requirements for the minor program state that “The Department of Sociology determines the CGPA requirement each admission period in relation to the number of applicants and it is never below 2.00.” The department will consider lowering this CGPA number from 2.0 to 1.8 which it believes it has the capacity to do, while still helping students enrolled in the minor meet learning outcomes.</p>	<p>and Criminology, Law & Society Specialists in the 2024-2025 Academic Year.</p> <p>In relation to the two majors and one minor. Again, the Dean’s Office supports and encourages the Department’s efforts to find an ideal target size that balances teaching resources, student interest and demand, as well as quality student experiences. Continued examination will be helpful in helping to understand these trends. The Divisional Research, Analysis and Assessment Team (now within the Office of the Vice-President & Principal) can assist with gathering some of this data and the Program & Curriculum Unit (PCU) within the Office of the Dean can help with evaluation and recommend best practice options.</p>	<ul style="list-style-type: none"> - (SOC) Implement new admit post targeting Black, Indigenous, and/or first-generation students and monitor uptake; with assistance from the Registrar’s Office.
<p>The reviewers made a number of observations and potential</p>	<p>2</p>	<p>“Access to enrichment classes should be expanded to facilitate the addition of the Group C requirement for undergraduate</p>	<p>After considerable discussion, the department does not believe it currently has the resources needed to require every</p>	<p>See Department Response (beside). The Dean’s Office always welcomes and supports expansion and increased access</p>	<p>Short Term:</p> <ul style="list-style-type: none"> - (SOC) Review teaching resources within the unit to determine

<p>recommendations related to modifying the undergraduate curriculum, with a focus on enhancing the student experience, and making opportunities to engage in research, internships, experiential learning and seminar courses available to a greater number of students, including those in the major programs.</p>	<p>3</p>	<p>major and specialist programs in Sociology and CLS.” (p. 2)</p> <p>“We also specifically recommend the addition of a seminar requirement for majors and specialists in both areas, as seminar-style courses provide skill-development opportunities (e.g. engaged listening and oral expression) not available in other course formats.” (p.2) ... “we also emphasize the importance of working towards the goal of requiring all specialists and majors to take at least one small enrollment seminar. Seminars are critical for developing effective oral expression, communicating disciplinary knowledge and insights, and learning how to engage in respectful debate and deliberation.” (p. 7)</p>	<p>student enrolled in one of our two major programs to take a group C course.</p> <p>Seminar courses, for example, must for pedagogical reasons remain capped at 15 students, and in order to offer enough of them, we would have to cut back considerably our current offerings of non-seminar courses or receive approval for something like half a dozen growth faculty hires. As such, the department does not believe it is feasible to require every major student to take a seminar course at this time.</p> <p>In terms of internships, the department has already increased considerably the number of spaces available in its year-long internship course, Soc. 480. During the 2022-2023 academic year, 39 students were enrolled in Soc. 480, a marked increase from 2019-2020, during which enrolment was 9. We propose continuing to offer two sections (capped at 25 each) of Soc. 480 per academic year.</p> <p>[T]he department believes it can improve the student experience by increasing enrolment in Research Opportunity Program (ROP) courses and growing its offerings of Study Abroad. It will achieve the former through more concerted efforts during department meetings to explain to relatively recently hired faculty some of the advantages of the ROP program for their research and teaching and mentoring of talented undergraduate students. In terms of the latter, department leadership has already identified several faculty members who are interested in offering Study Abroad courses, based on the already very successful model of Soc. 485, Investigations Through Study Abroad, in</p>	<p>to enrichment experiences, including the referenced “Group C” courses for Sociology, seminar courses, internships, and ROPs. Understanding that these are also resource-intensive experiences, it is important to closely monitor these offerings to ensure optimal balance between resource demands, student interest, and faculty/ instructor availability.</p> <p>As the Department has pointed out in their response, they are not in a position to expand these offerings to require every student in the major programs to complete an enrichment-type course at this time. However, they have noted faculty interest in increasing ROPs, internships, and Study Abroad opportunities. The Experiential Education Unit (EEU) in the Office of the Dean (for ROPs and internships) as well as the International Education Centre (IEC) (for Study Abroad) can support the Department in these efforts. It should be noted that Study Abroad opportunities are costly for students, which limits the number that can participate. Departmental resources used to develop these opportunities could reach more students through enrichment and/ or seminar courses or ROPs. It will be important to strike and maintain a balance across these opportunities.</p>	<p>optimal balance of research project, seminar style, internship, ROP, and Study Abroad course types for the unit and its students</p> <ul style="list-style-type: none"> - (SOC) Initiate conversations with the EEU, IEC, and PCU, to discuss these increases <p>Medium Term:</p> <ul style="list-style-type: none"> - (SOC) Propose course and program changes through curriculum review process, if needed; with assistance from PCU <p>Long Term:</p> <ul style="list-style-type: none"> - (SOC) Monitor changes and adjust as needed; with assistance from PCU (as appropriate)
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			which students travel during the term for about ten days as part of a broader scholarly investigation into one or more international issues. We envision building over the next several years to a point at which we would offer at least two sections of Soc. 485 each term, travelling to various countries and regions, as appropriate.		
4	“More teaching-stream faculty appointments may be warranted to both equalize their teaching load across the teaching spectrum and to allow for more research-based Group C course spaces to open up (these courses are highly demanded by students).” (p. 17)	[I]f the department does receive approval for one teaching-stream growth hire (in CLS) and timely approval of replacement hires for resignations and retirements, we will prioritize creating new Group C courses (including seminars) and increasing the offerings of existing Group C courses. The goal will be to offer the opportunity (but not requirement) for major students to take one or more Group C courses during their undergraduate careers at UTM.	See Department Response (beside). Sociology is encouraged to incorporate this recommendation into their departmental complement plans. Strategic use of CLTAs and part-time faculty are also encouraged. As faculty growth slows in the immediate and near future, growth positions may be difficult to secure and the Department is encouraged to explore creative alternatives to expand these offerings. Incorporating more graduate students as course instructors could be one such option to free up faculty capacity so they can offer research-based opportunities (see Recommendation #21).	Short Term: <ul style="list-style-type: none"> - (SOC) Submit growth teaching stream position in annual departmental complement plans; include possible requests for CLTA and part-time faculty, as appropriate - (SOC) Determine which courses may be well-suited for graduate students to teach; post and hire for these, as appropriate and with approval; with assistance from the Office of the Dean Medium Term: <ul style="list-style-type: none"> - (SOC) If approved, launch search for new growth hire; with assistance from Vice-Dean, Faculty - (SOC) Monitor effectiveness of graduate student instructors via student surveys and feedback - (SOC) Continue to find opportunities to incorporate graduate students as instructors in undergraduate courses - (SOC) Review impact to faculty teaching resources due to graduate student teaching; increase enrichment and research-based course opportunities, as appropriate 	
5	“we would encourage some elaboration or sharpening of the learning	See Dean’s Response (beside).	The Office of the Dean acknowledges the comments of the reviewers in this area	Short Term:	

		<p>objectives...The learning objectives might more explicitly center questions of application—in other words, students’ ability to bring their academic disciplinary training to bear on ‘real world’ concerns.” (p. 6)</p>		<p>and encourages regular review of program design and curricular content beyond cyclical program reviews. A critical element of this is maintaining up-to-date curriculum maps with clear program learning outcomes. With a new divisional academic plan under way, all academic units will be asked to develop their own unit-specific academic/ strategic plan to clearly articulate and focus their priorities for the upcoming 5-7 years. This will be an opportunity for Sociology to review and update their curriculum maps and program learning outcomes in tandem with the development of their academic plan, ensuring strong alignment of both. One of their considerations during these exercises should be how well their current learning outcomes address application of knowledge, especially outside of an academic setting. Program and course modifications may be warranted as a result. The Associate Dean, Pedagogical Development & Scholarship can support curriculum mapping projects and the PCU can assist with resulting curriculum change proposals.</p>	<ul style="list-style-type: none"> - (SOC) Review curriculum map and program learning outcomes of programs; with Associate Dean, Pedagogical Development & Scholarship (if needed) <p>Medium Term:</p> <ul style="list-style-type: none"> - (SOC & PCU) Propose program changes based on departmental review
6		<p>“Presumably, one objective for CLS specialists and majors is to integrate or synthesize the different approaches and/or lenses that they are exposed to throughout their interdisciplinary course of study. We were therefore surprised by the absence of any references to interdisciplinarity in the learning criteria for the two CLS programs.” (p.6)</p>	<p>See Dean’s Response (beside).</p>	<p>The Office of the Dean agrees with the observations of the reviewers, noting additionally that there has been impressive growth from other UTM academic units in areas that relate and connect to CLS programming. This presents an exciting opportunity for collaboration that could yield innovations in the form of joint courses, new interdisciplinary ROPs, thesis projects, etc. The PCU can assist with facilitating some of these connections as well as support any curricular or academic change proposals that may come from these interactions.</p>	<p>Short Term:</p> <ul style="list-style-type: none"> - (SOC) Reach out to units also working in CLS area to discuss opportunities for collaboration; with assistance from PCU (if requested) <p>Medium Term:</p> <ul style="list-style-type: none"> - (SOC & PCU) Propose related changes to courses and programs <p>Long Term:</p> <ul style="list-style-type: none"> - (SOC) Monitor impact of changes, adjust as needed; with assistance from PCU (if requested/ needed)

	7	<p>“We understand that some departments at UTM have undergraduate students serve in a kind of modified teaching assistant role in first-year courses. While this may not work well in all course contexts, we would strongly encourage Sociology to consider such a model. Given undergraduate interest in more experiential types of learning that entail opportunities to interact with faculty, we anticipate there would be strong interest in such a role”</p>	See Dean’s Response (beside).	<p>There is certainly precedent for this type of initiative at UTM and it is a great opportunity for undergraduate students and instructors. Other academic units have utilized undergraduate students in this capacity and created opportunities for teaching and leadership training within their programming to great success. The Dean’s Office encourages Sociology to connect with these units to learn about their approach. Our Institute for the Study of University Pedagogy (ISUP) may also be a resource and partner in this venture. As the reviewer’s have noted in their recommendation, this may not be an advantageous approach for all courses and academic situations. Modifications to courses may be required to facilitate this. The PCU can assist with these changes.</p>	<p>Short Term:</p> <ul style="list-style-type: none"> - (SOC) Consult with cognate units, including ISUP, to examine their approach to utilizing senior undergraduate students in a teaching assistant-type role for 100-level courses - (SOC) Determine if this is appropriate and ideal for Sociology courses and programs; proceed with necessary curriculum changes, as needed; with assistance from PCU <p>Medium Term:</p> <ul style="list-style-type: none"> - (SOC) Implement approved changes and monitor impact to students and programs; adjust as needed
<p>The reviewers raised questions around the possible impacts of the Department’s admissions requirements on the demographic composition of the students in its various programs, as well as students’ ability to plan their courses of study. They recommended further exploration and consideration of these issues.</p>	8	<p>“we would raise two questions about [admission] requirements. First, what is the effect of admissions requirements on the demographic (racial, socioeconomic, etc.) composition of the students in the various programs? Is there any reason to be concerned that the admissions requirements for the specialist programs might affect the diversity of the student population? Second, the overall GPA required for admission can and does change from year to year; what effect might this have on the ability of students to plan their course of study? Are they able to make contingency plans should they find that they are unable to pursue their chosen major?” (p. 5)</p>	<p>The department would [like] to work with senior administrators on the UTM campus to begin brainstorming a new program that would involve directly admitting into SOC and CLS programs cohorts of students who self-identify as Black or Indigenous and/or first generation scholars.</p> <p>We propose that the department hire one or more work study students to gather and analyze administrative data that could help answer these questions, as well as to liaise with the department’s Peel Social Lab which routinely surveys past and present students enrolled in one or more of our five undergraduate programs. As such, we will investigate this question, and then deliberate as a department in terms of what, if any, actions might be appropriate.</p>	<p>In Sociology’s departmental response (beside), they have suggested early stage work on an idea to develop a new sociology admit post for Black, Indigenous, and/ or first-generation applicants. This will directly address the concerns of the reviewers while also working toward reducing access barriers for these student groups.</p> <p>Additional data is required to fully understand the situation and impact that our admission and completion requirements have on the ‘demographic composition’ of the students. Some of this data has only been tracked in recent years or is not yet available, so comprehensive data might still be years away. In the meantime, the Divisional Research, Analysis and Assessment Team can assist with providing data that is available and the PCU can support evaluation,</p>	<p>See Implementation Plan for Recommendation #1 (above). In addition ...</p> <p>Short Term:</p> <ul style="list-style-type: none"> - (SOC) Review available admission data, in relation to demographic composition of students; with assistance from Peel Social Lab and Divisional Research, Analysis & Assessment Team - (Office of the Dean) Continue to explore and consult across the division, opportunities for alternative academic pathways for students who do not qualify for their first choice of program (such as SOC or CLS); this could include minor modifications, major modifications, and/ or targeted student advising strategies <p>Medium Term:</p>

				<p>assessment, and planning for next steps in this area.</p> <p>Alternative academic pathways for students are already being explored at the divisional level. This exploration and planning will continue as our understanding of student needs improves.</p>	<ul style="list-style-type: none"> - (SOC) Determine if additional action is required by the Department; with assistance from PCU (if required) - (Office of the Dean/ PCU) Determine if any curriculum changes or major modifications are required to establish alternative academic pathways for students who do not qualify for their chosen program of study; develop and submit these proposals, as needed <p>Long Term:</p> <ul style="list-style-type: none"> - (SOC & Office of the Dean/ PCU) Monitor approved and implemented changes to determine efficacy; adjust, as needed
	9	<p>“We also support the hiring of a staff person to provide EDII support to what we understand to be an ever more diverse set of UTM Sociology and CLS students.” (p. 3)</p>		<p>Requests for funding for new initiatives and staff at UTM should go through the newly established funding request process overseen by the Strategic Planning Advisory Committee (SPAC). Funding opportunities for staff positions that align with UTM’s Strategic Framework are available on a one-year, five-year, or continuing basis.</p> <p>In the interim, staff are encouraged to make use of EDII training opportunities within U of T’s Centre for Learning, Leadership & Culture (LLC) and build connections through UTM’s Equity, Diversity & Inclusion Office (EDIO) to help support colleagues and students and share knowledge and resources.</p>	<p>Short Term:</p> <ul style="list-style-type: none"> - (SOC) Submit SPAC application for growth position in EDII support - (SOC) Encourage current staff in unit to engage in EDII training opportunities available through LLC and make connections through EDIO <p>Medium Term:</p> <ul style="list-style-type: none"> - (SOC) Hire EDII staff, if approved
<p>The reviewers observed some lack of clarity among teaching-stream faculty</p>	10	<p>“We have two discrete recommendations [related to teaching stream faculty]: 1) the hiring of an</p>	<p>[T]he department indeed strongly recommends – something affirmed during department-wide consultation after</p>	<p>See Dean’s Response above, for Recommendation #4. Sociology is encouraged to incorporate this</p>	<p>See Implementation Plan for Recommendation #4 (above).</p>

<p>regarding their roles with respect to research and funding opportunities, as well as processes for annual review and promotion. They made recommendations around policy clarification and other supports. (In developing your response, you are encouraged to consult with the Office of the Vice-Provost, Faculty and Academic Life.)</p>		<p>additional teaching-stream faculty; and..." (p. 6)</p>	<p>receipt of the external reviewers' report – [a] growth teaching-stream hire. Such a hire could focus principally, but not exclusively, on teaching courses in our Criminology, Law and Society major and specialist program. This would, as explored in the previous section as well, significantly enhance the quality of our undergraduate programs and the student experience.</p>	<p>recommendation into their departmental complement plans. Strategic use of CLTAs and part-time faculty are also encouraged. As faculty growth slows in the immediate and near future, growth positions may be difficult to secure and the Department is encouraged to explore creative alternatives to balance teaching load. Incorporating more graduate students as course instructors could be one such option (see Recommendation #21).</p>	
	11	<p>"2) the reduction in the teaching load of teaching-stream faculty from seven half-credit courses to six." (p. 6)</p>	<p>[T]he department continues to support a workload policy in which faculty appointed to the teaching-stream have a normal teaching load of 3.0 HCE courses per academic year. This number is in line with teaching-stream appointed faculty in sociology on our other two campuses (UTSG and UTSC), as well as other social science departments at UTM. Furthermore, this modest reduction in the teaching load will allow teaching-stream faculty to offer excellent courses at a variety of levels, including experiential learning and other Group C high-impact courses.</p>	<p>See Department Response (beside). The Office of the Dean acknowledges the recommendation of the reviewers and notes that Sociology has already submitted their new workload policy for review and approval through the Office of the Vice-Dean, Faculty (with input from the Office of the Vice-Provost, Faculty & Academic Life). It is expected that Sociology will be advised of the outcome before the end of the 2023 calendar year.</p> <p>It should also be noted that a reduction in teaching load in the unit would likely mean an increased reliance on sessionals (at least in the immediate short term) if comparable course offerings were to be sustained. This would certainly be counter to the reviewer's recommendations to expand the enrichment and experiential opportunities for students (see Recommendations #2 and #3, above). A balance between these two recommendations will need to be found.</p>	<p>Short Term:</p> <ul style="list-style-type: none"> - (SOC) New workload policy proposing reduction of teaching load for teaching-stream faculty submitted to Office of the Dean (Vice-Dean, Faculty) - (Office of the Dean) Review and respond to proposal <p>Medium Term:</p> <ul style="list-style-type: none"> - (SOC) If approved, implement changes; with assistance from Office of the Dean (Vice-Dean, Faculty), if needed <p>Long Term:</p> <ul style="list-style-type: none"> - (SOC) Monitor impact of this change to teaching load on students, programming, and teaching resources within Department
	12	<p>"There should also be discussion of research support (including access to PI roles on external grants) for teaching-stream faculty and greater clarity about their relationship to the tri-campus Department graduate program." (p. 6)</p>	<p>[T]he reviewers note in several places a concern about campus and university support for teaching-stream faculty to engage in world-class research. This is almost entirely beyond and outside the control of the department. Department</p>	<p>See Department Response (beside). As noted by the Department, these considerations require larger tri-campus discussions, most especially with the Vice-Provost, Faculty & Academic Life. The Dean's Office will continue to be engaged</p>	<p>Short Term:</p> <ul style="list-style-type: none"> - (SOC & Office of the Dean) Consult with Vice-Provost, Faculty & Academic Life; consultation with the School of Graduate Studies (SGS) may also be needed

leadership can, however, continue to both advocate for shifts in policy (which we believe are already happening at the campus and tri-campus level) and local department-level support for teaching-stream research. The last includes writing letters of support for teaching-stream faculty to be able to serve as investigators on external grants and recognizing research and pedagogical professional development in terms of PTR awards for teaching-stream faculty. In addition, we have regularly provided departmental funding to all our teaching-stream faculty to enable them to hire Research Assistants (RAs).

[T]he reviewers call for greater clarity regarding the relationship of teaching-stream appointed faculty to the tri-campus graduate program. Again, this is almost entirely out of the control and purview of the UTM sociology department. The role and involvement of teaching-stream faculty in teaching, mentoring, and supervising MA and PhD sociology students is a decision of the Graduate Chair in consultation and deliberation by members of the tri-campus sociology department. We do have some insight into the challenges here, however, given that the UTM sociology chair is one of four chairs that comprise the leadership team of the tri-campus department.

Unfortunately, we can note current allotments of international and domestic student quotas (among the lowest in North America of any R1) mean that the tri-campus graduate department has exceedingly low numbers of students relative to faculty, which has the

in these conversations and advocate for UTM faculty, as needed and appropriate. The Vice-Dean, Faculty and Vice-Dean, Graduate Studies & Postdoctoral Affairs will support and assist.

			downstream effect of limiting the ability of faculty to teach graduate courses. As such, the position of the current Graduate Chair and consensus of the tri-campus program is that teaching-stream faculty will not normally teach or supervise graduate students. Any change on this front would have to come from the graduate chair, tri-campus graduate program, and the School of Graduate Studies (SGS). And it would likely require considerably higher allotments to sociology of graduate student admissions.		
The reviewers highlighted that the arrival of new faculty with expertise in areas such as Indigeneity Studies and Canadian Black Studies has the potential to enhance UTM Sociology's distinctive profile within the U of T system. They made several recommendations related to enhancing supports for early career and BIPOC faculty, and ensuring the visibility of their work beyond the department.	13	"Another issue raised in interviews included lack of acknowledgement of the extra responsibility, especially for junior faculty, to work in leadership roles with research groups and institutes, both on and off campus. Consider providing such faculty, especially those pre-tenure, with teaching releases when they engage in this type of work. It is also important to ensure that such work is both visible and valued in a faculty member's workload expectation report and annual assessment." (pp. 14-15)	See Dean's Response (beside).	While the Office of the Dean is in agreement that the work of faculty, in and outside the classroom, should be appropriately acknowledged, there are concerns around offering teaching release for this purpose. Given the reasons limiting the Department's ability to expand enrichment and experiential opportunities (see Recommendations #2 and #3, above), it would be expected that teaching release for service work would further exasperate the situation (see also, Recommendation #11, above). Nevertheless, a fair and transparent policy to acknowledge the important work that faculty engage in is needed. Sociology is encouraged to explore options and examples from cognate units on how they manage service work of faculty, The Office of the Vice-Dean, Faculty may be able to offer assistance and advice on best practices.	Short Term: - (SOC) Consult with other UTM academic units to determine how they have acknowledged service/ additional work of faculty; the Office of the Dean (Vice-Dean, Faculty) can assist, as needed Medium Term: - (SOC) Determine, as a unit, a fair and transparent policy to acknowledge service work of faculty; Vice-Dean, Faculty to assist, if needed
	14	"With regard to the assessment of faculty performance, we understand that there is a new form for annual review in the works; we recommend that specific attention be given to junior and BIPOC	See Dean's Response (beside).	The Dean's Offices strongly agrees with this recommendation. Other academic units at UTM have recently engaged in equity and belonging-based revisions in their PTR evaluation criteria. Sociology is	Short & Medium Term: - (SOC) Review and update PTR guidelines to reflect the Department's commitment and priorities around EDII; with

		faculty concerns, and care be taken to ensure that the work faculty do beyond the Department, including with other units on the campus and in the greater UT system, is visible and valued.” (p. 21)		encouraged to also review and update their guidelines to ensure it appropriately reflects the unit’s priorities around EDII and addresses concerns of junior and BIPOC faculty. The Office of the Vice-Dean, Faculty can support this initiative.	assistance from the Vice-Dean, Faculty Medium & Long Term: - (SOC) Monitor impact and effectiveness of these changes; adjustments may be needed; with assistance from the Vice-Dean, Faculty
	15	“Recent hires that amplify the Department’s impact in EDII provide significant program development opportunities but these junior faculty need to be protected from over extension and supported in their responsibilities, especially those who identify as BIPOC (some of whom have experienced racism on and off the campuses) and/or work in EDII areas.” (p. 14)	In a constructive critique, the reviewers’ note in various places in their report that more can continue to be done to ensure that BIPOC faculty are supported at every level and that their research and teaching is made visible within and beyond the university. At the department level, we will continue to use the Peel Social Lab (PSL) and other department initiatives to highlight this important work. Other changes will have to be done at the tri-campus graduate program level and beyond and are largely not within our control.	This is another recommendation that the Dean’s Office strongly supports. It should be noted that, similar to Recommendation #14 (above), other units at UTM have recently engaged in work to both acknowledge and protect their BIPOC faculty. For example, establishing an Anti-Oppression Task Force, updating their PTR evaluation criteria, developing a departmental anti-racism/ EDII statement, prioritizing the funding of EDII initiatives (such as guest speakers and cultural events). Sociology is encouraged to explore these ideas to address this recommendation. The Office of the Vice-Dean, Faculty can provide support and assistance, as appropriate.	Short & Medium Term: - (SOC) Review and identify opportunities to support BIPOC faculty; if needed, consult with other UTM units; with assistance from Vice-Dean, Faculty (if needed) - (SOC) Implement actionable items that were identified in departmental review (i.e. updating PTR evaluation criteria, developing a departmental EDII statement, etc.); with assistance from Vice-Dean, Faculty (if needed) Medium & Long Term: - (SOC) Monitor impact and effectiveness of these changes; adjustments may be needed; with assistance from the Vice-Dean, Faculty
The reviewers made some suggestions for the Department related to Teaching Assistant support, including exploring strategies to clarify and communicate unit-level expectations for TAs, and reflecting on the role that faculty play in	16	“A substantial review of the teaching assistance system is needed...Though the issue of TA hours is presumably one that extends beyond the Department, some changes, such as more clearly setting and communicating expectations for TAs (e.g. class attendance), can be and should be made by the Department. We also encourage reflection on the role that faculty play in co-grading or	Any increase to the department’s TA budget would certainly directly support teaching and enhance the quality of our courses. Beyond the TA budget, the reviewers note that faculty could do more to grade papers and also communicate to TAs more clearly expectations regarding how to mark student work, how to participate in the	See Department Response (beside). As acknowledged by the reviewers, this is a complicated matter that requires work at the unit, divisional, and institutional level. Sociology has noted efforts to implement some of the reviewer’s recommendations, such as a dedicated faculty meeting to discuss TA support. These developments are supported by the Dean’s Office. If a	Short Term: - (SOC) Dedicate one faculty meeting a year to review TA concerns, specifically communication of expectations to TAs and best practices in supporting TAs - (SOC) Review and submit updated TA rationales for courses, as needed; with assistance from

supporting TAs working under their supervision.	17	<p>otherwise supporting the marking done by TAs under their supervision.” (p. 3)</p> <p>“Presumably, the availability of TA hours is an issue that cannot be resolved at the Department level, though we strongly endorse their suggestion for increasing TA support. We also recommend review of the Department’s policies and expectations for TAs.” (p. 8)</p>	<p>course (including in-person attendance in lectures and other course meetings), etc.</p> <p>We will dedicate the majority of one faculty meeting during the 2023-2024 academic year to these and the other suggestions made by the reviewers regarding making the most of existing TA support.</p>	<p>more optimal TA allocation is determined for Sociology, there is an established process to update TA rationales. The Academic Policy & Planning Unit within the Office of the Dean can provide support.</p>	<p>Academic Policy & Planning Unit (if needed)</p> <p>Medium & Long Term:</p> <ul style="list-style-type: none"> - (SOC) Continue to dedicate one faculty meeting per year to discuss TA matters
The reviewers encouraged campus and departmental leadership to explore the possibility of expanded UTM Sociology offerings in areas of UTM’s strengths.	18	<p>“we would encourage the UTM faculty, together with campus leadership, to explore the possibility of developing specialized MA programs in areas of campus strength.” (p. 3)</p>	<p>Many of these suggestions require action and resources well beyond the scope of the department, so our department’s deliberations and this chair’s administrative response is of limited usefulness.</p> <p>A few concrete suggestions, however, may be helpful. First, we recommend supporting the department’s efforts to hire diversely in the coming years (something we have considerable expertise in, but which does require the approval of replacement hires). Additionally, the campus can provide financial and administrative support for a forthcoming proposal from the department to create a program for BIPOC and first-generation students. Lastly, the department will explore the possibility of having a staff member work closely with the tri-campus program to enhance communication and coordination.</p>	<p>Research-based graduate programming has been identified as a UTM priority. The Office of the Vice-Dean, Graduate Studies & Postdoctoral Affairs has been working closely with academic units to explore graduate opportunities. A process to submit an Expression of Interest to signal interest in graduate programming has been established. The Department is encouraged to work with the Vice-Dean, Graduate Studies & Postdoctoral Affairs and submit an Expression of Interest if there is enthusiasm within the unit for graduate programming. The PCU will also support the development and approval of the program proposal.</p>	<p>Short Term:</p> <ul style="list-style-type: none"> - (SOC) Determine, as a unit, if graduate programming is an interest and/ or priority for the Department - (SOC & Office of the Dean) If there is sufficient interest in developing research-based graduate programming at UTM, engage in conversations with the Vice-Dean, Graduate Studies & Postdoctoral Affairs to explore options <p>Medium Term:</p> <ul style="list-style-type: none"> - (SOC) Submit an Expression of Interest to confirm interest in developing graduate programming options at UTM; with assistance from Vice-Dean, Graduate Studies & Postdoctoral Affairs and PCU, as needed - (SOC & Office of the Dean) If appropriate, begin work in developing a new program proposal for a research-based graduate program at UTM
The reviewers observed opportunities for UTM Sociology to build a more active departmental community at the campus level, and strengthen	19	<p>“[synergies and cross-over between the department’s two program streams] were not clear to us, and we would encourage the Department to reflect on the degree to which they may be unclear to students as well. Could these</p>		<p>The Office of the Dean always supports and encourages efforts to strengthen the academic community. The Department of Sociology appears to be already engaged with their student society (the UTM Sociology and Criminology Society),</p>	<p>Short Term:</p> <ul style="list-style-type: none"> - (SOC) Continue to work with Sociology and Criminology Society and promote departmental communication engagement

<p>connections between programs, noting that “expanding opportunities for in-person engagement at UTM may not only generate rewards for faculty (teaching- and tenure-stream alike); it could positively impact the undergraduate student experience as well.”</p>		<p>connections be strengthened by efforts to build a more active departmental community at the campus level? For example, by creating opportunities for collaboration between the Sociology and CLS student associations?’ (p. 4)</p>		<p>participating in regular social events and community engagement activities (cited examples include their ‘Coffee and Conversations’ series, ‘Career and Further Education Panels’, and their ‘What to do with your Degree’ series). Additionally, the Department has a staff and faculty liaison for the Society.</p> <p>While there appears to already be impressive collaboration between the unit and the student society, the observations of the reviewers are noted and we would encourage the Department to look for further opportunities, with particular attention to when disciplinary connections between SOC and CLS can be further emphasized and/ or in-person participation is possible.</p>	<p>Medium Term:</p> <ul style="list-style-type: none"> - (SOC) Continue to work with Sociology and Criminology Society and promote departmental communication engagement <p>Long Term:</p> <ul style="list-style-type: none"> - (SOC) Continue to work with Sociology and Criminology Society and promote departmental communication engagement
<p>The reviewers made a number of observations and suggestions related to enhancing communication and coordination across the tri-campus graduate Department of Sociology, including considering expanding the role of graduate students in delivering undergraduate courses at UTM, and exploring strategies to ensure “that graduate student admissions reflect the research profiles of all faculty in the tri-campus Sociology department”.</p>	21	<p>“...we believe there may be an important role to play for graduate student instructors in teaching in-demand small format classes. Having advanced graduate students more regularly teach their own courses might allow the Department to expand undergraduate offerings (including the seminars we suggest below) while also providing graduate students with valuable teaching experience.” (p. 2)</p>		<p>The Office of the Dean agrees with this recommendation and encourages the Department to explore opportunities where this can be implemented. The Dean’s Office supports these beneficial opportunities to enhance the graduate and undergraduate student experience wherever possible and (as noted above for Recommendations #4 and #10), with faculty growth opportunities slowing, this could be a strong strategy to manage instructor resources for the Department.</p>	<p>See Implementation Plan for Recommendation #4 (above).</p>
	22	<p>“A concrete recommendation we have is ensuring that graduate student admissions reflect the research profiles of all faculty in the tri-campus Sociology Department.” (p. 3)</p>	<p>See Dean’s Response (beside).</p>	<p>The Office of the Dean agrees with this recommendation as well; however, oversight of the Sociology graduate program lies with the tri-campus graduate unit on the St. George campus. The Dean’s Office encourages the Department to engage with the graduate chairs of their respective graduate units to discuss these concerns.</p>	<p>Short Term:</p> <ul style="list-style-type: none"> - (SOC) Department to engage graduate chairs of their tri-campus graduate programs to discuss concerns around graduate student admission; with assistance from Vice-Dean, Graduate Studies & Postdoctoral Affairs, if needed

	23	“Given the recent extraordinary growth in the Department particularly in EDII areas with BIPOC faculty, there is an enormous potential for development of Black Studies and Indigenous programming, including at the graduate level. Especially graduate-level development will require increased access to processes controlling graduate student intake and graduate program development.” (p. 14)	The department would [like] to work with senior administrators on the UTM campus to begin brainstorming a new program that would involve directly admitting into SOC and CLS programs cohorts of students who self-identify as Black or Indigenous and/or first generation scholars.	See Dean’s Responses to Recommendations #8 and #18 (above). The Dean’s Office, once again, agrees with and supports this recommendation. The Vice-Dean, Graduate Studies & Postdoctoral Affairs and the PCU will assist and support, as appropriate.	See Implementation Plan for Recommendations #8 and #18 (above).
Other recommendations not prioritized in the Request for Administrative Response	24	“We agree with the authors of the Self Study that more up-to-date data and more useful data is required to get a handle on graduation rates in the Department.”(p. 18)	See Dean’s Response (beside).	This is a long-standing issue across the division and institution as a whole. Great advancements in how we track and map student life cycles have occurred in recent years and significantly more and better information is now available. In order to fully understand the data, we need more time at this level of data gathering and tracking. Currently, however, the Divisional Research, Analysis and Assessment Team can assist with assembling and evaluating the available data and offer creative solutions on how to answer questions around graduation rates, completion rates, etc.	Short & Medium Term: - (SOC) Review data around student retention, graduation rates, and time to completion to determine if there is a cause for concern here and any action needed; with assistance from the Divisional Research, Analysis and Assessment Team
	25	“the relatively high percentage of students not finishing (around a third) is worrisome. We would encourage the Department and the University to collect data to better understand what may be complex and varied reasons for this outcome; it does not appear student access to required courses is a significant factor, but additional and more detailed data to confirm that hypothesis would be welcome.” (p. 9)	See Dean’s Response (beside).		
	26	“we would encourage greater reflection on the degree to which the CLS programs are making maximal use of relevant faculty resources in other Departments.” (p. 6)	See Dean’s Response (beside).	See Recommendation #6 (above). As noted above, there has been much development and innovation in cognate units at UTM, especially in areas around CLS. There are many opportunities to collaborate and partner with these units and faculty to develop new and exciting academic initiatives for UTM students. The PCU can assist and support, as needed.	See Implementation Plan for Recommendation #6 (above).

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 Department is home to a productive and collegial set of world-class faculty delivering strong undergraduate programs, and compares very favourably to top-ranked programs both nationally and internationally. They commended the Department's leadership in the area of Equity, Diversity, Indigeneity and Inclusion (EDII) at multiple levels, including curricular development; and were deeply impressed by the Department's "commitment to creating a diverse and inclusive environment for teaching and learning." They observed that the curriculum appears well-structured and comprehensive, and has been revised to reflect input from the previous review; and the Department has worked hard to ensure a robust faculty complement, in which teaching-stream faculty are critical to the success of programs. Finally, the reviewers praised the department for fostering a highly collegial environment among tenure-stream faculty, teaching-stream faculty, and staff.

The reviewers recommended that the following issues be addressed: "the Department reports a consistent slight decrease in enrolments" and that, as a result, "the ideal size for each of the five programs should be a focal point of post-review discussion"; number of observations and potential recommendations related to modifying the undergraduate curriculum; possible impacts of the Department's admissions requirements on the demographic composition of the students in various programs; some lack of clarity among teaching-stream faculty regarding their roles with respect to research and funding opportunities, as well as processes for annual review and promotion; enhancing supports for early career and BIPOC faculty, and ensuring the visibility of their work beyond the department; exploring strategies to clarify and communicate unit-level expectations for TAs, and reflecting on the role that faculty play in supporting TAs working under their supervision; explore the possibility of expanded UTM Sociology offerings in areas of UTM's strengths; build a more active departmental community at the campus level, and strengthen connections between programs; considering expanding the role of graduate students in delivering undergraduate courses at UTM, and exploring strategies to ensure "that graduate student admissions reflect the research profiles of all faculty in the tri-campus Sociology department."

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 Sociology is scheduled to occur in the 2028-2029 academic year, with a midway report submitted in 2025-2026.

The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than *the 2025-2026 Academic Year* on the status of the implementation plans.

The next review will be commissioned in the 2028-2029 Academic Year.

6 Distribution

On June 30, 2024, 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(s) Reviewed:	Specialist (Joint) program in Journalism
Units Offering Program:	Centennial College: School of Communications, Media and Design UTSC: Department of Arts, Culture and Media
Commissioning Officer:	Centennial College: Dr. Glen Lowry, 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"> ● *Professor Terry Flynn, Associate Professor, DeGroote School of Business, Communications, McMaster University ● Professor Michelle Grimes, Business Conestoga College ● *Professor Hernando Rojas, University of Wisconsin Michigan, School of Journalism and Mass Communication ● Kathy Vey, Freelance Journalist ● Adeline Alexandra Burpee, Student Reviewer <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 23-24, 2022
Date Reported to AP&P:	October 24, 2023

Previous UTQAP Review

Date: May 30 – 31, 2013

Summary of Findings and Recommendations

Significant Program Strengths

- State-of-the-art curriculum
- Innovative, creative approaches to course design and delivery
- Integrated program model offering both a university degree and applied practice

Opportunities for Program Enhancement

- Developing specific overall learning outcomes
- Ensuring consistency in both the university and college student experience
- Increasing the number of higher-level university courses
- 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 Program: Previous External Review Report (2013); Program Self Study, October 2022.
4. About Programs and Courses: Description of all programs; Description of all courses; Self-Study Data; Curriculum Mapping
5. Course Syllabi (all courses).
6. Faculty CVs (all faculty).

Consultation Process

- The decanal group from UTSC, including the Vice-Principal Academic and Dean; Vice-Dean Teaching, Learning and Undergraduate Programs; Associate Dean, Undergraduate Programs & Curriculum, Associate Dean; Assistant Dean, Office of the VP Academic and Dean; and Academic Programs Officer
- The decanal group from Centennial College, including Associate Vice President, Applied Research, Hyflex Learning and Academic Partnership; Associate Vice President, Learning Innovation, Teaching Excellence and Academic Quality; Dean, School of

Communications, Media, Arts, & Design; Director, Academic Excellence and Program Quality; 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), Acting Chair of the School of Communications, Media, Arts and Design, Program Coordinators (UTSC and CC)
- Administrative Staff – UTSC and Centennial College: Program Coordinator, Arts, Culture and Media (UTSC), Student Success Advisor (CC)
- Librarians – UTSC and Centennial College: Chief Librarian (UTSC), Liaison Librarian (UTSC), Director of Libraries and Learning Centres (CC), 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 Manager, Student Recruitment (UTSC), Associate Registrar and Director of Student Services (UTSC), Associate Vice President, Enrollment Services and Registrar (CC)
- Journalism program 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 commended the Joint Specialist Degree Program for successfully navigating the challenges of university-college partnership in Ontario over the past 20 years
 - ▶ Both institutions are deeply committed to upholding the high-quality standards of the program
 - ▶ “The University of Toronto’s reputation and quality of scholarship, combined with the real-life practice and wide-spanning industry connections offered by Centennial [College], provide significant advantages to this program”
- Objectives
 - ▶ Reviewers concluded that both institutions understand the objectives of the program, and are committed to ensuring students apply critical thinking and research skills, along with practical and technical skills, within the field of journalism
- Admissions requirements
 - ▶ The grade-entry requirements appear appropriate
- Curriculum and program delivery
 - ▶ Curriculum provides both a theoretical and academic study of journalism as well as a practical application

- ▶ Reviewers noted a number of program enhancements in recent years, including: additional course options; changes to the Senior Seminar in Journalism that allow independent journalism projects to be more aligned with industry expectations; a planned tenure-track hire
- ▶ Curriculum design for Year 3 provides students with a variety of technical, reporting, and editing skills that aligns with current industry standards; the Program Advisory Committee ensures the program remains up to date with current industry expectations
- ▶ Reviewers also commented favourably on a number of changes to the Centennial College curriculum, such as the instructional use of smartphones as journalistic tools, the addition of podcasting, training related to entrepreneurship and freelancing, and exploring non-traditional careers
- ▶ Reviewers found the emphasis on data analytics to be a commendable feature of the program
- ▶ The work placement is a highlight for students, and faculty and staff supporting the placements at Centennial College have expanded opportunities to include roles in communications and social media in response to downsizing in traditional media outlets
- Assessment of learning
 - ▶ Reviewers found the variety and scope of assessments within the Centennial College curriculum to be overall appropriate and effective for measuring program learning outcomes
- Student engagement, experience and program support services
 - ▶ Students reported strong, positive relationships with cohort peers and faculty at Centennial College, benefitting from smaller class sizes
 - ▶ Student support services appear to be robust at both institutions
- Quality indicators – undergraduate students
 - ▶ The program has a reasonable applicant ratio with strong entry grades
 - ▶ Students generally complete the program within 4.5 years, “which is somewhat better than students in other UTSC programs and indicates dedicated and resilient cohorts”
- Quality indicators – faculty
 - ▶ Reviewers observed the quality of teaching and the learning experience to be satisfactory at both institutions

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

- Objectives
 - ▶ Reviewers identified a lack of synergy between the two institutions with concerns to objectives; “a divide between theory (UTSC) and practice (Centennial College), with little overlap between the institutions”
- Admissions requirements
 - ▶ Program has had declining enrolments in recent years
 - ▶ The supplemental admissions statement required for direct-entry applicants may be contributing to declining enrolments, serving as a barrier

- ▶ UTSC also offers a separate journalism major, which may cause confusion for applicants unaware of the differences between the programs
- Curriculum and program delivery
 - ▶ Reviewers observed that outcomes related to application of knowledge and autonomy, and professional capacity, may need additional focus in UTSC's curriculum design through more applied/practical skills application and career planning and support
 - ▶ Reviewers remarked on the limited course options at UTSC, though 5-7 new courses are already planned for Fall 2023
 - ▶ Some of the required courses for the specialist are wider Department of Arts, Culture, and Media offerings, only touching on journalism or "focus[ing] on the critical analysis of journalism, rather than the practice of journalism"
 - ▶ Students shared that the Centennial College year provided them with more of the training, skills, and mentoring they had hoped to gain earlier in the program
 - ▶ The scheduling of the Senior Seminar in Journalism (JOURD10H3) in winter term following three intensive semesters at Centennial College is seen as a possible risk for learning loss among students
 - ▶ "While there are career modules in the Centennial College courses, there appeared to be little attention paid to career planning and preparation within the UTSC curriculum"
 - ▶ Pathways for possible graduate study do not appear to be clearly communicated to students
- Assessment of learning
 - ▶ Many UTSC-delivered courses rely on more traditional university assessments such as academic essays and exams as opposed to more practical project-based assessments that would better prepare students for their intensive practice in Year 3 at Centennial College
 - ▶ Students shared some dissatisfaction with repetitive reporting assignments at Centennial College and would prefer more variety
 - ▶ Student workload appears to be higher at Centennial College than UTSC with students struggling to adjust to new demands and expectations
 - ▶ Centennial College's extra-curricular requirements can sometimes result in competing priorities for students that impacts other courses
 - ▶ "Experientially, competitor programs have created program designs that allow students to engage in both theory and practice throughout the four years of this program, ensuring that students remain engaged with their major and honing practical skills over time"
- Student engagement, experience and program support services
 - ▶ The transfer of care for when students move between institutions is unclear for administrative and support staff, which leads to confusion for students
 - ▶ Interviewed students recalled negative comments from UTSC faculty regarding the decline or "death" of journalism, which they found discouraging

The reviewers made the following **recommendations**:

- Objectives
 - ▶ Increase collaboration between faculty at both institutions in order to blend theory and practice throughout the degree
- Admissions requirements
 - ▶ Remove the personal statement requirement for admissions to better align with competitor institutions
 - ▶ Reviewers recommend cross-promotion of the specialist program, the non-specialist journalism major, with clear information about their pathway procedures, program requirements and other important details
- Curriculum and program delivery
 - ▶ Reviewers advise easing the transitions between theoretical content years to skills years and back by including skills-based classes earlier in the curriculum co-taught by partners, as well as combined projects towards the end of the degree program
 - ▶ Explore leveraging the professional experience of Centennial College faculty in Years 1 and 2 of the program through guest lectures or workshops
 - ▶ UTSC and Centennial College are encouraged to work together to “reduce friction felt by students as they move into Year 3”
 - ▶ “Likewise to UTSC bringing Centennial faculty into their classrooms, faculty expertise from UTSC might participate in courses at Centennial”
 - ▶ Reviewers recommend expanding the Senior Seminar in Journalism to a full-year, one-credit offering “so that students can continue to hone their skills as they wrap up the degree”
 - ▶ “Consider relocating the skills core at the end of the program”
 - ▶ Continue expanded approach to work placements in communications and social media, and further integrate placement opportunities by partners
 - ▶ “Improve administration of internship programs to centralize departmental oversight over student declaration”
 - ▶ “Make clearer conceptual (curriculum, goals, and professional profiles) demarcation between the joint journalism program and other journalism programs offered by each partner”
 - ▶ Reviewers suggest the Centennial College faculty team provide additional flexibility concerning the extra-curricular newsgathering demands of the program when and where possible
 - ▶ Reviewers encourage the UTSC program team to explore ways of incorporating more networking opportunities for students and to assist students in portfolio preparation during the final year of the program
 - ▶ UTSC faculty, staff and administration should consider and promote possible pathways to graduate studies for students in the joint program
- Assessment of learning
 - ▶ Clarify grading appeals processes between the two institutions
 - ▶ Reviewers encourage UTSC faculty to consider alternative pedagogical approaches and assessments to give students greater opportunities to practise basic journalism skills

- Student engagement, experience and program support services
 - ▶ Improve transparency surrounding support systems as students migrate from one institution to another
 - ▶ “Establish a joint librarian hub that can provide information and resources for joint program students. At minimum, provide a centralized information system (website) for the program”
- Quality indicators – alumni
 - ▶ Reviewers encourage tracking joint program alumni and networking to help current students get a sense of opportunities in the field
 - ▶ “Identifying high profile graduates in the media industry is an opportunity to show the value of the program and help with promotion among parents and prospective applicants”

2. Graduate Program(s) n/a

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ “Faculty at both institutions are highly qualified, with strong academic or professional backgrounds, both at the local and international level”
- Research
 - ▶ UTSC faculty display a level of research productivity that is appropriate for a research institution
 - ▶ The professional experience and focus of Centennial College faculty “seem ideal for the teaching of journalistic research skills”
 - ▶ The level of research activity by academic faculty overall is comparable to other Canadian and worldwide institutions
- Faculty
 - ▶ Faculty teaching load at UTSC appears appropriate for both tenure stream and teaching stream faculty
 - ▶ Reviewers commented on the strength of UTSC faculty, particularly in equity-related issues, a growing area of scholarship
 - ▶ Centennial College faculty have decades of professional experience, and many contract faculty continue to work as journalists

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

- Research
 - ▶ “While extant research is appropriate, it would be ideal if there were a tighter fit between the faculty’s research agenda and journalism concerns”
- Faculty
 - ▶ Reviewers remarked on the small number of UTSC faculty directly involved with the program, which needs to be addressed

- ▶ The Centennial College faculty complement appears appropriate but faces the challenge of “articulat[ing] the content taught by different part-time instructors into a seamless experience”

The reviewers made the following **recommendations**:

- Faculty
 - ▶ Reviewers understand there is a planned tenure-track hire in the works at UTSC and recommend focusing on candidates who have professional experience working as journalists

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 applaud the long-term commitment of both UTSC and Centennial College in delivering this program, acknowledging the administrative and governance level work
 - ▶ “Through visionary leadership and a commitment to navigating the challenges of these types of partnerships, the fields of journalism, professional communications, and content curation have benefited from this unique model of theory, skills, and practice”
 - ▶ Morale at Centennial College appears to be high, with faculty and administrators working together effectively on behalf of the program; students spoke highly of their relationships with Centennial College faculty and staff
 - ▶ Centennial College maintains strong relationships with external industry organizations and employers, enabling work-integrated learning opportunities for students
 - ▶ The published work of students through Centennial College’s *The Toronto Observer* and other media outlets “provides demonstrable impact to local and national communities”
- Organizational and financial structure
 - ▶ The program is well-resourced across both institutions and the financial structure as outlined in the MOU appears sufficient to support the program
 - ▶ Physical spaces, equipment and technology are readily provided to students at Centennial College
 - ▶ Overall staffing appears sufficient at Centennial College

- ▶ The Joint Committee is an important oversight body for the program that meets twice a year to discuss key issues and planning
- Long-range planning and overall assessment
 - ▶ Administrators at both institutions indicated a commitment to the program in the long term. “Both groups of leaders recognized the value of the program and institutional partnership to support student learning and success and ensure the program remains viable”
- International comparators
 - ▶ Reviewers observed that the joint program measures up solidly when compared to similar journalism programs in the province, and across Canada

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

- Relationships
 - ▶ Reviewers observe a weakness in the relationship and overall collaboration between UTSC and Centennial College, further strained by the challenges of COVID-19, that has left students feeling “adrift and unseen”
 - ▶ “The program is best served when the relationship between the institutions is open and collaborative. The relationship appeared to have eroded in recent years”
 - ▶ Students, faculty and administrators appear to lack a feeling of joint purpose for the program and seem to demonstrate more of an institutional affiliation
 - ▶ Students expressed challenges finding and building community in the initial years of the program, some only meeting fellow cohort members in the third year of their studies
 - ▶ “Other than the Program Manager at UTSC, students said they had no opportunities to connect with faculty. UTSC faculty also expressed concerns with the lack of interest and recognition of the program among other Media Studies faculty”
 - ▶ The joint program is relatively unknown in industry circles; two members of the review team were completely unaware of its existence prior to being asked to participate in the review
 - ▶ There appears to be a disconnect at UTSC between faculty and administrators, possibly due to turnover in key roles
 - ▶ While there currently appears to be a willingness to improve relations, UTSC faculty indicate “they have been excluded from key program-related meetings and decision-making opportunities over the past 24 months”
 - ▶ UTSC relationships with industry organizations and employers appears indirect
- Organizational and financial structure
 - ▶ Staff members reported some space utilization pressures at UTSC, though it does not appear to be significantly impacting the program at present
 - ▶ There is no dedicated production space or equipment for the program at UTSC
 - ▶ “The reviewers found that Centennial [College] has made considerable effort to involve UTSC in decision-making related to the program. UTSC, meanwhile, may need to review its processes and procedures to meet this expectation of shared governance, as outlined in the MOU and noted in recommendations from the last review”

- International comparators
 - ▶ Reviewers note that the UTSC/Centennial College split gives a greater focus to “the critical and research-led study of journalism, in contrast to the industry-oriented skills training on which many J-schools concentrate... not necessarily a selling point for young people who are assessing an increasingly perilous job market”
 - ▶ “The lack of public awareness of the UTSC/Centennial specialist program is a significant problem”

The reviewers made the following **recommendations**:

- Relationships
 - ▶ Reviewers encourage both institutions to recommit to engaging in effective collaboration with increased communication
 - ▶ “Provide regular and ongoing connections for faculty to collaborate to reinforce learning across the years of the program and integrate theory and practice”
 - ▶ “This sense of community among the students, alumni, faculty, and program supporters (internship employers) needs to be nurtured and strengthened.”
 - ▶ Consider establishing working groups that would report to the Joint Steering Committee to address issues surrounding the academic partnership and promote accountability
 - ▶ Intensify combined marketing efforts and build the reputation of the program through industry outreach to encourage enrolments
- Organizational and financial structure
 - ▶ Reviewers suggest convening a retreat of joint program leadership and instructors “to develop a conceptual map for the program”
 - ▶ Increase integration between program partners in curricular coherence and delivery
 - ▶ Reviewers recommend that the joint program work with the UTSC Library to help students access production space and equipment
 - ▶ Reviewers encourage current UTSC program leaders to consider contingency and succession planning for key academic administrative roles to ensure adequate knowledge transfer
 - ▶ Reviewers recommend hiring additional adjuncts at UTSC to support the program who are either practising journalists or who have recent sector experience
- Long-range planning and overall assessment
 - ▶ Reviewers encourage aligning faculty research agendas more closely with the joint program curriculum, and ensuring new faculty have recent practical industry experience
 - ▶ The program should consider targeted outreach to high schools through media groups or clubs, and promote the specialist option more broadly “in the wider Media Studies department”
 - ▶ Increase industry involvement at UTSC to retain currency within the program given recent shifts in the industry
 - ▶ Consider intentionally engaging alumni to enhance program reputation to help with enrolments and retention



September 27, 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 Journalism Specialist program, University of Toronto Scarborough (offered jointly with Centennial College)

Dear Susan,

Thank you for your letter of June 8 requesting my administrative response to the external review of the Journalism Specialist program (offered jointly with Centennial College). I want to thank the review team - Professor Terry Flynn, DeGroote School of Business, McMaster University, Professor Michelle Grimes, Conestoga College, Professor Hernando Rojas, University of Wisconsin Michigan, School of Journalism and Mass Communication, Kathy Vey, Freelance Journalist, and Adeline Alexandra Burpee, Student Reviewer - for their consultation with the Department during the site-visit, held from November 23-24, 2022, and for their Report, which was finalized on January 30, 2023, and shared with the Department.

We deeply appreciate the reviewers' recognition of the "vision, determination, and patience" of leadership at both UTSC and Centennial College, and the commitment to "developing well-rounded and successful graduates." The reviewers also highlighted the advantages to the program of combining the strengths of both institutions and the academic and professional qualifications of faculty in the program. They also highlighted the value of placement roles in the program as a particular success, and key motivator for students to choose the program.

The report from the review team identifies several areas for enhancement and development, including improving clarity and mapping of the program, relationship building between both institutions, improving the sense of community within the program, enhancing student supports and career planning, and promotion of the program.

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. This response has been developed with the Chair of the Department of Arts, Culture and Media in close consultation with counterparts at Centennial College, through a preliminary business meeting in May 2023 with program administrative leaders from both institutions and a retreat with continuing faculty from both UTSC and CC in August 2023.

Once again, I thank the review team for their insightful and valuable review of the program. I look forward to supporting the Department, and working together with leadership at Centennial College, in implementing their recommendations.

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 regular meetings with the Joint Programs Steering Committee (UTSC/CC). An interim report to the Office of the Vice-Provost, Academic Programs will be prepared in the **Fall of 2025**. The next external review of the program will take place in the **2027-28** academic year, together with the external reviews of the Department's programs which are offered jointly with Centennial College.

Sincerely,

A handwritten signature in black ink, appearing to read "W. Gough".

William Gough
Vice-Principal Academic & Dean

2022-23 UTQAP Review of the UTSC Journalism Specialist program (offered jointly 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>	Unit Response (in consultation with CC)	Dean's Response (in consultation with CC)
The reviewers noted a potential lack of clarity for prospective applicants regarding the differences between the joint program and other journalism-related programs at each partner institution. They recommended that UTSC and Centennial collaboratively develop a conceptual map of the joint program, and make clearer conceptual demarcation (around curriculum, goals, and professional profiles) between the joint program and related offerings.	1	"Make clearer conceptual (curriculum, goals, and professional profiles) demarcation between the joint journalism program and other journalism programs offered by each partner."	Centennial College and UTSC agree that there is need to coordinate and develop a communication plan for the joint program. Rather than situate this joint program in relationship to other programs, this communication plan would instead highlight its distinctiveness and strengths. Short to medium term (1-2 years) The partners have resolved to create a communication plan that clearly articulates a unified vision and mission for the program, which will then be included in the partners' respective websites, and in recruitment and promotion materials.	The Dean's office supports these planning efforts and will continue to work with the Department to coordinate consultations with Centennial College during the next two years. This will be managed by supervising the soon to be hired Joint Programs Coordinator who will work closely with the current Academic Partnerships Coordinator (their counterpart at Centennial College) to oversee administrative functions related to all UTSC/Centennial Joint programs. The Dean's office will receive regular updates on curriculum development through the Joint

	2	“Convene a retreat of joint program leadership and instructors to develop a conceptual map for the program.”	<p>A planning meeting with joint program leadership was held in May 2023, during which planning for a retreat was initiated. This day-long retreat took place in August 2023, during which discussions brought to light four key themes that will form the basis for further conceptual mapping. These themes are: collaboration; integration; communication; and promotion.</p> <p>Short to medium-term (2 year): Joint program leadership will continue consultations to produce a conceptual map of the program focused on these four themes.</p>	Programs Steering Committee and its program sub-groups.
The reviewers recommended removing the personal statement requirement for admissions, to better align with competitor institutions.	3	“Remove the personal statement requirement for admissions to align with competitor institutions.”	<p>Joint program leadership confirms that there is no personal statement requirement for admissions. That this recommendation was in the report underscores the urgent need for a communication plan, to avoid this misunderstanding of joint program requirements.</p> <p>Short-term plan (2-year).</p> <p>Joint program websites and all communication will be updated to clarify requirements.</p>	The Dean’s office supports the Department’s direction, to update how program requirements are communicated. Collaboration and engagement with Centennial College is a shared priority for all Joint Programs. The Joint Programs Steering Committee is an ideal forum to support engagement between institutional partners and progress updates on implementation of review recommendations.
The reviewers observed that collaboration and relationship building between the partners had become lower priority during the COVID-19	4	“A recommitment to engaged and effective collaboration between the institutions is crucial to the future success of the program.”	At the joint program retreat in August 2023, continuing faculty, leadership, and staff affirmed their commitment to collaboration.	



<p>pandemic. They emphasized that “a recommitment to engaged and effective collaboration between the institutions is crucial to the future success of the program” and made a number of recommendations related to enhancing coordination, including:</p> <ul style="list-style-type: none"> • Exploring ways to increase communication between program partners, and to enhance strategic integration between the institutions in curricular coherence and delivery; • Exploring ways to ease the transition for students between the more theoretical segments of the program and those that are skills-focused; • Providing regular and ongoing opportunities for faculty to collaborate, to reinforce learning across the years of the program, and to integrate theory and practice; • Clarifying the grading appeals process between the partners; • Considering the establishment of mechanisms to address issues and promote accountability. 	<p>5</p>	<p>“Increase communication between program partners.”</p>	<p>Discussion identified concrete ways to collaborate, including:</p> <ul style="list-style-type: none"> • a meet & greet at the start of the Fall semester, alternating between both institutions, to provide instructors the opportunity to build connections and share experiences • communication between partners about plans for upcoming classes and opportunities for guest talks in each other’s courses • sharing of resources to establish and support a joint program speakers’ series hosted at both partnering institutions <p>Ongoing:</p> <p>To foster collaboration, it is important to increase communication between program partners. Accordingly, faculty and staff commit to holding and participating in regular meetings and annual retreats, including the twice annual Program Update Meetings and Joint Steering Committee meetings, as required. These gatherings provide opportunities for relationship-building and for cultivating synergies between partners.</p>	
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	6	<p>“Increase integration between program partners in curricular coherence and delivery.”</p>	<p>Short term and continuing:</p> <p>We will foster integration between program partners in curricular coherence and delivery by:</p> <ul style="list-style-type: none"> • promoting the joint program to students who have not yet declared a major, with guest visits from Centennial Faculty in courses such as MDSA01H3 (Introduction to Media Studies), MDSA02H3 (History of Media), JOUA01H3 (Introduction to Journalism and News Literacy I) course title) and JOUA2H3 (Introduction to Journalism II). • identifying core courses in the joint program as well as special skills-enhancement workshops at partner institutions where faculty might conduct class visits and give guest lectures. • collaborating on a speaker series that the partnering institutions would co-fund and co-host, with Centennial College contributing \$300 and UTSC contributing \$1000 from PIE funding. • leveraging existing co-curricular programs at both institutions, such as the ACM Engage student mentorship opportunity and skills-enhancement programs to ensure joint program students are welcomed and supported. Centennial College also 	<p>The Dean’s office supports the Department’s proposed strategies to promote curricular coherence and delivery.</p>
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			features a graduates' panel each September for students new to the institution, in which faculty answer students' questions and address concerns.	
	7	<p>"In Years 1 and 2, students take one credit of required courses related to journalism or media studies. With three or four notable exceptions, some courses required for the specialist program are wider ACM offerings and either touch on journalism, or focus on the critical analysis of journalism, rather than the practice of journalism. Leveraging the professional experience of Centennial faculty, through guest lecturing or workshops, is an opportunity worth exploring."</p>	<p>Ongoing</p> <p>As discussed in point 6, the joint program will enhance communication between partners to leverage synergies through guest lectures, integrated workshops, and a speaker series to be hosted at both institutions. The communication plan will also correct any misunderstandings of a split between research-led skillsets inclusive of theory/analysis and industry-oriented practice-based skillsets. The partners affirm that research skills, theoretical understanding and critical analysis are integrally linked to practice and are committed to supporting each other in this joint narrative.</p> <p>The communication plan will clarify the complementary contributions of the partners to the curriculum: at UTSC, students learn how stories are covered and at Centennial College, students learn how to cover stories.</p>	The Dean's Office supports the Department's proposed strategies, as noted above.
	8	<p>"Likewise, to UTSC bringing Centennial faculty into their classrooms, faculty expertise from UTSC might participate in courses at Centennial."</p>	<p>Ongoing</p> <p>The retreat emphasized the need for open channels of communication to enable faculty</p>	The Dean's office supports the Department's proposed strategies and will work with them



Office of the Vice-Principal Academic and Dean

			<p>at both institutions to identify curricular synergies and guest lecturing opportunities between the partners. In addition, partners identified the following courses where expertise from Centennial College partners would be welcomed in the form of guest lectures:</p> <ul style="list-style-type: none"> • JOUB24H3 Journalism in the Age of Digital Media • JOUB39H3 Fundamentals of Journalistic Writing <p>Short-term (1-2 years) and ongoing</p> <p>Centennial College is also planning to add a hands-on lunch and learn for UTSC students in first/second year that utilizes mobile journalism equipment and 360-degree cameras. Faculty there will incorporate this feature in Mobile and Social reporting (CJRL 706) regarding journalists’ ethical codes and responsibilities, and in Advanced Reporting (CJRL 715), particularly around addressing misinformation in social media.</p> <p>For a more detailed discussion, see point 6.</p>	<p>to enable contributions from Centennial College instructors.</p>
	<p>9</p>	<p>“Ease transition from the more theoretical years to the skills year and back. Potential solutions include earlier skills classes co-taught by partners, as well as combined projects at the end.”</p>	<p>See point 7.</p>	<p>Supported as noted in point 7.</p>

	10	“Consider relocating the skills core at the end of the program.”	<p>During the joint program retreat, continuing faculty confirmed that sequencing was appropriate, in terms of overall program learning outcomes.</p> <p>Short term (1-2 years) and ongoing:</p> <p>In the final year of the program, faculty from Centennial College will be invited to share their expertise through participation in a practice-based workshop held at UTSC, From Practice to Professional” or “From Practice to Portfolio.” This form of collaboration will further foster integration between analytical and practice-based skills throughout the four years of the joint program.</p>	The Dean’s office supports the Department’s direction for curriculum development.
	11	“The reviewers recommend that the institutions work together to reduce friction felt by students as they move into Year 3.”	<p>Ongoing:</p> <p>The joint program partners affirm their commitment to working together to support students as they move between institutions, and will further bolster initiatives designed to ease the transition such as:</p> <ul style="list-style-type: none"> • Two orientations a year held jointly by the partner institutions, including an information session in June, when enrolment begins, and orientation in August. • The graduate panel at Centennial College noted in point 6 will also help relieve this perceived friction. 	The Dean’s office will continue to support the Department’s outreach efforts by working with the soon to be hired Joint Programs Coordinator at UTSC and the Academic Partnerships Coordinator at CC who will organize orientation events with UTSC and CC participants.

			<ul style="list-style-type: none"> Centennial College also provides a thorough campus tour and help transitioning onto Centennial services, such as secure wireless, learning supports, counselling services, security passes, and specific library services specific to journalism students. 	
12	“Provide regular and ongoing connections for faculty to collaborate to reinforce learning across the years of the program and integrate theory and practice.”	See points 6, 7, and 8.		Supported as noted above.
13	“Clarify grading appeals process between the partners.”	<p>Short term and ongoing (1-2 years)</p> <p>A revision to the Memorandum of Understanding is in progress that will help clarify that joint program students are required to follow UTSC grading appeals policy and processes. To ensure that these processes are followed, Centennial College faculty will be provided with a copy of this policy.</p>		Work on the updated MOU, which included updated language about grading and administration of the Joint programs, was completed over the Summer of 2023 and is currently in review with the Office of the Vice Provost, Academic Programs. It is expected that the MOU will be finalized in Fall 2023.
14	“Consider working groups reporting to the Joint Committee to address some of the issues and promote accountability.”	<p>Ongoing</p> <p>Leadership confirmed there is already a working group that meets twice a year. During the retreat, instructors and staff resolved to bolster their commitment to this working group by adding a retreat and meet</p>		This work is ongoing and supported by the Dean’s Office as noted above. The program sub-groups of the Joint Programs Steering Committee are convened twice each year and are the ideal forum for promoting accountability and inviting progress updates.

			& greet to these meetings and by participating more regularly and actively.	The Dean's Office supports the strategies identified for engaging students and communicating opportunities within the program.
The reviewers highlighted that a sense of community among students and faculty at both institutions, as well as alumni and industry partners is critically important to the success of the joint program, and should be nurtured and strengthened. They noted a particular opportunity for UTSC to encourage greater student interaction and connection with faculty and staff.	15	"This sense of community among the students, alumni, faculty, and program supporters (internship employers) needs to be nurtured and strengthened."	<p>Ongoing</p> <p>The joint program agrees that this sense of community is a strength that can be further fortified. Towards this end, we will develop existing initiatives such as "Networking Nights", an event that integrally connects both partners, and which is designed to connect students with recent graduate, to nurture relationship building. We will also support moving this event to Centennial College. We will also hire a work study student compile a database of recent graduates as well as develop a LinkedIn page for the program to cultivate and strengthen connections with current students and graduates.</p>	
	16	"Community building and bonding is a critically important part of this experience for all those involved, including students, faculty, and administrators."	See note 15 on cultivating community among students and note 4 on relationship building for faculty and administrators.	
	17	"Students spoke highly of the relationships they had built with faculty and staff at Centennial. Other than the Program Manager at UTSC, students said they had no opportunities to connect with faculty."	<p>Ongoing</p> <p>There are currently two large events designed to foster close connections between joint program students and faculty at UTSC: ACM's Mentor Sessions and the Department Open House. This is in addition to core courses that have limited enrolment caps,</p>	

			which afford students the opportunity to work closely with faculty. The joint program will promote these initiatives further to address the gap between what is offered in terms of connecting with faculty and students' perceptions. This gap further attests to the need for a more robust communication plan, which the joint program will develop and implement within two years.	
	18	"On the UTSC side, the small number of people directly involved with the program has been a hindrance that needs to be addressed."	Ongoing At UTSC, all continuing faculty members in the joint program are directly and actively involved in its planning and oversight.	The Dean's Office is grieved that clearly some students have received a less than stellar experience in the program. The pandemic with limited faculty and staff availability may have contributed to this. The Dean's Office is pleased with the engagement of the faculty and staff with Centennial counterparts during this review process.
The reviewers observed that Centennial has made considerable efforts to involve UTSC in decision-making related to the program; however that UTSC "may need to review its processes and procedures to meet this expectation of shared governance as outlined in the MOU and noted in recommendations from the last review."	19	"The reviewers found that Centennial has made considerable effort to involve UTSC in decision-making related to the program. UTSC, meanwhile, may need to review its processes and procedures to meet this expectation of shared governance, as outlined in the MOU and noted in recommendations from the last review."	Ongoing During the retreat, the partners agreed that all curricular decisions about the joint program have been made consultatively and collaboratively in compliance with processes and procedures in fulfilment of the expectation of shared governance. The joint program further affirms that the fundamental principles of collaboration and reciprocity will continue to guide the partnership.	The Dean's office will work with the Department and Centennial proponents to review curriculum changes, and ensure consultation is completed before proceeding with proposals.

	20	“At UTSC, there have been many changes among roles responsible for leading this program, including the program director, departmental Chair, and other key positions. It will take time for those new to these roles to acclimatize to their positions, and learn the operational and historical nuances of the program. The reviewers recommend current leaders consider contingency and succession planning for these roles, so that there is adequate knowledge transfer in future.”	<p>Ongoing</p> <p>At the retreat, partners resolved to develop processes for documenting the operational and historical nuances of the program and to assist with onboarding newly appointed persons in their role. Towards this end, the joint program will work on updating the Handbook. Additionally, the Joint Programs Coordinator will support these endeavors.</p>	The Dean’s Office supports the Department’s efforts in response to this recommendation.
The reviewers made a number of recommendations related to enhancing student supports, such as further integrating placement opportunities; strengthening the administration of internship programs; exploring the establishment of a centralized information system for the joint program; clarifying how and where students should seek advice; and systematically tracking alumni outcomes to help students better understand the variety of opportunities in the field. They noted opportunities for UTSC specifically to enhance career planning and preparation supports for students.	21	“Further integrate placement opportunities by partners.”	<p>Long-term (3-5 years)</p> <p>Centennial College, which oversees placement opportunities for joint program students, will consider capacity in terms of resourcing and staffing for further integrating this element of the curriculum.</p>	The Dean’s Office supports these strategies identified and will monitor progress through the Joint Programs Steering Committee. Centennial proponents are best placed to recommend changes and scope for placement opportunities.
	22	“Improve administration of internship programs to centralize departmental oversight over student declaration.”	<p>Ongoing</p> <p>At Centennial College, a placement coordinator regularly keeps in touch with industry partners and organizes placement opportunities for students. While students bring ideas and connections, which are subsequently reviewed by the placement coordinator. This structure ensures that students are not solely responsible for finding their own placements and are supported in meeting the learning outcomes and overall program goals. In 2023 students were successfully placed in the summer session.</p>	

			Centennial College will continue to work to improve this process and provide support to students who experience challenges in finding placements.	
23	“Establish a joint librarian hub that can provide information and resources for joint program students. At minimum, provide a centralized information system (website) for the program.”		See note 1, which emphasizes the need for a communication plan. As part of this plan, there will be an updated website that features resources to support students.	The Dean’s Office supports these strategies, as noted above.
24	“As there is no dedicated production space or equipment for the program at UTSC, it is recommended that the program work with the UTSC Library to help students access production space and equipment.”		Ongoing UTSC works closely with librarians in the Digital Scholarship Unit and will further deepen this relationship by having librarians visit courses and by having students avail themselves of the Library’s Makerspace which features production equipment and studio space.	The Dean’s Office recognizes the excellent relationship the department has with the Library and supports this enhanced engagement.
25	“Clarify for students how and from whom they should seek advice.”		Short term (1-2 years) and ongoing The Academic Partnerships Coordinator and the Program Manager at ACM are responsible for guiding students through their degree. The development and implementation of a communication plan will help address this confusion. Faculty at UTSC also conducted focus groups discussions with junior and senior students in summer 2023 drawing on ACM funding to better understand students needs. A set of full survey protocols was developed and is	The Dean’s Office supports these strategies, and will work with the soon to be hired Joint Programs Coordinator at UTSC and Academic Partnerships Coordinator at CC to outline a short-term communications plan for the program.

			planned to be conducted in forthcoming terms with incoming, existing, and graduating students.	
26	“Transfer support systems as students migrate from one campus to the other.”	Ongoing The joint program acknowledges the challenges presented by a structure in which two institutions operate according to schedules that do not always align and procedures that are not automatically synchronized. Recognizing this, the joint program is also resolved to ease the transition between institutions as much as possible within this framework. The Program Manager and Joint Programs Co-ordinator are responsible for facilitating transfer support systems as students migrate from one campus to another.	The Dean’s Office recognizes that this is longstanding issue. Efforts have been made to provide clearer expectations for students. This will be facilitated by the hiring of a second Joint Program Coordinator, allowing for one position at each campus, and replacing the current shared position.	
27	“Systematically track joint program alumni and networking to help students expand and explore their understanding of opportunities in the field.”	Ongoing At UTSC, the Development and Alumni Relations Office (DARO) is responsible for alumni relations. Accordingly, the joint program works with administrators from this office to coordinate its networking events. Our plans to further cultivate connections through a LinkedIn hub and through the compilation of a record of graduates will	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.	

			complement the work of the Advancement Office.	
	28	“The staff and faculty supporting the placements at Centennial have...expanded the types of placement roles to include those in communications and social media. This helps demonstrate the skills transferability of the students – the reviewers recommend that UTSC and Centennial continue this approach.”	Ongoing The partners confirm their commitment to continuing this approach.	The Dean’s Office supports the proponents as identified above.
	29	“Among the UTSC programming, the reviewers found that outcomes related to Application of Knowledge and Autonomy, and Professional Capacity, respectively, may need additional focus in the curriculum design, through more applied/practical skills application, as well as career planning and support, particularly in Year 4.”	Ongoing At UTSC, core courses in the joint program currently integrate critical/analytical skills with practical/applied skills. The joint program recognizes that there is a misperception about the relationship between these types of skills and that clarification is needed. See notes 6, 7, and 8 about this communication plan. See note 10 about collaborating with Centennial College faculty to host a practical skills workshop in Year 4.	The Dean’s Office supports the proponents in this approach and will engage in curriculum proposal review as noted above.
	30	“To support graduate success and the program’s reputation, the reviewers recommend that the UTSC program team explores ways to incorporate more connections and networking opportunities for students and to assist students in portfolio	See note 10 on the practical skills workshop, which will offer students the opportunity to build a portfolio in preparation for entering the field.	

		preparation suitable for the industry, particularly in the final year of the program.”		
	31	“UTSC faculty might consider alternative pedagogical approaches and assessments to provide students with more opportunity to practise basic journalism skills.”	Ongoing UTSC faculty have won numerous internal and external grants and fellowships to support pedagogical innovation, most notably a 3-year opportunity to pair industry mentors with graduating students in the capstone seminar course, JOUD10, in the final year of the program. At UTSC faculty are committed to pursuing further opportunities to enhance this feature of the joint program.	
The reviewers observed that “much more could be done to promote the program”, both to prospective students and within the journalism industry itself; and recommended that UTSC and Centennial intensify combined marketing efforts, including better communication of possible pathways to graduate studies.	32	“Intensify combined marketing efforts.”	Ongoing The joint program will develop and implement a marketing plan that will include intensified marketing efforts, most notably a LinkedIn page for students and alumni. Current efforts at UTSC include, as noted elsewhere, events such as Networking Nights, open houses, ACM Mentors who undertake outreach with local high schools, and orientation sessions. Centennial College will investigate with its marketing department on further forms of support might be available.	The Dean’s Office supports these approaches and will continue to support the work of the soon to be hired Joint Programs Coordinator and the Centennial Academic Partnerships Coordinator in coordinating these events.
	33	“Much more could be done to promote the program, not only among students and their families, but within the journalism industry itself.”	Short-term (1-2 years) and ongoing The partners agree to promote the program more widely and effectively among students (see note 32) and within the journalism	



Office of the Vice-Principal Academic and Dean

			<p>industry. This promotion is already underway, most notably through the embedding of professional mentors in the capstone course, JOUD10.</p> <p>Faculty at UTSC and Centennial College will explore further promotional opportunities at venues frequented by industry professionals, such as the Canadian Communication Association annual conference, International Communication Association annual conference (journalism division), Investigative Reporters and Editors conference, and the Digital Public Interests Collective.</p> <p>Faculty at UTSC and Centennial College serve on the Board of Directors, J-Schools Canada/Écoles-J Canada (https://j-schoolscanada.ca/) and will explore further promotional opportunities through this network.</p>	
	34	<p>“The reviewers recommend cross-promotion for the specialist program, delivered to non-specialist journalism majors, with clear information about pathway procedures, course requirements, and other relevant details.”</p>	<p>We are committed to cross-promotion of the Specialist program to all students taking ACM A-level courses. See note 6 for more details.</p>	
	35	<p>“As the University of Toronto has a plethora of graduate programs, the reviewers suggest that UTSC faculty, staff and administration consider</p>	<p>Ongoing</p> <p>At UTSC there are events currently provided that provide this guidance to further study,</p>	

		possible pathways to graduate studies at the university and promote these options to students.”	most notably through the “Networking Nights” event, which will include Centennial College faculty in planning and implementation. We will continue to develop and host this event and explore the possibility of organizing a companion event, “What’s Next? Careers, Advanced Study, and Beyond.”	
	36	“Building the reputation of the program through industry outreach and connection may help address issues of enrolment.”	See note 33 on connections with and promotion in industry.	These strategies are supported as above.
	37	“Identifying high profile graduates in the media industry is an opportunity to show the value of the program and help with promotion among parents and prospective applicants.”	See note 27.	
	38	“There is ample opportunity for the program to explore partnerships and other scholarly or professional activities involving external partners, leveraging the strength of the University of Toronto brand.”	<p>Short term (1-2 years) and ongoing</p> <p>The joint program is keen to explore further partnerships both within the University of Toronto tri-campus and more broadly within industry. Faculty will consider reaching out to J-Schools Canada and will further network with industry professionals as mentors to pair with students in the capstone seminar, JOUD10.</p> <p>UTSC faculty are also exploring SSHRC Partnership grants as a means to forge partnerships on scholarly and professional activities with external partner organizations</p>	The Dean’s Office supports the Department in this approach.

			ranging from start-ups to institutional media organizations.	
	39	“While nowhere near the size or high profile of the larger players in this field, the UTSC/Centennial program has a distinct opportunity to raise awareness of its collaborative strengths and to increase enrolment by doing so. “	<p>Short term (1-2 years)</p> <p>The joint program is developing a promotions strategy as part of its promotions plan to connect with prospective students and to build relationships with potential industry partners.</p>	
Other recommendations not prioritized in the Request for Administrative Response	40	“The reviewers recommend that [the Senior Seminar in Journalism] become a full-year, one-credit offering, so that students can continue to hone their skills as they wrap up the degree. Additionally, JOUD11H3 could be adapted to provide more journalism-focused research opportunities, such as data journalism or investigative work. Adjustments to either of these courses could involve industry experts or professionals to provide feedback on projects and enhance the reputation of the program.”	<p>Short term (1-2 years)</p> <p>UTSC faculty have been awarded a Teaching Enhancement Grant to adapt JOUD10, the Senior Seminar in Journalism to allow for industry expert mentorship to provide feedback on projects. Recent mentors included journalists from The Toronto Star and prominent freelance journalists.</p> <p>To address the need for skills enhancement in the seminar course, the joint program will consider increasing the schedule of meetings for JOUD10 from two hours to three hours per week, which will afford students more time to undertake applied work and to respond to feedback.</p> <p>Long term (3-5 years)</p> <p>The joint program will investigate the implications of the suggested major change to the Senior Seminar (from 0.5 to 1.0 credit), with a focus on students’ plans for</p>	The Centre for Teaching and Learning (CTL) at UTSC administers Teaching Enhancement Grants. The Dean’s Office will monitor this through the Associate Dean, Teaching and Learning and CTL team.

		graduation, logistics, scheduling, and capacity.	
41	“The reviewers recognized that practising newsgathering cannot take place only during daytime class hours, but suggest the Centennial faculty team provide additional flexibility for students, where and when possible.”	Ongoing Centennial College faculty will continue to bolster efforts to providing multiple pathways for students’ newsgathering assignments, which will afford greater scheduling flexibility to students.	
42	“Planned hire of a tenure-track faculty member. The reviewers recommend that UTSC focus on candidates who have experience as working journalists.”	Ongoing The joint program confirms that this tenure-track position at UTSC – which was postponed in 2023-2024 – is needed in order to further fortify the unique strengths of integrating research with practice.	The Dean’s Office affirms the need for this faculty line and this position is prioritized when fiscal conditions enable us to move forward with the hire.
43	“The reviewers recommend hiring additional adjuncts [at UTSC] who are also practising journalists or have recent sector experience to help fill courses, as needed.”	The joint program leadership confirms that the instructor complement is appropriate to the number of students enrolled.	

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 the program has been in operation for 20 years, and “has successfully navigated the challenges and barriers of a university-college partnership in Ontario”; and they recognized leadership from both UTSC and Centennial College “for their vision, determination, and patience in promoting and encouraging these types of academic collaborations.” They observed that both institutions understand the objectives of the program and their respective roles in developing well-rounded and successful graduates, and that U of T’s reputation and quality of scholarship, combined with Centennial’s real-life practice and wide-spanning industry connections provide significant advantages to the program. Faculty at both institutions are highly qualified, with strong academic or professional backgrounds; and UTSC’s strengths in equity-related issues were highlighted. The Centennial Program Advisory Committee ensures that the program remains current with industry needs, and anticipated new course options at UTSC are expected to enhance program flexibility. Finally, the reviewers noted that staff and faculty supporting placements at Centennial have expanded the types of placement roles to include those in communications and social media, and that students praised work placements as a highlight of the program and a key reason they choose to enrol at UTSC.

The reviewers recommended that the following issues be addressed: developing a collaborative, conceptual map of the joint program that makes clear conceptual demarcations between the joint program and related offerings; removing the personal statement requirement for admissions; enhancing coordination and a recommitment to engaged and effective collaboration between the institutions; nurturing and strengthening a sense of community among students and faculty at both institutions; reviewing UTSC processes and procedures surrounding shared governance as outlined in the MOU; enhancing student supports; intensifying combined marketing efforts, including better communication of possible pathways to graduate studies.

The Dean’s Administrative Response describes the Faculty and program’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. An interim report to the Office of the Vice-Provost, Academic Programs will be prepared in the Fall of 2025. The next

external review of the program will take place in the 2027-28 academic year, together with the external reviews of the Department's programs which are offered jointly with Centennial College.

6 Distribution

On June 30th 2024, 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.

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

1 Review Summary

Program(s) Reviewed:	Paramedicine (HBSc): Specialist (Joint program with Centennial College)
Units Offering Program(s):	<ul style="list-style-type: none"> • School of Community and Health Studies, Centennial College • Department of Biological Sciences, University of Toronto Scarborough
Commissioning Officer:	<ul style="list-style-type: none"> • Associate Vice President, Applied Research, Hyflex Learning and Academic Partnerships, Centennial College • Vice Principal, Academic and Dean, University of Toronto Scarborough
Reviewers (Name, Affiliation):	<ul style="list-style-type: none"> • Prof. Christian Vaillancourt, Department of Emergency Medicine, University of Ottawa • Prof. Gerard Bury, University College Dublin, School of Medicine, Health Sciences Centre • Prof. Steven Liss, Faculty of Science, Toronto Metropolitan University • Prof. Ian Blanchard, EMS Health Systems, Alberta Health Services • Caroline Minks, Student Reviewer
Date of Review Visit:	November 2-3, 2022
Date Reported to AP&P:	October 24, 2023

Previous UTQAP Review

Date: May 28, 2013

Summary of Findings and Recommendations

Significant Program Strengths

- Leader in Canadian paramedic education
- Highly qualified applicants
- Use of non-academic skills as part of the admissions screening process
- Innovative assessment methods
- Outstanding teaching and research activities of faculty

Opportunities for Program Enhancement

- Developing specific overall learning outcomes that define the unique contribution the program offers to paramedic education
- Ensuring consistency in the university and college student experience
- Providing a more flexible curriculum with additional upper-year university courses
- 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 Program: Previous External Review Report (2013); Program Self Study, October 2022.
4. About Programs and Courses: Description of all programs; Description of all courses; Self-Study Data; Curriculum Mapping
5. Course Syllabi (all courses).
6. Faculty CVs (all faculty).

Consultation Process

- The decanal group from UTSC, including the Vice-Principal Academic and Dean; Vice-Dean Teaching, Learning and Undergraduate Programs; Associate Dean, Undergraduate Programs & Curriculum, Associate Dean; Assistant Dean, Office of the VP Academic and Dean; and Academic Programs Officer

- The decanal group from Centennial College, including Associate Vice President, Applied Research, Hyflex Learning and Academic Partnership; Associate Vice President, Learning Innovation, Teaching Excellence and Academic Quality; Dean, School of Community and Health Services; Director, Academic Excellence and Program Quality; Senior Manager, Office of Academic Partnerships and Pathways
- Departmental Leadership and Program Supervisors – UTSC and Centennial College: Chair of the Department of Biological Sciences (UTSC), Program Supervisor, Specialist (Joint) in Paramedicine (UTSC), Program Coordinator (CC), Chair, Emergency Management and Public Safety Institute (EMPSI)
- Administrative Staff – UTSC and Centennial College: Program Coordinator, Department of Biological Sciences (UTSC), Success Advisor (CC)
- Librarians – UTSC and Centennial College: Chief Librarian (UTSC), Liaison Librarian (UTSC), Librarian (CC), Learning Strategists (CC)
- Registrars – UTSC and Centennial College: Registrar and Assistant Dean (Enrolment Management) (UTSC), Associate Registrar and Director of Systems & Operations (UTSC), Associate Registrar and Manager, Student Recruitment (UTSC), Associate Registrar and Director of Student Services (UTSC), Associate Vice President, Enrollment Services and Registrar (CC)
- Paramedicine program Faculty – UTSC and Centennial College
- Undergraduate students (Year 2 and higher)

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
 - ▶ UTSC/Centennial College (CC) Joint Program in Paramedicine has much to offer and to be proud of
 - ▶ First of its kind in Canada, and the only program in Ontario with a partnership between a college and university
 - ▶ “This program is uniquely situated in Canada to drive the development of the profession of paramedicine.”
- Objectives
 - ▶ Program requirements and learning outcomes are clear, appropriate and align with the relevant undergraduate and/or graduate degree level expectations
 - ▶ Requirements and learning outcomes for the CC components are clear and focused
- Curriculum and program delivery
 - ▶ Program modules are well designed and taught
 - ▶ Numerous opportunities for student research experience in the third and fourth years of the program

- ▶ Students had only positive experiences participating in research projects and research opportunities at UTSC
- ▶ Last year of the program is often completed part-time, as students are qualified to work as paramedics after completing CC program requirements
- Innovation
 - ▶ CC offers an excellent simulation environment, staffed by experienced paramedics who are clinically active in the field
 - ▶ Elaborate disaster exercise, involving multidisciplinary collaborative efforts, is a unique interprofessional practice opportunity
- Accessibility and diversity
 - ▶ Diverse and welcoming student population a strength of the program
 - ▶ Program offers physical remediation, training, and help to meet physical requirements of the paramedicine field (e.g., the “lifting standard”)
- Assessment of learning
 - ▶ Overall, assessments seem appropriate in format and content
 - ▶ Formative assessments in the CC simulation facility are of particular value
 - ▶ Feedback provided to students during clinical site visits is similar to what they will receive when they begin their careers in the field
- Student engagement, experience and program support services
 - ▶ Students report an excellent experience in CC courses
 - ▶ Students appreciate the experienced UTSC faculty and are generally proud of and engaged with the program
 - ▶ Students benefit from the development of critical thinking skills, independent research, and contributing to the research programs in a research intensive and globally ranked university
 - ▶ Site visit suggests that CC may have a more holistic approach to student wellness, including the recognition and importance of physical and mental health
 - ▶ Embedding CC student support services within library services “appears to be a great model”
- Quality indicators – alumni
 - ▶ Program graduates routinely exceed provincial average on certification (AEMCA) exam; “something you should all be very proud of”
 - ▶ Virtually 100% of graduates find employment in the paramedicine industry immediately following graduation.
- Student funding
 - ▶ Funding sources “appear adequate and were not identified as a source of concern by students”
 - ▶ Student aid sources include emergency aid to offset transportation costs for placements

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

- Objectives
 - ▶ Reviewers note an impression that “the UTSC component of the program is about keeping a student’s options open to leave paramedicine, rather than creating a paramedic profession that students will stay in for their whole career”
 - ▶ Alignment with degree goals and evolution of the paramedicine field is less clear in UTSC program modules than in CC modules
- Admissions requirements
 - ▶ Narrow registration criteria limits program outreach to primarily Ontario high school students; program has “no apparent port of entry for students with a BSc or other degree into CC, and no apparent entry for out-of-province or international students”
 - ▶ Concerns regarding students’ awareness of, or ability to meet, provincial physical fitness and health requirements for paramedics (e.g., lifting test, medicals, vaccinations, driving requirements, etc.) before entering the program
 - ▶ Provincial requirement for competence-based modules, with mandatory staff/student ratios, is an important issue restricting availability of places in CC program component
 - ▶ Availability of clinical placements and ambulance service attachments are significant issues influencing student numbers
 - ▶ Reviewers note challenges regarding the number of students enrolled in the joint program, as well as the coordination between institutions regarding the determination of this number
 - ▶ Unusually high offer acceptance rate in recent years has led to issues with program over-enrolment; reviewers caution that poor communication between UTSC and CC regarding underlying causes of enrolment issues “may lead to animosity from misunderstanding”
- Curriculum and program delivery
 - ▶ Considerable challenges in program completion for students who stray from prescribed sequence and timeline; staff expressed frustration due to the limited ability to offer accommodation and flexibility even for students experiencing medical or family issues
 - ▶ Lifting test requirements for provincial paramedic certification is responsible for program attrition rate of 25%
 - ▶ Unclear how many students take advantage of research opportunities; students studying part time and working full time as paramedics during their fourth year may not have time to dedicate to building research skillset
 - ▶ Research opportunities seemingly concentrated in the Department of Biological Sciences; reviewers note an apparent lack of exposure to a “vast and growing body of scholarly work produced by research-trained paramedics”
- Accessibility and diversity
 - ▶ Noting the physical and emotional demands of work as a paramedic, reviewers note that “it is unclear how many accommodations could/should ultimately be offered to future health care professionals”
- Assessment of learning

- ▶ Students suggested they are not prepared for certain practical exams at CC due to insufficient time or clarity regarding the correct methods for clinical procedures
- ▶ Students raised concerns that practice scenarios are evaluated by their peers rather than experienced clinical mentors
- ▶ Some challenges noted with lowered grades when students move from UTSC to CC; CC representatives observe that this decline may be related to the shift from theoretical to applied learning
- Student engagement, experience and program support services
 - ▶ Reviewers caution that failure to integrate UTSC and CC program modules may lead to several issues including student and faculty dissatisfaction with the program, duplication of efforts, issues with student performance assessment, registration challenges, overlapping/conflicting courses and other program components, and diminished mutual appreciation and respect
 - ▶ Limited opportunity for students at UTSC to record lectures or obtain class notes when it is necessary to miss a lecture due to a ride-out
 - ▶ Students expressed a desire for more opportunity while at CC to train with an instructor outside regular hours
 - ▶ Limited access to “pre-ride-out clinical placement,” e.g., in long-term care facilities
 - ▶ Opportunity to schedule ambulance ride-outs with preceptors is dependent upon preceptors’ (sometimes limited) availability
 - ▶ Noting variation in paramedic field supervision, reviewers observe that there does not appear to be a process for evaluating preceptors
 - ▶ Reviewers observe “poor alignment” between UTSC and CC in the provision of student support through orientation, advising/mentoring, and student services; “it appears as though there may not be significant collaboration between the two programs that creates educational synergy for the student”
 - ▶ Differences in program regulations (e.g., course drop deadlines) cause confusion for students
 - ▶ Students commented on issues with anatomy tutoring at CC
 - ▶ Reviewers note that few students appear to take advantage of CC’s wellness-centred approach to student support
- Quality indicators – undergraduate students
 - ▶ “Available information suggests there is not very good data collection at either institution regarding a precise completion rate and causes for non-completion”
 - ▶ Student time-to-completion rates may be affected by a variety of factors including “too much material to cover in a four-year course, delays if the student failed a course or section of course, and competing priorities in the last year with full time work”

The reviewers made the following **recommendations**:

- Objectives
 - ▶ “This program should not be designed to provide paramedics with alternative career options once they leave paramedicine, but rather contribute to developing the profession of paramedicine to make it a worthwhile and rewarding career choice.”

- ▶ Create a culture in which research is considered an essential skill rather than an option for students to pursue, with research skills explicitly tied to program learning objectives
- ▶ Consider associating UTSC program components with healthcare-focused UTSC units (e.g., Health and Society / SAMIH) to better align with degree objectives and the evolution of the field of paramedicine
- ▶ Continue mapping program objectives, including mapping course offerings with program level objectives related to research skills
- Admissions requirements
 - ▶ Ensure that applicants are informed of physical fitness and health requirements for paramedic certification (e.g., lift testing), and these requirements are “clear and achievable for each applicant” prior to entering the program
 - ▶ Ensure that other requirements (e.g., health status, immunization, criminal record check, driving record, mask fit testing, etc.) are made clear to applicants and assessed early in the program
 - ▶ Consider alternative entry points to the program, possibly including students from outside UTSC or CC, out-of-province/international students, to expand opportunities for entry and to build the program’s national and international scope
 - ▶ Create alternative pathways, e.g., “diploma to degree and degree to diploma”
- Curriculum and program delivery
 - ▶ Avoid duplication of courses and other program components
 - ▶ Consider providing additional credits for courses meeting both College and University requirements
 - ▶ Consider increasing the proportion of college course credits considered to be university equivalent from the current maximum of 7.5 (especially important if the college program extends to three years)
 - ▶ Allow flexibility for students to take appropriate Biological Sciences courses as electives
 - ▶ Consider integrating Primary Care Paramedic training with Advanced Care or Community Care training, especially if a 3-year College Program becomes the provincial norm
 - ▶ Consider strategies to leverage UTSC program offerings to better complement courses that are required by the Ministry and delivered via CC
 - ▶ Consider revisiting the sequencing of program components, to potentially introduce a broader health-oriented foundation for the UTSC program, and provide more time for students to mature prior to taking on the responsibilities of a paramedic at CC
 - ▶ Continue existing and formalize new opportunities for student involvement in research, including basic evidence-based literacy and key concepts in research
 - ▶ Student research opportunities should increasingly introduce and affirm basic to advanced topics describing the full breadth of research methods commonly employed to inform paramedicine
 - ▶ “Ensure that clinical and operational teaching is explicitly rooted in the primary research literature, where studies supporting or not supporting clinical and operational interventions are discussed as they are being taught”

- ▶ Explore additional student research opportunities with the UTSC Department of Health and Society
- ▶ Consider offering a fourth-year course to prepare students for the transition to professional life, including recent graduates to describe lived experience and act as mentors
- ▶ Ensure sufficient resources, and effective partnerships with clinical sites and services, to provide clinical placements and ambulance service attachments for students
- ▶ Explore ways to expand the pool of available preceptors, to increase scheduling flexibility and provide greater exposure to different teaching styles and approaches to paramedicine
- ▶ Review content and delivery of the clinical portions of the CC program to identify opportunities to strengthen partnerships with the relevant agencies, improve preceptor skillsets and assessment mechanisms, and ensure that students are developing the key clinical competencies and decision-making skills
- Innovation
 - ▶ With the multidisciplinary disaster exercise as an example, explore ways to incorporate additional interprofessional practice opportunities into the program
- Assessment of learning
 - ▶ Consider competency-based assessments for clinical ride-outs rather than, or as a complement to, a set number of completed hours
 - ▶ Consider introducing portfolio/logbook-based records, either for formative or summative assessments
 - ▶ Expand access to clinical mentors outside of the classroom to help students prepare for certain practical exams
- Student engagement, experience and program support services
 - ▶ “Conscious efforts should be made to integrate both programs at all levels (registrar, faculty, library services, student support, etc.), and create a sense of belonging”
 - ▶ Encourage greater cohesion, integrated programming, and program oversight between CC and UTSC to provide better support and more seamless processes and access to resources for students; reviewers suggest mapping all program processes, from enrollment to graduation, with significant input from students
 - ▶ Develop a process for evaluating preceptors, with outcomes provided to program administration for quality assurance of paramedic supervision
 - ▶ Consider offering/facilitating paramedic mentoring by recent program graduates and/or experienced paramedics
- Student funding
 - ▶ Improved student funding could reduce the number of students needing or wishing to work full-time during the last year of their program

2. Graduate Program(s) n/a

3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
 - ▶ Faculty are active in research and other scholarly activity
- Faculty
 - ▶ UTSC Department of Biological Sciences shows strong participation in tri-council funding relative to other departments
 - ▶ Both UTSC and CC have talented individuals in the teaching and support staff
 - ▶ Staff complement plans appear appropriate

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

- Research
 - ▶ UTSC publications and funded projects do not appear to be related to research focused on paramedicine, instead largely reflecting the focus, interests, and expertise of faculty in Biological Sciences
 - ▶ Number of students involved in research is unclear
 - ▶ A coordinated research strategy does not exist between the two programs
- Faculty
 - ▶ UTSC Department of Biological Sciences does not appear to have faculty with research expertise in paramedicine

The reviewers made the following **recommendations**:

- Research
 - ▶ “We believe there exists tremendous potential to have a world-class research program that drives the development of paramedicine, improves the delivery of paramedic training and assessment of competence, and provides opportunities for paramedic student education in research and evidence literacy.”
 - ▶ Create future collaborative research initiatives, informed by challenges, issues and opportunities related to the paramedicine profession, to capitalize on the existing strength of UTSC faculty funding success and CC faculty’s focus on priority gaps in knowledge in paramedicine
 - ▶ Explicitly support UTSC or CC faculty engaged in paramedicine research with protected time and resources
- Faculty
 - ▶ Encourage the recruitment of tenure and teaching track professors who specialize in paramedicine
 - ▶ Consider Adjunct positions or cross appointments between UTSC and CC that can complement teaching or act as mentors for research specific to paramedicine

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
 - ▶ “Leadership, faculty and staff at UTSC and CC bring a high-level commitment to the Joint Program, their respective support for students in each of the components of the program, and respect for each other”
 - ▶ Clear commitment among staff in both institutions to high quality education and excellent subsequent clinical practice
 - ▶ High morale among faculty, students and staff, with appreciation of the support for students and pride in the program
 - ▶ Ambulance services benefit greatly from the high-quality graduates of the program
 - ▶ Annual simulated disaster exercise, involving multiple organizations and stakeholder engagement, reflects the “commitment to partnerships and collaborations that are key to the success of the program”
 - ▶ Program advisory committee that brings together stakeholders from diverse areas of paramedicine
 - ▶ CC leads a partnership with a UK university/ambulance service to provide opportunities for international experience
- Long-range planning and overall assessment
 - ▶ Joint program initiative reflects best practice in international programs in paramedicine
- International comparators
 - ▶ “Program is certainly comparable internationally to equivalent programs, in terms of the quality of graduates - all involved must be complimented on this achievement”
 - ▶ University of Toronto is highly ranked internationally in medicine & life sciences disciplines; ranking information specific to paramedicine is limited but reviewers observe that “development of links with such a highly ranked program must carry benefits for paramedicine”
 - ▶ Curricular components, teaching methods, clinical placements, and assessment methods of the CC program compare well with similar programs
 - ▶ Greater representation of diversity relative to other comparators, reflecting the community in Scarborough, the GTA and Southern Ontario, noted as a program strength

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

- Relationships
 - ▶ Reviewers note “evidence from the site visit that the two institutions are ‘separated’ by a joint program”
 - ▶ Sense of separation between UTSC and CC programs presents challenges and limits how the institutions “can advance both a future learning environment, experiential training, and research that reflect changes unfolding in paramedicine and health care delivery in communities”
 - ▶ Reviewers observe that “there is more of a sense of community during the period in the program based at CC”; asymmetry between experiences at CC and UTSC reflects differences in class size and cohesion amongst the cohort in paramedicine courses
 - ▶ Reviewers observe a “formulaic approach that frames a number of joint programs between the two institutions that has not significantly changed over time”
 - ▶ Ambulance services seem reluctant to provide the essential clinical placements required for training
- Organizational and financial structure
 - ▶ Lack of cross recognition of modules and cross-appointment between programs
 - ▶ Organizational structure does not appear to include an individual at either institution who can coordinate activities across both programs
 - ▶ Space-related challenges at CC for the paramedicine program and library services
 - ▶ “CC expressed the need for increased financial transfer from UTSC which collects all tuition fees for all four years”
 - ▶ Reviewers observed potential disconnects in the views of leadership and staff regarding the future of the joint program, including whether it should continue as is or be re-developed as a facilitated pathway to better serve students
- Long-range planning and overall assessment
 - ▶ Challenges exist in terms of co-ordination, academic integration, staffing and respectful mutual recognition between the two institutions; option for each to end the joint approach noted as a serious threat to the program
 - ▶ Noting “considerable change and shift in scope of work of a paramedic,” the reviewers observe that future developments in the profession could significantly impact the curriculum; noting the possibility of both a 5-year joint program (“which may be too onerous by students”) as well as the creation of a 3-year College baccalaureate program
 - ▶ Little awareness or discussion of the potential opportunity that impending UTSC SAMIH initiatives may provide for the program and the paramedicine profession

The reviewers made the following **recommendations**:

- Relationships
 - ▶ Robust engagement between UTSC/CC and ambulance services is required to strengthen partnerships and ensure clinical placements for students
 - ▶ Strengthen connections with the UTSC Department of Health and Society

- ▶ Undertake initiatives to enhance a sense of community and *esprit de corps* in the program and between the two institutions
- ▶ Continue developing relationships with cognate academic units
- ▶ “Continue to emphasize the increasing importance of social impacts through collaborations, partnerships and community engagement, and to reflect on the impact through regional, national and global perspectives”
- Organizational and financial structure
 - ▶ Develop a collaborative table and governance model in which academic leadership can oversee the joint program in a more integrated and productive manner
 - ▶ Improve teamwork and coordination of enrollment activity between UTSC and CC
 - ▶ “Consider creating a position to better coordinate and plan the joint activities of both programs and better capitalize on existing human resources that have intimate knowledge of both programs”
 - ▶ Moving the UTSC program from the Department of Biological Sciences to the Department of Health and Society “highly recommended” in order to better align with the future of the paramedicine profession and to reduce duplication of courses
 - ▶ Explore opportunities to engage and/or integrate with the Scarborough Academy of Medicine and Integrated Health (SAMIH), in order to strengthen the program, build community, and address the changes in the profession of paramedicine through interprofessional training and experiential learning
 - ▶ Consider opportunities for increasing program resources through philanthropy and/or fundraising, as well as greater collaboration between the two institutions in areas of advancement
- Long-range planning and overall assessment
 - ▶ A better integrated program, taking full advantage of the individual strengths of each institution as well as potential synergies between them, would be a significant boost to the program and the future of paramedicine
 - ▶ “We recommend that emphasis be placed on developing the joint program as an endeavour that will strengthen prospective paramedic careers by driving the development of this nascent profession, rather than providing options for paramedics when they leave the profession.”
 - ▶ “It is clear internationally that where high level integration can be achieved between university and professional training programs, the sum is worth far more than the parts. This is clearly the case with the UTSC/CC joint program - resilience is required at this stage to continue the work needed to achieve this outcome.”
 - ▶ “There needs to be a table to bring to the forefront issues and differing perspectives for example on whether the Joint Program should even continue or whether other learning pathways should be created”
 - ▶ “The proposed provincial paramedicine three year ‘decision’ for college programs is a pivotal moment in the program’s history and requires careful thought on the future of the program”; undertake consideration and planning for a potential 5-year program, and the impact of potential provincial requirements for a 3-year diploma for entry to the profession

- ▶ Create or continue with inter- and intra-institution team meetings to discuss the future of the joint program and potential options for evolving and addressing the future of a paramedicine education, training, research, and interprofessional practice
- ▶ Begin developing a research-focused master's level program in paramedicine



September 26, 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 Paramedicine Specialist program, University of Toronto Scarborough (offered jointly with Centennial College)

Dear Susan,

Thank you for your letter of June 8 requesting my administrative response to the external review of the Paramedicine Specialist program (offered jointly with Centennial College). I want to thank the review team - Professor Christian Vaillancourt, Department of Emergency Medicine, University of Ottawa, Professor Gerard Bury, University College Dublin, School of Medicine, Professor Steven Liss, Faculty of Science, Toronto Metropolitan University, Professor Ian Blanchard, EMS Health Systems, Alberta Health Services, and Caroline Minks, Student Reviewer - for their consultation with the Department during the site-visit, held from November 2-3, 2022, and for their Report, which was finalized on January 19, 2023, and shared with the Department.

We deeply appreciate the reviewers' assessment of the program as a leader in Canadian paramedic education, with innovative assessment methods, outstanding faculty teaching and research activities, and a highly qualified applicant pool.

The report from the review team identifies several areas for enhancement and development, including a more integrated approach to the jointly-offered program, clearer communication of physical fitness requirements, changes to curriculum structure and sequencing, increasing student opportunities for research, a coordinated research strategy between the two institutions, shifting the administrative home for the program, and continued joint discussions about the future of the program. 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.

It will be helpful to note that effective July 1, 2023, the Joint Specialist is now administered at UTSC in the Department of Health and Society. Accordingly, this response has been developed with the Chair of the Department of Health and Society, in close consultation with counterparts at Centennial College.

Once again, I thank the review team for their insightful and valuable review of the program. I look forward to supporting the Department, and working together with leadership at Centennial College, in implementing the recommendations of this report.

The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the Chair of the Department of Health and Society and regular meetings with the Joint Programs Steering Committee (UTSC/CC). An interim report to the Office of the Vice-Provost, Academic Programs will be prepared in **Fall 2026**. The next external review of the Joint Specialist will take place no later than **Fall 2029**, together with the external review of the Department of Health and Society and its programs.

Sincerely,

A handwritten signature in black ink, appearing to read 'WAG', written in a cursive style.

William A. Gough
Vice-Principal Academic & Dean

2022-23 UTQAP Review of the UTSC Paramedicine Specialist program (offered jointly 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
The reviewers noted the need for a more integrated and cohesive approach to the jointly-offered program; they recommended that UTSC and Centennial College seek greater alignment of program goals, reduce overlaps and conflicts between courses and other curriculum components, create a more seamless student experience with access to support resources, and develop a collaborative governance model for program planning and oversight.	1	“We cannot give too much importance to the need for seamless integration between the UTSC and CC programs (and joint support staff).”	We have defined seamless integration as ensuring a unified and coordinated approach that allows the two institutions to operate together without obstacles, misalignment, or noticeable disjunctions. We have organized our planned efforts along the following domains: (a) curriculum alignment, (b) technological integration, (c) academic collaborations, (d) student support, (e) administrative coordination, (f) cultural alignment (i.e., culture of collaboration, shared values and belonging across students, staff, administration), (g) administrative obligations, (h) assessment and continuous improvement, (i) communication strategy, (j) resource sharing, (k) accessibility, and (l) conflict resolution mechanisms. These are discussed further below with key measurable objectives for each. Timeline: short, medium and long term	The Dean’s Office is providing funding for the hiring of a dedicated program coordinator (0.5 FTE) who will be embedded in the Department of Health & Society to better support the program in these aims. This position will work closely with the soon to be hired Joint Programs Coordinator who will work closely with their counterpart at Centennial to oversee administrative functions related to all UTSC/Centennial College joint programs.
	2	“Duplication of courses should also be avoided, and consideration given (especially with the expected expansion to a 3-year college program) to providing	The joint Paramedicine program has transitioned to the Department of Health and Society (DHS). Our coordinated and collaborative review of the	Our understanding is that the proposed transition to a 3-year college diploma program continues to be discussed but has

		additional credits for courses meeting both College and University requirements. Conscious efforts should be made to integrate both programs at all levels (registrar, faculty, library services, student support, etc.), and create a sense of belonging shared by both programs.”	<p>curriculum and planned major program modifications will ensure courses are not duplicated. However, we will continue to monitor this issue as we implement a revised curriculum.</p> <p>Efforts to integrate and where, are described above (see recommendation # 1).</p> <p>Timeline: short / medium term</p>	not been approved, nor is there any direction by the Ministry of Colleges and Universities and plans or timelines. We plan to proceed as though there is no change from a 2-year to a 3-year program, until officially notified otherwise. However, The Dean’s office will continue to monitor the diploma program expectations in coordination with the Joint Programs Steering Committee.
	3	“Greater cohesion and integrated programming and oversight between CC and UTSC would lead to better support and more seamless processes and access to resources for students. Process mapping the program from enrollment to graduation, with significant input from students could be a revealing exercise.”	<p>We are collaboratively working on process mapping and diagramming the various steps, activities and workflows that a student goes through from enrollment to graduation. This is intended to help in understanding and refining the student’s journey through the program across both institutions. This will include mapping of: (a) enrollment processes, (b) orientation and onboarding, (c) academic progression and transitions, (d) work-integrated learning, (e) extracurricular activities / opportunities, (e) graduation requirements and planning, and (f) post-graduation support. We anticipate that this mapping will holistically identify bottlenecks, points of confusion and areas in need of improvement now and on an on-going basis.</p> <p>Timeline: short / medium term</p>	The Dean’s Office fully supports these exercises which will help the Department situate the program within existing DHS curriculum and the Joint Program landscape.
	4	“The CC model of having support services embedded within the library services appears to be a great	Both Centennial and UTSC have exceptional library services. We are reviewing the services highlighted in	



		model, is much appreciated by students, and should be emulated by or shared with UTSC.”	the review to examine where UTSC processes may be lacking and made to be shared when students are active in both institutions. Timeline: short / medium term	
5		“Student feedback would suggest that anatomy tutoring at CC was less useful as the tutor was not from the paramedic program and used a different textbook, so there was no continuity of learning. This continuity is essential and should be assured at each institution. Consider offering/facilitating paramedic mentoring by recent program graduates.”	Maintaining continuity of the program is a goal of our planned program curriculum revisions. Currently all joint program students take Anatomy at the Centennial campus, and this has been a successful continuity strategy. Where it would be helpful for faculty or mentors to have paramedicine experience or expertise, this will be facilitated. Timeline: monitoring	The Dean’s office supports the Departments curriculum mapping and pathways exercises as described, to support these recommendations moving forward.
6		“Continue work mapping program objectives and reduce duplication between programs. One list of research skills that graduates should possess could be created, and course offerings mapped and adapted as required to achieve program level objectives for research.”	Mapping is part of our overall major program modification strategy (see Recommendation #3). Research is provided as an example (this is identified below as well) and serves a priority in our revision plans. Timeline: short / medium term	
7		“Consider creating a position to better coordinate and plan the joint activities of both programs and better capitalize on existing human resources that have intimate knowledge of both programs.”	Following the program’s move to the Department of Health and Society, Dr. Walter Tavares has been appointed as the program supervisor for the Paramedicine program. Dr. Tavares is a leading expert in Paramedicine, has extensive and detailed knowledge of the Centennial program, and of its networks and partners. Dr. Tavares is also an Assistant Professor in the Department of Health and Society, at the Wilson Centre for Health Professions Education, and leads the Paramedicine Collaborative at the	Resources have been committed for the program coordinator support. The Department of Health and Society which will house the position has begun the process of developing the job posting.



Office of the Vice-Principal Academic and Dean

			<p>Department of Family and Community Medicine. We believe Dr. Tavares is well positioned to coordinate and plan joint activities, and to capitalize on resources in and out of both institutions. UTSC is also planning the hiring of an additional program coordinator to assist with academic and administrative duties of joint programs, and for the Paramedicine and Health Professions Certificate Programs.</p> <p>Timeline: short / medium term</p>	
8		<p>“While there will be many points of contact between UTSC and CC, there should be consideration of the governance and academic leadership with greater emphasis on the development of an integrated program, student development and continued support for graduates in the field, and research.”</p>	<p>Centennial and UTSC co-host a joint program steering committee that includes academic leadership, administration leads, program supervisors and students from both institutions who work collaboratively to establish processes and governance of the joint program. This committee also attends to issues of student development and support.</p> <p>Supporting this steering committee are formal program working groups that meet twice annually to discuss program quality, changes to curriculum, student service, administrative service upgrades, and various other ad hoc meetings and discussions. We will explore convening these working groups more frequently to focus discussion on issues identified, such as support for graduates in the field and increasing research capacity.</p> <p>We will also explore methods of encouraging better participation at all levels in these program working groups.</p>	<p>The Joint Programs Steering Committee and its program sub-groups meet twice per year. This is an active group that is well-placed to ensure both institutions are collaboratively engaged in the program’s interests.</p> <p>In 2023 UTSC and CC engaged in a revision of the Memorandum of Understanding governing the Joint Programs, which is currently in review with the Office of the Vice-Provost, Academic Programs. It is expected that the MOU will be finalized in Fall 2023.</p> <p>The program’s transition to the Department of Health and Society is expected to benefit students and faculty and enable future collaborations.</p>

			Timeline: short / medium term	
	9	“Strengthening the connections and unity, and ‘esprit de corps’, between the two institutions is highly recommended.”	<p>Following the transition of the Paramedicine program to the Department of Health and Society, the program is now well positioned alongside our faculty’s leadership role in the paramedicine community, and an active program of research and large network of collaborators collectively working to advance the profession. Shared membership on advisory committees, on program planning, on community outreach, and shared support for the SAMIH initiative, are examples of a renewed sense of pride, fellowship and common loyalty. Both institutions commit to active engagement with one another on the above, or other initiatives that arise.</p> <p>Timeline: monitoring only</p>	
	10	“Notwithstanding the very distinct cultures, processes, budget models, and governance between the two institutions, there is a need for a collaborative table and governance model that specifically addresses the joint program(s) in a more integrated and productive manner (for the future) than currently managed.”	See response to recommendation # 8.	
	11	“Better coordination and teamwork in enrollment in terms of numbers that the CC program can accommodate for the joint program.”	The Department of Health and Society and Centennial College are working collaboratively to understand and support changes in admission processes and requirements, and in addressing bottlenecks for student enrollment and completion of the program. Currently UTSC admits 35 students each Fall. Historically, the number of students enrolled was	The Dean’s office supports the Department in collaborating with Centennial colleagues who will be best placed to understand capacity in the program, particularly for student placements. We will work with the Registrar’s Office on potential admission tools that may be used to support



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			<p>higher. The Ontario government has encouraged more enrollment in health professions programs. We are working with CC to explore what capacity might exist to increase enrollment numbers (this includes attending to those who require readmission). UTSC is also revising its admission criteria to better align with Centennial College (including the use of new admission tools), reflect the change to the Department of Health and Society and promote accessibility. These discussions will include the UTSC Registrar’s Office.</p> <p>Timeline: short / medium term</p>	<p>enrolment growth while also ensuring students are prepared to succeed in the program.</p>
<p>Noting that the physical fitness requirements for provincial certification as a paramedic are responsible for significant program attrition, the reviewers recommended clearer communication with students regarding these requirements prior to their entering the program, and consideration of additional admission criteria to facilitate student success.</p>	<p>12</p>	<p>“Assuming the lift test continues to be required and an industry standard, efforts should be in place to properly inform, screen and prepare applicants before too much of their time, money, and efforts are invested in their training.</p> <p>Other requirements should also be made clear and assessed very early on including health status, immunization, criminal record check, driving record, mask fit testing, etc.”</p>	<p>Lifting, medical and other non-academic requirements are expected to continue. As such, and to limit these issues as barriers to student success, we will implement the following: include the non-academic requirements (a) in marketing / program information materials, (b) in declaration statements students must review and submit, (c) in planned orientations to support students in understanding these requirements, and (d) ensure students are aware of the related supports (e.g., mentoring, access to strength conditioning supports) available at CC and UTSC.</p> <p>Any additional admission screening will be considered in consultation between both institutions. Centennial College has received institutional approval and will be commencing Computer-based Assessment for Sampling Personal Characteristics (CASPER) with applicants to the Paramedic program, starting in Fall</p>	
	<p>13</p>	<p>“The physical fitness and health requirements for a registered health care professional in the province (e.g., lifting test, medicals, vaccinations, driving requirements, etc.) should be clear and achievable for each applicant before entry to the program. At the moment, it appears that students finishing first year may not be aware of these requirements or unable to meet them. Consideration should be given</p>		

		to entry testing for these important admission requirements.”	<p>2024. CASPER is intended to provide non-academic information (e.g., interpersonal skills, professionalism, ethical decision-making) that can be used to complement traditional academic indicators and provide a more comprehensive evaluation of an applicant’s suitability for the paramedicine program. To promote alignment, UTSC will review and consider the same process in admissions.</p> <p>It is worth noting that in the Fall 2022 cohort, lift test failures accounted for less than 4% of the cumulative semester 1 attrition, and less than 2% of the overall program enrollment.</p> <p>Timeline: short / medium term</p>	
The reviewers suggested a number of changes to the curriculum structure and sequencing to allow “more time for maturation of students prior to taking on the responsibility of a paramedic”; they also noted considerable challenges for students who are not able to complete program components on the expected timeline and recommended that more flexible pathways to program completion be considered.	14	“The site visit and our meeting with students would suggest that consideration should be given to revisiting where the UTSC component occurs in the program (currently years 1 and 4). Suggestion was made for this curriculum to be covered in years 1 and 2, providing more time for maturation of students prior to taking on the responsibility of a paramedic together with CC classes.”	This issue has been considered extensively in the past and again because of this review. We have decided that the program is best structured with the CC content provided in years 2 and 3, with the remaining content provided at UTSC in years 1 through 4. While other institutions have implemented 2+2 models, we believe the current model is best because it: (a) better promotes integration, consistency, cohesiveness, community and relationships by allowing students to transition back to UTSC (b) allows content to be sequenced and offered collaboratively, (c) permits a scaffolding of content not available in the 2+2, (d) permits access to the profession with a broader foundational knowledge base, (e) permits more flexibility in the fourth year at UTSC to promote	The Dean’s supports the program's choice to maintain the 1+2+1 model, given the proposed enhancements, including more careful consideration of curriculum scaffolding and the incorporation of new courses aimed at enhancing students' foundational knowledge and encouraging reflection of their applied learning experiences. The introduction of a research-oriented course also creates avenues for students to pursue advanced professional and graduate-level training should they express interest in doing so.

			<p>completion of the degree, compared with the less flexible practical components in the final year at CC.</p> <p>Timeline: monitoring</p>	
15	<p>“The potential for a re-focused UTSC year 1 & 2 program could introduce a broader health-oriented foundation, which might increase the appropriateness of this component. Its effectiveness in preparing students for a career in the health system might also benefit. The refocused program might explore modules on health determinants, ‘early patient contact’, pharmacology, etc.”</p>		<p>The transition to DHS enables the introduction of themes such as broader health-oriented foundations, health systems, and more into the program. Our major program modification plans include, for example, the addition of HLTA02H3 Foundations in Health Studies, HLTB41H3 Introduction to Social Determinants of Health, HLTB40H3 Health Policy and Systems, HLTC81H3 Health Professions and Practice, HLTD01H3 Directed Readings in Health Studies and HLTD05H3 Directed Research on Health Services and Institutions. These courses integrate (C-level) and follow well (D-level) with existing Centennial courses, and will be well integrated with the existing 1-2-1 model. For example, HLTC81H3 positions paramedicine along with other health professions in the delivery of health care. HLTD05H3 allows students to study aspects of paramedicine after having some experience with the profession.</p> <p>Timeline: short / medium term</p>	
16	<p>“Given recent challenges such as prolonged paramedic off-load delays, consideration should be given to competency-based goal achievement rather than simple completion of 400-450 hours on the road. Similarly, having access to various preceptors would increase scheduling flexibility and provide</p>		<p>While some of our partnering sites have transitioned from and agree to competency-based models, this is not yet broadly implemented. Both UTSC and CC are committed to transition from a time-based model to a competency-based approach. Centennial College does not include hour minimums or maximums. Rather completion or exit decisions are based on</p>	<p>The Dean’s Office will use governance opportunities through the Joint Programs Steering Committee and its program sub-groups to monitor this, as well as the Academic Programs Planning Sub-Group of the SAMIH steering committee.</p>

		greater exposure to different teaching styles and approaches to paramedicine.”	<p>determinations of readiness supported by preceptor input.</p> <p>Despite efforts, the placement structure continues to be a bottleneck in part because of the limitations imposed by placement sites (e.g., in access dates and hours). Both UTSC and CC are active in exploring innovations related to work-integrated learning with our Paramedic Service partners, but we continue to struggle with the transition. Recent government calls for greater support in this space are being leveraged and we are working with the Ontario Association of Paramedic Chiefs (operators / placement sites) to explore solutions, including access to various preceptors.</p> <p>Timeline: long term</p>	
17	“Discussion with leadership on ‘closing the gap’ in the last year should be considered where a course could be created to tie together elements of learning from the three previous years and prepare the student for independent practice. Innovative assessment techniques could be considered for such a program. Similarly, competency-based success for clinical ride-outs could be considered rather than or as a complement to a set number of completed hours.”	Currently, we have planned to introduce in Fall 2024 a new D-level course year course titled “Advances in Paramedicine” which will support the student’s transition to the workforce and profession. While its emphasis is non-clinical, it includes linking of clinical knowledge to broader health systems, transitions and opportunities in paramedicine. Innovative assessment techniques are being considered including leveraging community and professional partners/stakeholders in the evaluation of student contributions.	The Dean’s office supports the Departments revisions to the curriculum and its continued work with placement pathways in this regard.	
18	“A fourth-year course that prepares students for transition to professional life could engage recent graduates to describe lived experience and act as mentors in this crucial part of the student’s professional journey.”	Secondly, we agree with the need to de-emphasize an hours-based program for a competency-based model. The program’s success criteria are competency based		

			<p>but placement site policies can and do provide some limitations (e.g., limited access to the scope of practice, limitations on dates and times allocated to students, limitations in accessing some types of patient events). Some innovations in this space have been and will continue to be explored with our placement partners.</p> <p>Timeline: short / medium term</p>	
	19	“Creation of alternative pathways where enrollment can include diploma to degree and degree to diploma pathways.”	<p>We agree that academic pathways are needed for our students, and to be active in supporting paramedics/paramedicine more broadly. Our existing pathways currently prohibit graduates (paramedic diploma holders) from other institutions from accessing the degree. Even graduates of the CC diploma who do not have university level education, have difficulty accessing the degree. Discussions have taken place with the UTSC Registrar’s office in the past, and these discussions will be revived to create facilitated pathways for these students. Both CC and UTSC see this as an obligation to students and the profession overall.</p> <p>Timeline: medium / long term</p>	The Dean’s office supports and will help to facilitate conversations with the Registrar’s Office to explore and expand access pathways for students. The hiring of a dedicated Joint Programs, Program Coordinator at UTSC, in the short term, will play an important part in moving this forward.
Observing that a potential change in provincial requirements related to program length represents both a “pivotal moment in the history of the program” as well as an “opportunity to align the two programs in a way that reduces repetition and builds off	20	“Consideration and Planning for a 5-year program, and the potential impact of provincial requirements for a 3-year College program/degree.”	<p>Currently, the province is considering different potential models for program delivery, including a 3-year credential. As such, UTSC and CC are exploring curriculum revisions and alignment. Both a 4- and 5-year degree model are being considered, however, we believe that the 4-year program would be optimal for integration of the curriculum. Further, competing</p>	

each program's strengths," the reviewers recommended consideration and planning for a five-year Paramedicine curriculum.			programs are normally 4 years in length, so retaining the 4-year structure is preferred. Timeline: monitoring only	
	21	"There is an important opportunity to consider integration of Primary Care Paramedic training with Advanced Care or Community Care training if a 3-year College Program were to become the provincial norm. This is particularly relevant given potential developments at SAMIH."	As described above, a provincial shift to a 3-year curriculum is not immediately forthcoming but is being considered and explored by provincial stakeholders. However, we agree that supporting pathways for students into Advanced Care Paramedicine, Community Paramedicine and Master's programs is needed and would align well with the Paramedicine Collaborative at the Department of Family and Community Medicine, trends in the industry, and the SAMIH initiative. Our plans are to offer students post-graduate opportunities as long-term plans. Timeline: medium / long term	The Dean's office supports the Department's efforts to build strong relationships with the Master's in Advanced Care Paramedicine, Community Medicine Paramedicine, in the Department of Family and Community medicine, and its long-term efforts to explore post-graduate opportunities.
	22	"Consideration should be given to increasing the proportion of college course credits considered to be university equivalent from the current maximum of 7.5. This will be especially important if the college program extends to three years."	Consideration for increasing the availability of college course credits from 7.5 is being considered as part of the major program modification. Discussions between both institutions are planned prior to proposing any changes through governance. Timeline: short / medium term	There is room for a slight increase in the number of courses from CC in the program. However, we do not expect this will be necessary in the current program structure. If the diploma program shifts to a 3-year program, we may consider increasing the total credits.
The reviewers made a number of recommendations geared toward increasing students' opportunities for research engagement and their familiarity with the existing scope of paramedicine research; they suggested several ways in which	23	"A culture of research and intellectual curiosity must be pervasive, not only when taking research related courses, but also in clinical and operational training. The latter courses must be explicitly rooted in the primary research literature and students challenged to think of where the profession it is on solid footing, and where there is uncertainty."	To address this issue, we have been considering the following in our major program modifications: (a) the introduction of a new D-level course titled "Advances in Paramedicine" which will have a focus on evidence; (b) the introduction of HLTD01 – Directed Readings in Health Studies, HLTD71 Directed Research in Health	The Dean's office supports the inclusion of the stated D-level research-oriented courses and a commitment to evidence-based practice.

research competencies might be expanded, demonstrated, and assessed.			Studies, HLTD05 Directed Research on Health Services and Institutions. Timeline: short term	
	24	“As part of a future joint research program described above, continue existing and formalize new opportunities for students to be involved in research in each year of study. This could include but not be limited to basic evidence-based literacy and key concepts in research, and involvement as a participant, data collector, and study lead. These opportunities should increasingly introduce and affirm basic to advanced topics describing the full breadth of research methods commonly employed to inform paramedicine, not only quantitative methods. Where possible paramedic specific contexts should be used, or bridges built between examples used in biology and how that may specifically be applied in the paramedic context. “	As described above, our planned major program modifications with the transition to DHS include several research and evidence literacy opportunities (see recommendation #23). UTSC also has established relationships with two key partners that can support new opportunities for students to be involved in research. First is the McNally Project. This is a paramedicine focused research capacity initiative that involves over 100 active paramedic researchers with several opportunities for research. Second, is the Paramedicine Collaborative at the Department of Family and Community Medicine. This collaborative focuses on paramedicine related research, innovation, scholarship and education. The combination of new courses along with these integrated relationships are expected to create opportunities for growth in research capacity. We will begin to explore these opportunities jointly with CC. Timeline: short term	The Dean’s office will actively support the Department’s dedication to evidence-based practice and expanding research training and opportunities for students. Furthermore, the relocation of the Joint Paramedicine program to the research-intensive Department of Health and Society, with its close links to SAMIH, positions it favourably for potential collaboration in future health research programs.
	25	“Create a culture of research, where it is not considered an option for students, but rather an essential skill. Similar to clinical procedures like airway management, these skills could be formally assessed such as the ability to formulate and execute a literature search, proficiency in evidence-based literacy, practice at consenting/assenting patients to	Fostering a valuing for research and evidence (i.e., knowledge production, transition and use) as well as research capacity growth is a focus of the major program modifications. See response to recommendation # 21, 23 and 24 for how we intend to achieve these goals following the result of the	

		a study, etc. They should be explicitly tied to program learning objectives.”	curriculum modifications and program mapping exercises. Timeline: short term	
	26	“Ensure that clinical and operational teaching is explicitly rooted in the primary research literature, where studies supporting or not supporting clinical and operational interventions are discussed as they are being taught.”	The leveraging of evidence and engagement with the literature is included in all courses that are planned in the revised curriculum for the program. We have also included research specific courses throughout. For example, HLTB51 to Health Research Methodology (year 1), HLTD01 – Directed Readings in Health Studies (year 3), HLTD71 Directed Research in Health Studies, HLTD05 Directed Research on Health Services and Institutions (year 4). Timeline: medium / long term	
The reviewers commented that “there exists tremendous potential to have a world-class research program that drives the development of paramedicine,” and recommended a coordinated research strategy between the two institutions to co-develop paramedicine-relevant research initiatives as informed by current challenges, issues, and opportunities in the field.	27	“We conclude that there is research occurring, but that a coordinated research strategy does not exist between the two programs. We believe there exists tremendous potential to have a world-class research program that drives the development of paramedicine, improves the delivery of paramedic training and assessment of competence, and provides opportunities for paramedic student education in research and evidence literacy.”	A collaborative program of research and research strategy exists between CC and UTSC. Our faculty, and faculty of our Paramedicine Collaborative (described above) are active researchers in paramedicine and health professions education research. Our plan is to work collaboratively between both institutions and with partner organizations and stakeholders to identify research priorities. Our program has recently received Canadian Institute of Health Research funding to support this work, specifically by leveraging the practice-oriented focus of CC along with the complementary policy, population and public health strengths of UTSC.	SAMIH provides a platform with the capability to align with this vision, creating avenues for the Paramedicine program to establish collaborations within the allied health professions. This, in turn, extends the possibilities for affiliated UTSC faculty accessing Tri-Council funding opportunities.
	28	“Create future collaborative research initiatives that capitalizes on the existing strength of UTSC faculty funding success, especially tri-council grants, and CC faculty’s focus on priority gaps in knowledge in paramedicine. The intent it is for UTSC and CC to co-develop paramedicine-relevant research initiatives as informed by challenges, issues and opportunities	Timeline: long term	

		related to the profession and delivery of health care by paramedics. An example of how this could come about would be the establishment of a “living laboratory” where education (and other high fidelity simulation based research) data collection could occur at CC in the course of students being trained.”		
29	“Explicitly support with protected time and resources those members of either UTSC or CC that are engaged in paramedicine research to develop a culture of research through a collaborative future research program. This program should begin the process of creating a research focused Masters level program in paramedicine that is jointly offered by UTSC and CC.”	The Dalla Lana School of Public Health (DLSPH) has recently launched a Paramedicine Collaborative at the Department of Family and Community Medicine that includes a focus on research, innovation, scholarship and education. Early development includes opportunities for paramedicine focused graduate / Master’s level courses (including supervision of paramedicine related research) creating opportunities to be involved in future expansions, with the potential of a Master’s level program. We believe this is important in supporting student pathways and the profession overall. Timeline: short term (Master’s level program as longer term)	The Dean’s office supports the Department’s efforts to enrich the undergraduate curriculum of the Joint Paramedicine program to better align with the requirements of graduate level training and allow our students to be more competitive in gaining entry to these programs, including the new Masters at DLSPH.	
30	“There needs to be more regard for CC’s leadership in building and sustaining relationships and the leverage this has for establishing a global perspective, particularly with regards to research.”	Centennial College is indeed very active in building and supporting relationships and networks that support student development and opportunities, and program enhancements. In particular, Centennial is recognized for its work on interprofessional practice. We note the “Collaborating Across Borders” (https://issuu.com/cache_uoftuhn/docs/cache_magazine_vol4_summer2023_final_hyperlinked) and the school’s recent “Scholarly Activity Report” (https://centennialcollege.widen.net/s/gszmbw9hp8/s)	UTSC recognizes the expertise and leadership of Centennial colleagues in building relationships that support the Joint program and the Paramedicine diploma programs at Centennial. The Dean’s office will work with the program on monitoring curriculum opportunities for the program that will align with Centennial’s academic strengths.	

			<p>chs-scholarly-activity-report-2018-2021) as examples. Moving forward, our intention is to align our academic strengths and leverage them in courses, activities, research, and opportunities for faculty and students.</p> <p>Timeline: monitoring</p>	
	31	“Development of graduate studies where those with degrees can continue their studies in paramedicine.”	See response to recommendation # 29.	<p>The Dean’s Office is keenly interested in pursuing graduate opportunities in Paramedicine.</p> <p>Timeline: monitoring</p>
Noting “considerable change and shift in scope of work of a paramedic, not only as a first responder, but a critical component of community-based health care,” the reviewers observed that healthcare-oriented units at UTSC (e.g., the Department of Health and Society and/or the Scarborough Academy of Medicine and Integrated Health) may be a more suitable home for the program in the future; they highlighted the opportunities for interprofessional training and experiential learning that these units could provide.	32	“It is highly recommended moving the (UTSC) program from the Department of Biological Sciences to the Department of Health and Society. There should be flexibility for students to take appropriate Biological Sciences courses as electives. There appears to be a better match where paramedicine is headed, and would likely reduce duplication of courses that currently occurs.”	<p>The transition of the program to the Department of Health and Society is complete as of July 1, 2023. A major program revision is currently being prepared for submission in Fall 2023, for a September 2025 intake. Students will continue to be able to access courses in Biological Sciences in the meantime and as part of electives in the program modification.</p> <p>Timeline: short term</p>	The move to DHS has been successful and is already showing benefits for the program including the planned curriculum modifications mentioned above.
	33	“With the establishment of the Scarborough Academy of Medicine and Integrated Health (SAMIH) it is recommended that the Program in Paramedicine be brought under the umbrella of SAMIH.”	<p>DHS agrees with this recommendation.</p> <p>Timeline: completed</p>	On September 14, 2023, the SAMIH Steering Committee, upon application by the UTSC Dean, formally included the Paramedicine program in SAMIH.
	34	“The relatively recent move of a paramedic faculty who has been very active in the production of scholarly work related to the advancement of paramedicine to UTSC in Health and Society, with a focus on health professions and practice, could be leveraged more fully. It would seem that the Department of Health and Society could be more	See response to recommendation # 7 and 32.	See responses as above.



		involved with the Department of Biological Sciences, and may in itself be a more natural home, in an integrated undergraduate degree in paramedicine. “		
	35	“UTSC and CC should begin discussions with the Temerty Faculty of Medicine in the planning of SAMIH and the potential for integration of the paramedicine program and/or for interprofessional training.”	See # 33. Timeline: completed	See # 33. Effective September 14, 2023, DHS faculty serving as academic lead for the Joint Paramedicine program have been made formal members of the SAMIH Academic Programs Planning Sub-Group Alongside representatives of Temerty and other allied health professionals.
	36	“The opportunity for leveraging the SAMIH program should continue to be a priority as it could potentially improve the program and drive innovation in paramedicine.”	Our faculty have led the Paramedic Chiefs of Canada visioning report titled “Principles to Guide the Future of Paramedicine In Canada”. This work is influencing content at CC and UTSC. It is also guiding a program of research.	
The reviewers recommended that UTSC and Centennial College “create or continue with inter- and intra-institution team meetings to discuss the future of the joint program and potential options for evolving and addressing the future of a paramedicine education, training and research, and interprofessional practice in health care delivery in the community.”	37	“Create or continue with inter- and intra-institution team meetings to discuss the future of the joint program and potential options for evolving and addressing the future of a paramedicine education, training and research, and interprofessional practice in health care delivery in the community.”	Timeline: monitoring only These initiatives described above are expected to shape the future of paramedicine in Canada.	
	38	“Re-imagining the program as a more fully integrated program in Paramedicine positioned to drive the future of paramedicine in Canada.”		
	39	“We recommend that emphasis be placed on developing the joint program as an endeavour that will strengthen prospective paramedic careers by driving the development of this nascent profession, rather than providing options for paramedics when they leave the profession.”	The program’s transition to DHS, the planned major program modifications, Paramedic Collaborative initiative, and the ongoing success and advancement of the CC portion of the program are intended to support a much deeper appreciation for an integration of students into the profession and the larger healthcare system. A focus on policy, science, population and public health and paramedic practice, is intended to create both breadth and depth	The Dean’s office anticipates that the implementation of recommendations noted above, in particular, the new alignment of the program with DHS priorities such as policy, public health and paramedic practice, will benefit students in this regard, and better align the program with expectations of the profession.

			opportunities for students that can then lead to deeper engagement and opportunities to contribute. Timeline: short / medium term	
Other recommendations not prioritized in the Request for Administrative Response	40	“It is important to note that the visiting team had no opportunity to visit clinical sites / paramedic services in which students undertake their clinical training and we therefore cannot comment on those components of the curriculum. This area is an important one for future reviews to examine.”	Placements in clinical (i.e., hospital) and work integrated sites (i.e., paramedic services) are a vital component of the program. Availability of these resources continues to be the challenge. This has been exacerbated by the student intake expansion as directed by the Ministry of Health (MOH) and Ministry of Colleges and Universities. The MOH has promised to work with our Paramedic/Clinical Community partners, so that the appropriate amount of placement opportunities can be secured.	
	41	“An important issue restricting numbers of places available at CC is the requirement for competence-based modules that must comply with provincially mandated staff/student ratios. Similarly, clinical placements and ambulance service attachments are significant issues influencing student numbers. This is an issue affecting many equivalent programs at international level and requires both additional academic resources and effective partnerships with clinical sites and services.”	Performing site visits to clinical and/or field placement sites would be at the discretion of the host placement agency, and subject to operational and personnel restrictions. However, coordinating these site visits is something that will be explored with our partner agencies during the next review. See also response to recommendation #16. Timeline: long term See response to recommendation # 16.	
	42	“It is possible for CC graduates to apply for completion of the UTSC program, but not from other Colleges. Similarly, there is no apparent port of entry for students with a BSc or other degree into CC, and no apparent entry for out-of-province or	As described in the response to recommendation #19, both CC and UTSC see this as an obligation to students and the profession overall. The program at UTSC is open to-out-of province students; however, the same is not currently true for international students	This will be reviewed on an ongoing basis, in coordination with the program sub-group of the Joint Programs Steering committee, noting that residency

		international students. This is an important consideration if one was to aspire to build upon its national and international scope and leadership.”	generally because the program is only available to Canadian Citizens, Permanent Residents, and protected persons (convention refugees). At CC, an ongoing challenge with offering program seats to international students is the highly over-subscribed enrollment. For this reason, domestic students are prioritized ahead of international applicants. Furthermore, there exist additional obstacles for international students regarding work visas and placements, as well as employment upon graduation for non-residents. The program, within the current legislative constraints and program design, is designed to facilitate employment as a Paramedic in Ontario; therefore, non-residents have limited transferability of qualifications. Timeline: medium term	requirements and transferability of qualifications will need to be monitored.
43	“While a potential increase of international students might offer additional or new revenue generation, there may be opportunities for increased resources to be explored through advancement/philanthropy/fundraising. “		Our program is interested in supporting students and communities of under-represented and marginalized communities to access our degree program, and to further support research programs and research opportunities for students. Further, other strategies being considered include reserving spaces for marginalized groups, promoting accessibility with admission criteria reform/revisions, etc. However, we also note that our student population is diverse and represents the diversity of our community. Timeline: long term	The Department has stated an interest in exploring fundraising opportunities with the University and Centennial College to support these initiatives to support under-represented and marginalized communities. The Dean’s Office will engage with the UTSC Development and Alumni Relations Office to explore such fundraising opportunities.
44	“philanthropic and other fundraising could be leveraged, and with greater collaboration between the two institutions in areas of advancement.”			
45	“Encourage the recruitment of tenure and teaching track professors who specialize in paramedicine.		DHS recently hired Dr. Walter Tavares as a tenure track professor. Walter has a long history in	The Dean’s office will work with the Department to explore strategies that may



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		<p>Consider Adjunct positions or cross appointments between UTSC and CC that can complement teaching or act as mentors for research specific to paramedicine.”</p>	<p>paramedicine and CC, and an active program of research focused on the advancement paramedicine. In his role as Director of the Paramedicine Collaborative at U of T, he has also been able to secure faculty status only appointments for other paramedicine faculty, and is active in securing other faculty for our program.</p>	<p>facilitate cross appointments with CC, including the possibility of Adjunct status-only positions.</p>
	<p>46</p>	<p>“Paramedic preceptors should be evaluated and this fed back to the joint program’s administration for quality assurance.”</p>	<p>This has historically been a challenge because of the one-to-one student-to-preceptor model that exists in paramedicine, because of limited paramedic preceptors and in some cases limited access to preceptors for this type of activity. However, Dr. Walter Tavares has been involved in the “Learner Assessment of Clinical Teaching” in the Post-Graduate Medical Education program in the Temerty Faculty of Medicine, which may provide new opportunities. A paramedic preceptor evaluation strategy will be developed with CC as part of our continuous quality assurance program.</p> <p>Timeline: medium /long term</p>	<p>The Dean’s office supports the Department’s efforts to work with CC to develop the paramedic preceptor evaluation strategy as part of a continuous quality assurance program.</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 Paramedicine as one of few such programs in Canada, noting that it is the only program in Ontario offered through a partnership between a college and a university; they highlighted the annual simulated disaster exercise as “reflective of the commitment to partnerships and collaborations that are key to the success of the program.” They noted the diverse student body, inclusive environment, and students’ pride in and engagement with the program as particular strengths. They applauded the quality of the program’s graduates, noting high success rates on the Advanced Emergency Medical Care Assistant exams and a near 100% employment rate immediately following graduation. Finally, they commended the program’s leadership team, faculty, and staff at both UTSC and Centennial College, noting the strong morale, collegial relationships, and the high level of commitment from all involved to the program and its students.

The reviewers recommended that the following issues be addressed: developing a more integrated and cohesive approach to the jointly-offered program including greater alignment of program goals, reduction of overlaps and conflicts between courses and other curriculum components, a more seamless student experience, and a collaborative governance model for program planning and oversight; providing clearer communication with students regarding physical fitness requirements for provincial certification prior to their entering the program, and considering additional admission criteria to facilitate student success; considering a number of changes to the curriculum structure and sequencing, including more flexible pathways to program completion; consideration and planning for a five-year Paramedicine curriculum in response to potential changes in provincial requirements related to program length; increasing students’ opportunities for research engagement and expanding research competencies; developing a coordinated research strategy between the UTSC and Centennial College; considering whether healthcare-oriented units at UTSC (e.g., the Department of Health and Society and/or the Scarborough Academy of Medicine and Integrated Health) may be a more suitable home for the program in the future; and creating or continuing inter- and intra-institution team meetings to discuss the future of the joint program and potential options for evolving and addressing the future of a paramedicine education.

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

As of July 1, 2023, the Specialist (Joint) in Paramedicine is administered at UTSC by the Department of Health and Society. The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the Chair of the Department of Health and Society and regular meetings with the Joint Programs Steering Committee (UTSC/CC).

An interim report to the Office of the Vice-Provost, Academic Programs will be prepared in the Fall of 2026.

The next external review of the Department will take place no later than Fall of 2029, together with the external reviews of the Department of Health and Society and its programs.

6 Distribution

On June 30th 2024, 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.

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
Ontario Institute for Studies in Education	Master of Teaching; Master of Arts in Child Study and Education	Ontario College of Teachers	7-year general accreditation granted from August 10, 2023 to August 10, 2030 for the: <ul style="list-style-type: none"> • Consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Master of Teaching degree • Consecutive program of professional education with areas of study in the Primary/Junior divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Master of Arts in Child Study and Education degree
Temerty Faculty of Medicine/University of Toronto Mississauga	Master of Science in Biomedical Communications	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	8-year continuing accreditation granted from September 15, 2023 to 2031. Progress Report due on January 1, 2024.

Temerty Faculty of Medicine	Master of Health Science in Speech-Language Pathology	Council for Accreditation of Canadian University Programs in Audiology and Speech-Language Pathology (CACUP)	Full 7-year accreditation granted from March 16 th , 2023. Interim progress report due 3 years from the date of the accreditation decision.
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