



**FOR  
INFORMATION**

**PUBLIC**

**OPEN SESSION**

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

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

**PRESENTER:** See above.  
**CONTACT INFO:**

**DATE:** April 2, 2024 for April 10, 2024

**AGENDA ITEM:** 3 (a)

**ITEM IDENTIFICATION:**

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

**JURISDICTIONAL INFORMATION:**

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

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

“The Office of the Vice-Provost, Academic Programs submits the summary and the Dean’s Administrative Response to the Report (including the implementation plan and excluding all confidential information) to University governance through the Committee on Academic Policy and Programs (AP&P) of the Academic Board on a biannual basis in the form of a compendium of draft Final Assessment Reports and Implementation Plans” (*UTQAP, 6.9.2.1*).

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

## **GOVERNANCE PATH:**

1. **Committee on Academic Policy and Programs [for information] (April 10, 2024)**
2. Agenda Committee of the Academic Board [for information] (April 11, 2024)
3. Academic Board [for information] (April 18, 2024)
4. Executive Committee of the Governing Council [for information] (May 7, 2024)
5. Governing Council [for information] (May 16, 2024)

## **PREVIOUS ACTION TAKEN:**

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

The Semi-Annual Report on the Reviews of Academic Units and Programs was previously submitted to the Committee on Academic Policy and Programs on October 24, 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 thirteen external reviews of units and/or academic programs are being submitted to AP&P for information and discussion. Of these, one was commissioned by the Vice-President & Provost; one was commissioned by the Vice-President & Provost and the Vice-President & Principal, UTM; and eleven were commissioned by Deans. The signed administrative responses from each Dean highlight action plans in response to reviewer recommendations.

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

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

**FINANCIAL IMPLICATIONS:**

Not applicable.

**RECOMMENDATION:**

This item is for information and feedback.

**DOCUMENTATION PROVIDED:**

- Compendium of Reviews of Academic Programs and Units



UNIVERSITY OF  
**TORONTO**

OFFICE OF THE VICE-PROVOST,  
ACADEMIC PROGRAMS

# **Reviews of Academic Programs and Units**

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

**April 10, 2024**

# Reviews of Academic Programs and Units

## Report to the Committee on Academic Policy and Programs

April 10, 2024

### Provostial Reviews

#### Dalla Lana School of Public Health and its programs

- *Graduate*: Bioethics, MHSc; Community Health, MScCH (*Fields*: Addictions and Mental Health; Family and Community Medicine; Health Practitioner Teacher Education; Occupational Health Care; Wound Prevention and Care); Health Administration, MHSc; Health Informatics, MHI (*Delivery Options*: Regular, Executive); Health Policy, Management & Evaluation, MSc (*Concentrations*: Clinical Epidemiology and Health Care Research; Health Services Research [*Emphases*: Health Economics; Health Informatics Research; Health Policy; Health Services Organization and Management Studies; Health Services Outcomes and Evaluation; Health Systems Artificial Intelligence; Health Technology Assessment]; Quality Improvement and Patient Safety; System Leadership and Innovation); PhD (*Entry Options*: Direct Entry, Regular Entry, Transfer; *Delivery Options*: Regular; Flexible-Time; *Concentrations*: Clinical Epidemiology & Health Care Research; Health Services Research [*Emphases*: Health Economics; Health Informatics Research; Health Policy; Health Services Organization and Management Studies; Health Services Outcomes and Evaluation; Health Systems Artificial Intelligence; Health Technology Assessment]; Health Professions Education Research; Public Health Sciences, MPH (*Fields*: Epidemiology; Family and Community Medicine [*Delivery Options*: Regular; Advanced Standing]; Indigenous Health; Nutrition and Dietetics [*Delivery Options*: Regular; Advanced Standing; *Emphases*: Clinical Nutrition; Management and Food Systems; Public Health Nutrition]; Occupational and Environmental Health [*Emphases*: Environmental Public Health; Occupational Hygiene]; Social and Behavioural Health Sciences); MSc (*Field*: Biostatistics; *Emphasis*: Artificial Intelligence and Data Science; DrPH; PhD (*Delivery Options*: Regular; Flexible-Time; *Fields*: Biostatistics; Epidemiology; *Emphases*: Artificial Intelligence and Data Science; Occupational and Environmental Health; Social and Behavioural Health Sciences)

#### University of Toronto Mississauga

- No programs, not a UTQAP review

### Decanal Reviews

#### Faculty of Arts & Science

- Anne Tanenbaum Centre for Jewish Studies and its program
  - ▶ *Undergraduate*: Jewish Studies, HBA: Specialist, Major, Minor

- Commerce Program [Joint with Joseph L. Rotman School of Management]
  - ▶ *Undergraduate*: Accounting, BCom: Specialist; Finance and Economics, BCom: Specialist; Management, BCom: Specialist; Foci (available in all three programs): Data Science in Business; Managing in Diverse Economies; Foci (Management program only): Finance; Financial Statement Analysis; International Business (U of T Global Scholar); Leadership in Organizations; Marketing; Strategy and Innovation; Certificate in Business Fundamentals (Category 2 Certificate)
- Urban Studies Program (housed in Innis College)
  - ▶ *Undergraduate*: Urban Studies, HBA: Specialist, Major, Minor
- Writing and Rhetoric Minor (housed in Innis College)
  - ▶ *Undergraduate*: Writing and Rhetoric, Minor

### **Temerty Faculty of Medicine**

- Institute of Medical Science
  - ▶ *Graduate*: Biomedical Communications, MScBMC
- Department of Immunology and its programs
  - ▶ *Graduate*: Immunology, MSc, PhD
  - ▶ *Undergraduate*: Immunology, HBSc: Specialist, Major, Minor (offered through the Faculty of Arts and Science)
- Department of Speech-Language Pathology and its programs
  - ▶ *Graduate*: Speech-Language Pathology, MHSc

### **University of Toronto Mississauga**

- Department of Geography, Geomatics, and Environment and its programs
  - ▶ *Undergraduate*: Geography, HBA: Specialist, Major, Minor; Geography, HBSc: Specialist, Major, Minor; Geographical Information Systems, HBSc: Major, Minor; Environmental Management, HBA: Specialist, Major, Minor; Environmental Science, HBSc: Specialist, Major, Minor; Environmental Geoscience, HBSc: Specialist; Sustainability, HBA: Minor; Environmental Law & Policy, HBA: Minor
- Institute for Management & Innovation
  - ▶ *Graduate*: Master of Management of Innovation (MMI)
- Institute for Management & Innovation
  - ▶ *Graduate*: Master of Science in Sustainability Management (MScSM)

### **University of Toronto Scarborough**

- Department of English and its programs
  - ▶ *Undergraduate*: English, HBA: Specialist, Specialist (Co-op), Major, Major (Co-op); English Literature, Minor; Creative Writing, HBA: Major, Minor; Literature and Film Studies, Minor

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

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

## 1 Review Summary

<p><b>Program(s) Reviewed:</b></p>	<p><b>Public Health Science Programs:</b></p> <ul style="list-style-type: none"> <li>• Bioethics, Master of Health Science (MHSc)</li> <li>• Community Health, Master of Science in Community Health (MScCH)             <ul style="list-style-type: none"> <li>▶ Fields:                 <ul style="list-style-type: none"> <li>▪ Addictions and Mental Health</li> <li>▪ Family and Community Medicine</li> <li>▪ Health Practitioner Teacher Education</li> <li>▪ Occupational Health Care</li> <li>▪ Wound Prevention and Care</li> </ul> </li> </ul> </li> <li>• Public Health Sciences, Master of Public Health (MPH)             <ul style="list-style-type: none"> <li>▶ Fields:                 <ul style="list-style-type: none"> <li>▪ Epidemiology</li> <li>▪ Family and Community Medicine (regular and advanced standing options)</li> <li>▪ Indigenous Health</li> <li>▪ Nutrition and Dietetics (regular and advanced standing options, <i>Emphases:</i> Clinical Nutrition; Management and Food Systems; Public Health Nutrition)</li> <li>▪ Occupational and Environmental Health (<i>Emphases:</i> Environmental Public Health; Occupational Hygiene)</li> <li>▪ Social and Behavioural Health Sciences</li> </ul> </li> </ul> </li> <li>• Public Health Sciences, Master of Science (MSc)             <ul style="list-style-type: none"> <li>▶ Fields:                 <ul style="list-style-type: none"> <li>▪ Biostatistics (<i>Emphasis:</i> Artificial Intelligence and Data Science)</li> </ul> </li> </ul> </li> <li>• Public Health Sciences, Doctor of Philosophy (PhD); Regular and Flexible-Time options             <ul style="list-style-type: none"> <li>▶ Fields:                 <ul style="list-style-type: none"> <li>▪ Biostatistics</li> <li>▪ Epidemiology (<i>Emphasis:</i> Artificial Intelligence and Data Science)</li> <li>▪ Occupational and Environmental Health</li> <li>▪ Social and Behavioural Health Sciences</li> </ul> </li> </ul> </li> <li>• Public Health Sciences, Doctor of Public Health (DrPH)</li> </ul>
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	<p><b>IHPME Programs:</b></p> <ul style="list-style-type: none"> <li>• Health Administration, Master of Health Science (MHSc)</li> <li>• Health Informatics, Master of Health Informatics (MHI): Regular, Executive options</li> <li>• Health Policy, Management &amp; Evaluation, Master of Science (MSc) <ul style="list-style-type: none"> <li>▶ Concentrations: <ul style="list-style-type: none"> <li>▪ Clinical Epidemiology and Health Care Research</li> <li>▪ Health Services Research (<i>Emphases:</i> Health Economics; Health Informatics Research; Health Policy; Health Services Organization and Management Studies; Health Services Outcomes and Evaluation; Health Systems Artificial Intelligence; Health Technology Assessment)</li> <li>▪ Quality Improvement and Patient Safety</li> <li>▪ System Leadership and Innovation</li> </ul> </li> </ul> </li> <li>• Health Policy, Management &amp; Evaluation, Doctor of Philosophy (PhD): direct entry, regular entry, transfer; regular and flexible-time options <ul style="list-style-type: none"> <li>▶ Concentrations: <ul style="list-style-type: none"> <li>▪ Clinical Epidemiology &amp; Health Care Research</li> <li>▪ Health Services Research (<i>Emphases:</i> Health Economics; Health Informatics Research; Health Policy; Health Services Organization and Management Studies; Health Services Outcomes and Evaluation; Health Systems Artificial Intelligence; Health Technology Assessment; Health Professions Education Research)</li> </ul> </li> </ul> </li> </ul>
<b>Division Reviewed:</b>	Dalla Lana School of Public Health
<b>Commissioning Officer:</b>	Vice-Provost, Academic Programs
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"> <li>• Richard Hobbs, Head, Nuffield Department of Primary Care Health Sciences, University of Oxford</li> <li>• Shanthi Johnson, Dean, School of Public Health, University of Alberta</li> <li>• Ellen MacKenzie, Dean, Bloomberg School of Public Health, Johns Hopkins University</li> </ul>
<b>Date of Review Visit:</b>	February 6-8, 2023
<b>Date Reported to AP&amp;P:</b>	April 10, 2024



## Previous UTQAP Review

Date: November 7-9, 2016

### Summary of Findings and Recommendations

#### Significant Program Strengths

- Strong programs in health science research and administration; uniformly strong PhD programs
- Talented faculty and a committed staff
- The Joint Centre for Bioethics is a renowned national and global resource
- IHPME's strong and effective reputation with external agencies and professional groups
- Very strong acceptance and registration rates for nearly all programs
- Consistently high student satisfaction
- Exemplary student financial aid policy
- Excellent scholarly impact and performance compared to Canadian and North American universities
- Considerable strength in data science
- Eight CIHR Canada Research Chairs with primary appointments in DLSPH
- Size of faculty, students, and programs give DLSPH the potential to be among the best schools in the world

#### Opportunities for Program Enhancement

- Working across the current siloes in the areas of admissions, administration, communications, and program/course content; addressing financial incentives and barriers associated with the current structure of program offerings to duplication and support expanded course offerings
- Exploring strategies to bring time-to-completion in line with international practice
- Clarifying the roles and responsibilities of the large number of status-only and adjunct faculty
- Building internal relationships with health science and other academic divisions, as well as with administrative offices
- Developing a research strategy through which to pursue research opportunities and partnerships; finding a more effective recovery of the full cost of contracted research
- Further integrating IHPME and DLSPH to ensure that stronger, clearer administrative and governance structures and processes can effectively and efficiently support the Faculty's complex array of programs, EDUs and other activities
- Creating a detailed operational plan
- Avoiding duplication between existing EDUs; aligning any new EDUs with the Faculty's mission and strategic plan

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

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

### Consultation Process

- Vice-Provost, Academic Programs
- Dean, Dalla Lana School of Public Health
- Indigenous Knowledge Keeper
- Associate Dean, Academic Affairs
- Associate Dean, Research
- Associate Dean, Public Health Sciences (PHS)
- Director, Institute of Health Policy, Management and Evaluation (IHPME)
- Chief Administrative Officer
- Division Head, Biostatistics
- Division Head, Occupational and Environmental Health
- Division Head, Clinical Public Health
- Division Head, Epidemiology
- PHS and IHPME Student Association Leaders
- PHS Program Directors (PhD and Masters)
- PHS Graduate Coordinator
- IHPME Program Directors (PhD and Masters)
- IHPME Graduate Coordinator
- Director, Waakebiness-Bryce Institute for Indigenous Health
- Director, Joint Centre for Bioethics
- Director, Centre for Global Health
- Director, Centre for Critical Qualitative Health Research
- Director, Equity, Diversity and Inclusion
- Interim Director, Advancement
- Director, Communications
- Registrar and Director, Student Services
- Business Manager, PHS
- Business Manager, IHPME
- Practicum and Professional Development Officer
- Student Placements Coordinator
- Associate Dean, Academic Programs, University of Toronto Mississauga
- Vice-Principal, Academic & Dean, University of Toronto Scarborough
- Dean, Faculty of Kinesiology and Physical Education

- Dean, Factor-Inwentash Faculty of Social Work
- Dean, Faculty of Arts and Science
- Dean, Faculty of Applied Science and Engineering
- Dean, Temerty Faculty of Medicine & Vice-Provost, Relations with Healthcare Institutions
- School Governance Committee Chairs
- Tenured and Continuing Teaching Stream Faculty
- Vice-Provost, Graduate Research and Education, and Dean of the School of Graduate Studies
- Pre-Tenure and Pre-Continuing Teaching Stream Faculty
- Status and Adjunct Faculty
- Presidents of PHS and IHPME Alumni Associations
- Selected Employers and Stakeholders

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program(s) – n/a

### 2. Graduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Many programs in both PHS and IHPME are well-established, have a strong pipeline of applications, and excellent student experience feedback
- Objectives
  - ▶ Programs provide opportunities for students to work with scholars, decision-makers, practitioners, and communities on critical public health issues
- Admissions requirements
  - ▶ Program applications have increased
- Innovation
  - ▶ DLSPH has expanded and created several for-credit programs and is exploring ways to deliver more continuing education
  - ▶ The Indigenous and Black Health tracks are new and highly innovative
- Accessibility and diversity
  - ▶ DLSPH has paid deliberate attention to EDI through their new programs (e.g., Black Health, Indigenous, and others)
- Student engagement, experience and program support services
  - ▶ Student feedback noted by reviewers as “mostly very positive”
  - ▶ Students see placements as very valuable, potentially leading to career opportunities

- ▶ “We applaud the School’s ability to find support for most of the practica and increasing the number of paid practica, within the professional body’s regulatory constraints”
- Quality indicators – graduate students
  - ▶ PhD time to completion has improved modestly since the last review
- Quality indicators – alumni
  - ▶ Stakeholders report that graduates are well positioned to contribute to change in public health

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

- Curriculum and program delivery
  - ▶ Graduate programs are unusually dependent on status-only and adjunct faculty for teaching and assessment; “[t]his status quo would appear unsustainable and could dramatically impact on the School’s ability to deliver its programs”
  - ▶ Some program tracks are dependent on very few appointed faculty, and sometimes individual academics; “[this] may place significant or unsustainable burden on adjunct and status-only faculty and poses significant reputational and relational challenges”
  - ▶ New Indigenous and Black Health tracks are challenged by limited staffing capacity
- Student engagement, experience and program support services
  - ▶ Some students note concerns that the high proportion of teaching delivered by status-only and adjunct faculty is “inappropriate”
  - ▶ Students express strong concerns about the fairness of student placements; a small number of unpaid practica remain, “which is problematic for students facing fiscal constraints to live and study”
- Quality indicators – graduate students
  - ▶ Average PhD times to completion remain high, which further adds to student financial pressures
- Student funding
  - ▶ Many students noted significant financial hardship related to the high cost of living in the region, requiring them to work while completing their studies, and resulting in delays to program completion

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ Strengthen core faculty complement assigned to some programs, to ensure long-term sustainability
  - ▶ Address overlaps and drift in some programs by seeking efficiencies and improvements in student access, and working across some concentrations and fields
- Innovation
  - ▶ Capitalize on the success of the online delivery that occurred during the pandemic to modernize programs

- Student funding
  - ▶ DLSPH is encouraged to establish and/or enhance funding to support students experiencing financial hardship, with particular consideration for those from equity-denied groups

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Very impressive scale and quality of research and teaching, relative to the size of the faculty
  - ▶ DLSPH has achieved significant growth in research since its last review
- Research
  - ▶ Research funding has increased by nearly 160% since 2015-16
  - ▶ DLSPH has successfully engaged faculty in diversifying their research funding portfolio, through communications and events related to emerging opportunities

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

- Faculty
  - ▶ While status-only and adjunct faculty express strong commitment to and value the personal satisfaction they derive from teaching, they acknowledge their contributions are increasingly difficult to sustain, due to lack of support by employers and/or lack of available personal time

The reviewers made the following **recommendations**:

- Research
  - ▶ “DLSPH recognizes that some sectors remain largely untapped potential [for research funding] that could be exploited through further fostering of an entrepreneurial mindset and culture”
- Faculty
  - ▶ Junior faculty note desire for enhanced communications and clarity regarding career progression through the tenure stream

## 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 School has played a role in strengthening health systems around the world, novel approaches to overdose prevention and improving the implementation of Ontario Health Teams
  - ▶ The School has “created and sustained a program of public and professional engagement, provided leadership and advocacy for change, taught journalism as a public health tool, and trained faculty and students in social and government relationships”
  - ▶ DLSPH was a key player in Ontario and Canada’s pandemic response: the Dean convened and co-chaired Ontario’s COVID-19 Science Advisory Table; faculty provided expert advice on a number of pressing topics; and PhD students developed a dashboard tracking COVID-19 cases in Canada
  - ▶ Dean to be lauded for his leadership and commitment to DLSPH, U of T, and the field of public health
  - ▶ Relationships between PHS and IHPME have improved somewhat since last review
  - ▶ Students have come together to form peer support groups in the area of EDI
  - ▶ Heads of cognate divisions were universally positive about DLSPH and its Dean; they noted that the Dean’s public contributions during the pandemic had enhanced the profile of the School and the University, and expressed enthusiasm about potentially developing closer working relationships with DLSPH
  - ▶ Organizations that contribute a significant number of adjunct and status-only faculty value relationship with U of T, and report that DLSPH students are very high quality and strong candidates for future employment opportunities
  - ▶ DLSPH delivers a high school outreach and access program in two local communities
  - ▶ Reviewers note “pleasant and interesting” conversation with alumni societies
- Organizational and financial structure
  - ▶ DLSPH has implemented a number of measures since the last review, including refreshed academic governance; mirrored IHPME & PHS leadership roles; new school-wide leadership roles and associated offices; and new school-wide support roles, resources, processes, and guidelines
- Long-range planning and overall assessment
  - ▶ “The School is to be commended for its research and publication productivity, knowledge translation, research facilities and infrastructure, managing transitions, and effective team building”
  - ▶ Some progress has been made in the six priority areas laid out in the DLSPH Academic Plan

- ▶ School has made progress in the area of Indigenous health
- ▶ School has made important investments in EDI at the divisional level, with the appointment of an inaugural Director of EDI and an associated office
- International comparators
  - ▶ Largest and most comprehensive Public Health School in Canada
  - ▶ DLSPH ranks among the top Canadian and global schools of health
  - ▶ DLSPH is an “internationally recognized community of researchers, teachers, students, practitioners, policy makers and citizens, creating new knowledge, educating change makers, advancing practice, and leading public health and social justice locally, nationally, and globally”

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

- Relationships
  - ▶ The lack of integration between PHS and IHPME highlighted in the previous review of DLSPH remains a significant issue to resolve
  - ▶ Concerns noted that limited core teaching across a widening number of programs may result in faculty burnout and low morale
  - ▶ Organizations that contribute adjunct and status-only faculty acknowledge that “their own financial pressures might erode some of the historic incentives to close co-working”
  - ▶ Reviewers surprised to learn that DLSPH has two alumni societies (for PHS and IHPME) and note this structure as a “missed opportunity for greater and more integrated alumni engagement”
- Organizational and financial structure
  - ▶ Administrative support for research could be strengthened, in particular for early career researchers
- Long-range planning and overall assessment
  - ▶ “Given the size of the School in terms of student numbers and research programs, the reviewers were surprised at the low number of permanent faculty and administrative roles.”
  - ▶ DLSPH senior leadership has identified a number of strategic and operational challenges/goals, including building on partnerships; preparing students for leadership in evolving public health systems; identifying new scholarly endeavours; reducing organizational barriers; rationalizing diverse fields offered while maintaining breadth of programming; and better supporting programs that currently run without strong faculty complements
  - ▶ Risk considerations identified by DLSPH leadership include attracting excellent and diverse faculty; building a lifecycle of educational programming, and addressing challenges associated with building a sustainable funding program
  - ▶ Long-range challenges identified by DLSPH include maintaining program competitiveness, faculty robustness, student supports, financial strength and morale resilience

The reviewers made the following **recommendations**:

- Relationships
  - ▶ “Leadership development and strategic networking is recommended to facilitate greater integration and coordination between the two founding departments for the School”
  - ▶ Prioritize efforts to fully integrate all appointed faculty within the School (including developing a single website listing all core faculty)
  - ▶ Develop a formal process for ensuring regular interaction between program, unit and department heads, to support the alignment of research priorities and program development opportunities
  - ▶ DLSPH leadership encouraged to monitor teaching staff for potential adverse effects of burnout and low morale
  - ▶ Foster flexible working conditions throughout the School that accommodate personal circumstances, and explore approaches to creating an inclusive culture, and explore approaches to encouraging that EDI be seen as a shared, School-wide responsibility
  - ▶ Consider merging the two Alumni societies, “in the spirit of integration, efficiencies, and advancement”
- Organizational and financial structure
  - ▶ “DLSPH acknowledges that additional effort will be required to fully address legacy aspects of the culture that perpetuate organizational siloes”
  - ▶ Consider approaches to enhancing supports for researchers, including both administrative supports and financial processing
- Long-range planning and overall assessment
  - ▶ “Given the size of the School some sub-division into departments or other institutes would make sense and careful thought on the best groupings might further enable integration. A simple division into the 2 founding departments would probably exacerbate the integration issues...More complete integration could encourage School sub-divisions that set out the School’s priority areas and special methodological or content expertise, and seek to minimise duplicated effort.”
  - ▶ Reviewers and heads of cognate divisions are supportive of DLSPH desire to develop undergraduate offerings in public health, but reviewers caution that “this would have to be adequately resourced for core faculty and administrative staff complement in advance of the fees that would ultimately underwrite roles or this would exacerbate an already stressed School workforce”
  - ▶ “[T]here needs to be continued support at the School level for the new programs, newly hired faculty members, and program leads/directors to ensure people/program success and to prevent increasing [the] burden of the EDI work solely on the racialized individuals”
  - ▶ Ensure a continued commitment to excellence and EDI at all levels; ensure consistent EDI practices to attract and retain a diverse faculty and student body
  - ▶ “To build on strengths and sharpen DLSPH’s focus and relevance, the review panel strongly recommends the development and implementation of a clearly articulated



- and unifying five-year strategic plan that actively engages both the internal current members and external stakeholders”
- ▶ Develop a long-term, strategic faculty complement plan, to ensure sustainability and effective delivery of programs, and remedy overreliance on status-only and adjunct faculty; consider significant investment in more core academic positions, and explore approaches to compensating non-appointed faculty members (reviewers acknowledge that implementation may present challenges, and that these issues extend beyond DLSPH to the University level)

Professor Susan McCahan  
Vice Provost, Academic Programs  
University of Toronto

March 6, 2024

**Re: Administrative Response to the 2022-23 External Review of the Dalla Lana School of Public Health**

**Dear Professor McCahan:**

I would first like to thank you and your team for all your support as we navigated our second external review as an independent School.

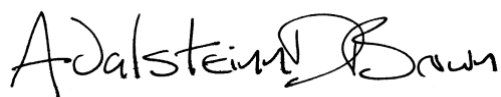
Overall, the reviewers had a highly positive view of the scale and quality of our research and teaching and considered many of our academic outputs to be world-class. They commended our research productivity, knowledge translation, research support, and relations with partner faculties and health system stakeholders. They also provided key guidance around challenges at the School such as our small faculty complement, reliance on status-only and adjunct faculty at our partner institutions, and missed opportunities for new programming, efficiencies, and synergies within the School.

DLSPH made the external review available to all faculty and staff for comment shortly after receiving the final document in May 2023 and invited feedback. After my return from leave, we engaged faculty, staff, and students through multiple consultations – both in-person and virtually – on the results of the review and sought further feedback. This administrative response and implementation plan is the outcome of our consideration of these inputs.

The timing of our external review was fortunate. In late 2023, the Provost and I commissioned a review of administrative operations, partly motivated by our first read of the external review. At the same time, we have completed our current Academic Plan (2019-2024) and will now develop our academic plan for 2025-2030. The external review, the review of administrative operations, and this response and implementation plan will be valuable inputs to set the stage for a robust new academic plan.

I look forward to any questions or suggestions from your team and the Committee on Academic Policy and Programs.

Sincerely,



**Adalsteinn Brown**  
Professor and Dean, Dalla Lana School of Public Health  
University of Toronto

## 2022-23 UTQAP Review of the Dalla Lana School of Public Health - Review Recommendations

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Dean's Response
<p>The reviewers underscored that the problematic lack of integration between Public Health Sciences and IHPME highlighted in the last Provostial review continues to require significant attention. They recommended exploring approaches to facilitate greater integration and coordination between Public Health Sciences and IHPME, noting that “more complete integration could encourage School sub-divisions that set out the School’s priority areas and special methodological or content expertise, and seek to minimise duplicated effort and foster greater efficiencies.” However, they specifically noted that in considering any potential sub-division, creating two units based on PHS and IHPME would likely work against integration, and is not recommended.</p>	1	<p>“We considered the last review which made only a small number of actionable recommendations. The most important of these, namely greater integration between the two merged departments that made up the School, unfortunately remains a significant issue to resolve.”</p>	<p>Over the past five years, substantial efforts have been made to tackle the challenges associated with managing two graduate units. These include expanding both budgetary and non-budgetary cross-appointments, ensuring the involvement of leadership from IHPME and PHS in crucial roles like the School Council, establishing new leadership positions that span the entire school, and implementing new support roles, resources, and guidelines that span the whole division. These efforts were detailed in the self-study. Nonetheless, the reviewers appropriately highlight opportunities for improvement.</p> <p>We have decided not to pursue additional administrative restructuring because it would diminish the prestige of key brands within the School. There is likely greater value in moving directly to the types of streamlining, collaboration and consolidation of functions and offerings that can be achieved without restructuring. DLSPH's current structure aligns with disciplinary segmentation recommended by the Council of Education in Public Health – and as suggested by the reviewers of division along methodological lines – and closely mirrors the organizational structures found in leading public health schools in the United States, all of which are multi-department schools of public health.</p> <p>Consultations surfaced the following insights regarding further integration and collaboration across the DLSPH.</p> <ul style="list-style-type: none"> <li>• There is a strong desire for increased engagement and collaboration among program directors from both graduate units, coupled with a need for professional development to better understand budgeting within DLSPH and the U of T.</li> <li>• There is widespread support for consolidating some structures for the purpose of streamlining access to the complete range of courses offered at DLSPH, reducing the number of committees, and reducing administrative burden on faculty. There was also backing for more consolidated support of critical functions like post-award research support (more below).</li> <li>• However, there is no support for a comprehensive restructuring of the School, largely due to concerns about the potential risk of damaging the school's established brands and little clear pay-off from restructuring along lines that would be different from our competitors and difficult to explain to students.</li> <li>• There was widespread support for creating a single unified website.</li> </ul> <p>Based on the above considerations and consultations, the following initiatives are planned to address integration and collaboration across the division.</p> <ul style="list-style-type: none"> <li>• <b>Assess feasibility of opportunities for improving administrative coordination across the founding units.</b> There is a clear opportunity to enhance the student experience and realize potential efficiencies by fostering greater coordination across the founding units. However, it is crucial to assess carefully the implications for the School's workforce and its overall culture. A comprehensive investigation that examines optimal structures to support the School's goals will be undertaken, and any feasible changes that promote both student experience and the effective functioning of the School will be integrated into the next</li> </ul> <p><b>Lead:</b> Dean <b>Timeframe:</b> 6 months to 1yr</p>
	2	<p>“Leadership development and strategic networking is recommended to facilitate greater integration and coordination between the two founding departments for the School. Although relationships appear to have improved, there is a need for leadership development, and support for key leadership functions such as change management and integrated strategic plans development. More complete integration could encourage School sub-divisions that set out the School's priority areas and special methodological or content expertise and seek to minimise duplicated effort and foster greater efficiencies.”</p>	
	3	<p>“We concluded, reinforcing the same conclusion as the last review, that every effort should be made to fully integrate all core faculty within the School. Ideally, there should be one website listing all core faculty, perhaps listed under groups in cognate areas. Given the size of the School some sub-division into departments or other institutes would make sense and careful thought on the best groupings might further enable</p>	

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		<p>integration. A simple division into the 2 founding departments would probably exacerbate the integration issues.”</p>	<p>academic plan for implementation. Our consideration will include an assessment of potential budget implications with respect to reduced costs or reallocations.</p> <ul style="list-style-type: none"> <li> <p><b>Enhance leadership development and networking opportunities as part of developing the next academic plan.</b> In 2024, DLSPH will embark on the development of its next academic plan spanning 2025 to 2030. This presents an opportunity to involve the entire school leadership in the planning process, fostering a collaborative approach to designing strategies aimed at bolstering leadership development and strategic networking. This will include initiatives such as facilitating additional learning opportunities for faculty to enhance transparency on how the DLSPH budgeting process works within University of Toronto's guidelines.</p> <p><b>Lead:</b> Dean <b>Timeframe:</b> 6 months to 1yr</p> </li> <li> <p><b>Collaborate with leadership across the School to identify and evaluate opportunities for consolidating, streamlining, and supporting academic programming.</b> This effort will engage faculty, program directors, and leaders from across the School to identify and evaluate opportunities for program consolidation, new programs, and optimal support strategies. The initiative will include evaluating areas where barriers can be removed, and supportive mechanisms can be implemented to facilitate proposed changes. The approach will be threefold: 1) establishing a new regular joint faculty meeting spanning the entire school; 2) maximizing the utilization of current committee meetings and processes; and 3) convening supplemental planning tables when necessary to bring requisite program directors together. Progress has already begun with the leadership of IHPME and PHS actively identifying courses that can be shared across the entire School.</p> <p><b>Lead:</b> Dean with support from Associate Dean Academic Affairs (ADAA) <b>Timeframe:</b> 6 months to 1yr</p> </li> <li> <p><b>Develop a Communications Strategy &amp; Consolidated Website.</b> This endeavor will entail crafting a coherent narrative that highlights the unified identity of the School and its diverse offerings. The revamped website will reflect this new communication strategy, featuring a consolidated roster of faculty from the entire School and a clear unified presentation of academic programming. Adequate budget has already been set-aside for this project.</p> <p><b>Lead:</b> Dean with Director Communications <b>Timeframe:</b> 1-2yrs</p> </li> </ul> <p>DLSPH is also currently engaged in consulting and evaluating further core prospects for enhancing efficiency in operations, drawing insights from both the external review and the recent assessment of administrative operations. For example, consultations conducted to develop the present document included a senior leadership meeting and draft reviews, three consultations sessions for faculty and staff, and one session for students. Townhalls for all faculty and staff were recently convened to present findings from the administrative review and additional consultations will be conducted this year as part of developing the next academic plan.</p>
<p>The reviewers observed that the high proportion of teaching and assessment delivered by non-appointed</p>	<p>4</p>	<p>“We discussed potential remedies which include significant investment in more core academic positions, reimbursing adjunct and status-only faculty, a mix of</p>	<p>The reviewers highlight a significant observation: DLSPH's core faculty size is small compared to its peers. The self-study revealed DLSPH's student enrollment is similar to peer institutions like the University of North Carolina (Chapel Hill) and its research productivity can be greater than peer institutions, but its core faculty complement is a fraction of these competitors. The comparatively small size of the complement is more dramatic when compared to the very top ranked</p>

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<p>faculty represents a risk to the sustainability of DLSPH programs, and highlighted concerns that some program tracks are dependent on very few core teaching staff, and sometimes individual academics. They recommended engaging in long-term, strategic faculty complement planning, with the goal of ensuring the sustainability and effective delivery of programs.</p>		<p>both routes, but acknowledge this could be challenging for the University to enact and the issues extend beyond Dalla Lana. We agreed, however, that such investments may well be necessary to retain and enhance the pre-eminence of the school and its impact on the public's health."</p>	<p>Schools such as Johns Hopkins. The reviewers acknowledge the difficulty of achieving growth in this regard, even proposing the University pre-fund new faculty positions to support new programs until they become self-sustaining.</p> <p>Feedback from consultations on the review underscored an understanding of the importance of ensuring the School's financial stability to enable faculty expansion as well as the importance of growing our faculty complement, particularly within relatively under-resourced programs and across smaller programs (where faculty complements are likely to be the smallest). This is a particularly challenging balance given that student enrollment constitutes the primary revenue source and faculty compensation represents the largest expenditure for the School. In addition to support for growing the faculty complement in under-resourced areas, suggestions included enhancing supports for all faculty, with a particular focus on determining how to ensure consistent contributions from status-only faculty. Additionally, there were recommendations to explore innovations to enhance teaching efficiency, quality, and the overall student experience.</p>
	5	<p>"The external panel recommends a long-term HR strategy to ensure sustainability and effective delivery of programs. Consideration should be given to significant investment in more core academic positions, reimbursing adjunct and status-only faculty or a mix of both routes. The review should also address the concern that some of the program tracks were dependent on very few core teaching faculty. In particular, this was evidenced in the Indigenous Health track which is considered high priority by the School as well as in the Black Health program."</p>	<p>The following initiatives are planned based on the above considerations and consultations.</p> <ul style="list-style-type: none"> <li>• <b>Develop a faculty engagement strategy as part of the next academic plan.</b> This strategy will build on engagement work already underway such as making faculty awards open to all, workshops on the promotions process, and professional development workshops on writing and supervision. Key pillars are likely to include: <i>engagement</i> initiatives designed to invigorate the scholarly community and foster collaboration; <i>enhanced support</i> systems to alleviate administrative burdens; <i>communication</i> efforts aimed at ensuring faculty are fully informed about the array of benefits available to them, particularly non-financial ones for status-only faculty; and <i>innovation</i> initiatives focused on exploring alternative non-financial and financial methods of supporting status-only faculty members.</li> <li>• <b>Develop a long-term HR strategy as part of the next academic plan.</b> This strategy will aim to prioritize key programs, enhance HR sustainability for currently under-resourced programs, and support areas poised for growth. Additionally, it will explore the possibility of offering enhanced support for promotion and tenure progression, such as mentor pairing, while also giving preference to candidates with potential for teaching innovation during new faculty recruitment.</li> <li>• <b>Conduct a curriculum review as part of the next academic plan aimed at modernization and streamlining.</b> This initiative builds on a recently completed assessment of program delivery modes. It will entail exploring various avenues for innovation, including <i>modular teaching approaches</i> that facilitate the delivery of curriculum packages across multiple courses; adopting <i>high-leverage teaching models</i> that provide comprehensive support for faculty teaching duties; <i>streamlining foundational curriculum</i> to minimize duplication across different programs; and <i>optimizing class sizes</i> for better efficiency and student experience.</li> </ul> <p><b>Leads:</b> Associate Dean Public Health Sciences (ADPHS) and Director of IHPME with support from CAO <b>Timeframe:</b> 1yr</p> <p><b>Leads:</b> Dean with support from ADAA, ADPHS, and Director of IHPME <b>Timeframe:</b> 1-2yrs</p> <p><b>Lead:</b> ADAA <b>Timeframe:</b> 1-2yrs</p>
<p>The reviewers recommended exploring the possibility of developing undergraduate</p>	6	<p>"The panel recommends developing an UG track in public health which must be adequately resourced for core faculty and</p>	<p>DLSPH appreciates the reviewers' acknowledgment that launching an undergraduate track necessitates initial financial investment before tuition fees and government operating grants are received. Without University support, including an</p>



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<p>programming in Public Health, in consultation and collaboration with cognate divisions, as appropriate.</p>		<p>administrative staff in advance of the fees that would ultimately underwrite positions, or this would exacerbate an already stressed School workforce.”</p>	<p>allocation of undergraduate positions to DLSPH, implementation of our own undergraduate program will be more challenging.</p> <p>Consultations affirmed support for undergraduate programming, although there are concerns to ensure this program provides positive revenue to the School (also anticipated by our reviewers) and that agreements are in place with partner faculties (e.g., Arts &amp; Science) to clarify decision making authorities regarding course staffing and shared decision-making processes regarding programs. Faculty consulted expressed optimism that undergraduate programming has the potential to enhance strategic enrollment efforts by attracting a larger pool of well-prepared students and provided suggestions about how to streamline current teaching obligations.</p> <p>The following initiatives are underway with respect to undergraduate programming.</p> <ul style="list-style-type: none"> <li> <p><b>DLSPH has been supporting the Faculty of Arts and Science to develop curriculum for two undergraduate degrees (BA and BSc) in Public Health.</b> The BA in Public Health is currently proceeding through the Arts and Science governance process and will go through the DLSPH process and is on track to launch in the fall of 2024. The governance process to review the proposal to change the BSc in Global Health will begin in Fall 2024 for an anticipated launch of a BSc in Public Health in Fall 2025. The IDT that will compensate DLSPH for supporting the BA in Public Health is already in place. DLSPH faculty are increasingly engaged in undergraduate teaching. <b>Lead:</b> ADAA <b>Timeframe:</b> 1-2 yrs.</p> </li> <li> <p><b>DLSPH also continues to explore other collaborations at the undergraduate level.</b> For example, the Program Director of the MPH Nutrition and Dietetics program is currently in preliminary discussions with the U of T Department of Nutritional Sciences exploring potential collaborations related to curriculum delivery and accreditation. Plans resulting from these preliminary discussions will need to scrutinize potential financial benefits and obligations with care. <b>Lead:</b> ADAA <b>Timeframe:</b> ongoing</p> </li> </ul>
<p>The reviewers observed that DLSPH's small remaining number of unpaid practica cause difficulties for students facing fiscal constraints. They encouraged the School to establish funding to support those experiencing financial hardship, with a particular focus on equity-deserving groups.</p>	<p>7</p>	<p>“There remains a small number of unpaid [practica] which is problematic for students facing fiscal constraints to live and study. We encourage the School to establish a fund to support those with financial hardship with a particular consideration for those equity-denied groups. We understand that the DLSPH already has some funds dedicated to such matter and continued attention will be important.”</p>	<p>DLSPH gives priority to and exclusively promotes paid practicum opportunities. However, DLSPH does not restrict students from pursuing unpaid practicums independently, should they wish to do so. Upon reviewing practicum placements, DLSPH observed that nearly all placements offer compensation, except for practicums for nutrition and dietetics students due to regulations from the licensing body prohibiting paid placements. Additionally, some students actively seek out practicums with organizations, such as Toronto Public Health or the World Health Organization, that have policies against payment to practicum participants. There are, however, variations in practicum compensation and existing mechanisms for unpaid practicum support that may be enhanced (e.g., Professional Master's Financial Aid allocations).</p> <p>Consultations supported consolidating or streamlining certain aspects of practicum administration to enhance internal visibility of practicum opportunities, improved coordination across the wide range of programs with practica, and consistent communication with practicum site organizations and preceptors. However, any changes would need to maintain the efficiency and responsiveness of current practicum support. Some program directors emphasized the importance of preserving their longstanding relationships with practicum organizations and preceptors, which have been cultivated over numerous years and required disciplinary knowledge to assess. Overall, there was widespread recognition of the</p>

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			<p>escalating financial challenges encountered by students in recent times. Students noted challenges in practicum timing and suggested ways of increasing practicum value.</p> <p>The following initiatives have been planned based on the above considerations and consultations.</p> <ul style="list-style-type: none"> <li>• <b>Assess feasibility of aligning and/or consolidating some aspects of practicum administration.</b> Feasible recommendations resulting from this initiative will be incorporated into the next academic plan. <b>Lead:</b> ADAA with support from CAO <b>Timeframe:</b> 1yr</li> <li>• <b>Develop a plan for engaging practicum preceptors as part of the next academic plan.</b> This initiative responds to comments during consultation that competition is emerging from other schools of public health to place students in practicums. The plan will identify approaches that ensure DLSPH practicum students are valued and sought out. <b>Lead:</b> ADAA with support from CAO and Program Directors <b>Timeframe:</b> 1yr</li> <li>• <b>Assess options for increasing value of practicums.</b> Student consultation suggested realignment of practicums to the end of degrees, greater ability to collaborate with preceptors, and other changes could enhance the value of the practica. We will assess feasibility and incorporate into the implementation plan for the next academic plan. <b>Lead:</b> ADAA <b>Timeframe:</b> 1-2yrs</li> <li>• <b>Work to increase student financial support opportunities throughout their program.</b> Students experience a range of financial challenges at different times, often completely outside of their control. We will assess the feasibility of an advancement campaign for this need. Addressing PhD time-to-completion will also be critical to efforts to ensuring student well-being and reducing costs to students. <b>Lead:</b> Dean with support from ADAA and Director, Advancement <b>Timeframe:</b> 1yr</li> </ul>
<p>The reviewers recommended that the School pursue a continued commitment to excellence and equity, diversity, and inclusion at all levels, and pay ongoing attention to ensuring consistent EDI practices to attract and retain diverse faculty and student bodies. They encouraged DLSPH to explore approaches to fostering flexible working conditions that accommodate unique personal circumstances; to creating an</p>	<p>8</p>	<p>“...there needs to be continued support at the School level for the new programs, newly hired faculty members, and program leads/directors to ensure people/program success and to prevent increasing burden of the EDI work solely on the racialized individuals.”</p>	<p>DLSPH leads in promoting excellence by tackling the root causes of inequity and exclusion, recognizing their profound impact on health and well-being. Led by DLSPH Equity, Diversity, and Inclusion Office (EDIO) and DLSPH diversity leads in Equity &amp; Inclusion, Black Health, Indigenous Health, and 2SLGBTQ+, the School continues to work collaboratively with diverse stakeholders to address systems of inequity hidden in our own practices. As we improve on these practices, we continue progress toward a braver and understanding culture that supports students, faculty, and staff to thrive. DLSPH is dedicated to creating more consistently equitable experiences for our students, faculty, and staff, and we highly value the reviewer's endorsement to sustain this dedication.</p>
	<p>9</p>	<p>“In addition to enhanced Indigenous engagement, the review panel recommends a continued commitment to excellence and EDI at all levels. The panel further recommends continued attention for ensuring consistent EDI practices to attract and retain diverse researchers among both faculty members</p>	<p>Consultations in this area revealed widespread endorsement for the EDIO and DLSPH's current initiatives and additional areas identified for improvement. There was robust backing for the continuation and enhancement of these efforts, emphasizing the need to strengthen support for the EDIO and to continue fostering a collective responsibility for equity, diversity, and inclusion throughout the organization.</p> <p>The following initiatives have been planned based on the above considerations and consultations.</p>

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<p>inclusive culture and environment; and to encouraging the entire DLSPH community to view matters relating to EDI as a shared responsibility.</p>		<p>and trainees, foster flexible working conditions that accommodate personal circumstances, create an inclusive culture and environment, and for EDI to be seen as everyone's responsibility."</p>	<ul style="list-style-type: none"> <li>• <b>Forefront EDI considerations in development of the next academic plan.</b> In 2024, DLSPH will embark on the development of a new academic plan spanning 2025 to 2030. The DLSPH EDIO will play a pivotal role as a key partner in this endeavor, ensuring that EDI considerations are integrated throughout the planning process and are reflected in the resulting plan.</li> <li>• <b>Create a sustainability and expansion plan for the DLSPH Outreach and Access Program.</b> The plan will seek to enhance awareness and engagement from all units and academic programs in the DLSPH Outreach and Access program. This program, recognized for its effectiveness, provides group mentoring and support to Black, Indigenous, and other socially diverse youth from underrepresented communities across GTA high schools. Its primary objective is to encourage these individuals to pursue careers and opportunities in public health and health care systems.</li> </ul> <p><b>Lead:</b> Dean with support from Director of EDI <b>Timeframe:</b> 1yr</p> <p><b>Lead:</b> Dean with support from Director of EDI and Director of Advancement <b>Timeframe:</b> 1yr</p>
<p>The reviewers strongly recommended that the School engage with internal community members and external stakeholders to develop and implement a clearly articulated and unifying five-year strategic plan, to build on DLSPH's strengths and to sharpen its focus and relevance.</p>	10	<p>"To build on strengths and sharpen DLSPH's focus and relevance, the review panel strongly recommends the development and implementation of a clearly articulated and unifying five-year strategic plan that actively engages both the internal current members and external stakeholders as a follow-up to the existing 2019-2024 plan."</p>	<p>U of T quality assurance guidelines require all divisions to develop academic plans to ensure continuous improvement and maintain global stature as an internationally significant research university. DLSPH's second academic plan set out goals and priorities for 2019 to 2024 and is largely completed. There was universal support – although we would not have been able to refuse – to create a new academic plan.</p> <ul style="list-style-type: none"> <li>• <b>In 2024 DLSPH will develop a new academic plan spanning 2025 to 2030.</b> The plan will delineate the School's vision, priorities, and implementation strategies across various domains including teaching, enrollment, research, government advocacy, financial resource development, and capital investments. Additionally, it will incorporate an innovation strategy aimed at optimizing revenue and costs to position DLSPH for growth in faculty complement and impact amidst anticipated transformative shifts in public health and healthcare systems.</li> </ul> <p><b>Lead:</b> Dean <b>Timeframe:</b> 1yr</p>
<p>The reviewers observed concerns, particularly among early career faculty, around the administrative burden of navigating research project initiation and delivery. They recommended exploring approaches to enhancing and streamlining research supports for faculty.</p>	11	<p>"Consideration should be given to the provision of more research support, including both administrative support and financial processing for researchers to ensure streamlining of pre-award and post-award support."</p>	<p>Over the past five years, DLSPH has reoriented the inaugural Research Office staff roles and job descriptions to enhance school-wide support in helping faculty members secure research funds. This approach has been highly successful. DLSPH now stands as one of U of T's leading divisions in terms of research funding.</p> <p>Consultations revealed a unanimous agreement that the recommendations put forth by the reviewers represent the logical progression for DLSPH research endeavors. There was robust backing for the recommendations aimed at enhancing post-award support and broadening funding sources through entrepreneurship initiatives. Additionally, there was consensus on the importance of streamlining coordination among existing research project management capacities that are currently distributed across the division.</p> <p>The following initiatives are planned based on the above considerations and consultations.</p> <ul style="list-style-type: none"> <li>• <b>Assess options and feasibility for improving post-award research capacity.</b> We are working with the Research Office to develop strategic goals and streamline processes, to optimally support research activities across the division.</li> </ul> <p><b>Lead:</b> Associate Dean Research</p>
	12	<p>"[S]ome sectors remain largely untapped potential that could be exploited through further fostering of an entrepreneurial mindset and culture"</p>	



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			<p>(ADR) with support from CAO <b>Timeframe:</b> 1yr</p> <p><b>Lead:</b> ADR with support from CAO <b>Timeframe:</b> 1yr</p> <ul style="list-style-type: none"> <li>• <b>Create an innovation and research diversification strategy within the new academic plan.</b> This initiative will establish and articulate a strategy aimed at assisting faculty members in accessing previously untapped traditional research funding sources, such as the National Institutes of Health, as well as exploring innovative funding avenues like advisory services, product development, and private sector partnership. The strategy will acknowledge alternative forms of research as significant scholarly pursuits.</li> </ul>
<p>The reviewers recommended exploring approaches to encouraging more consistent interactions between program and unit heads, to support the alignment of research priorities, and program development opportunities.</p>	<p>13</p>	<p>“The panel recommends a formal process for regular interactions between Programs/Units/Department Heads to support the alignment research priorities and program development opportunities.”</p>	<p>Over the past five years, DLSPH has made notable strides in evolving its organizational processes and structures. This includes refreshing school-wide academic governance, aligning leadership roles with those of IHPME and PHS, establishing new school-wide leadership and support positions, and introducing new policies and processes across the School. Nonetheless, the reviewers aptly highlight ongoing opportunities for further enhancement.</p> <p>Consultations regarding this matter revealed minimal concern regarding leadership efficacy, while acknowledging opportunities for ongoing improvement.</p> <p>The following initiative is planned based on the above considerations and consultation.</p> <ul style="list-style-type: none"> <li>• <b>Assess and articulate additional opportunities for improving alignment of leadership processes as part of the next academic plan.</b> This endeavor will assess the feasibility of refining accountabilities and metrics to better inform and evaluate progress towards divisional goals. It will also explore the benefits and feasibility of further formalizing regular communication channels between academic leaders and administrative staff to underscore divisional strategic priorities and objectives. It will also examine the value and options for integrating more senior administrative leaders into division-level strategic leadership discussions. This work may involve change management support and is in addition to the initiative addressing recommendations 1-3 to “[c]ollaborate with leadership across the School to identify and evaluate opportunities for consolidating, streamlining, and supporting academic programming.”</li> </ul> <p><b>Lead:</b> Dean <b>Timeframe:</b> 1yr</p>
<p>The reviewers recommended exploring approaches to enhancing coordination between DLSPH’s two Alumni societies, “in the spirit of integration, efficiencies, and advancement.”</p>	<p>14</p>	<p>“The panel recommends consideration for merging the two Alumni societies in the spirit of integration, efficiencies, and advancement.”</p>	<p><b>Recommendation 14 has been completed.</b> The two Alumni societies have reached an agreement to merge. Moving forward, the DLSPH Advancement Office intends to collaborate with the unified association to cultivate more deliberate alumni engagement initiatives. These efforts will potentially encompass leadership mentoring, facilitating support for practicum placements, and promoting EDI endeavors aimed at encouraging even greater representation of students from equity-deserving groups. Our Advancement Office will be working with the merged societies to ensure an expanded range of engagement opportunities for Alumni.</p>

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Other Items	15	<p><i>"[T]hough time to completion of PhDs had modestly improved since the last review, a highlighted issue, average times remained high, and this further added to student financial pressures in a high-cost city like Toronto."</i></p>	<p><b>PhD time-to-completion</b> is noted here as an additional area for improvement. Expedient program completion and smooth transition into the workforce are crucial in easing financial strain on students and to ensuring the financial stability of DLSPH. As noted by external reviewers, in addition, the number of PhD enrollments at DLSPH currently surpasses the available funded positions. This necessitates DLSPH covering financial commitments for doctoral positions that lack government support. Consultations confirmed this is a critical issue to address.</p> <ul style="list-style-type: none"> <li>• <b>Develop a time-to-completion strategy as part of the next academic plan.</b> This initiative will involve thoroughly evaluating doctoral programs to identify barriers and facilitators to timely completion and identify opportunities to ensure students complete within specified timelines. In addition, this initiative will aim to identify opportunities to shorten program timelines without compromising the achievement of learning outcomes and excellence.</li> </ul> <p><b>Lead:</b> ADAA with support from ADPHS and Director, IHPME <b>Timeframe:</b> 1yr</p>

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

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*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

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The reviewers observed that the Dalla Lana School is the largest and most comprehensive school of public health in Canada, with very high national and global rankings; noting that “DLSPH is an internationally recognized community of researchers, teachers, students, practitioners, policy makers and citizens, creating new knowledge, educating change makers, advancing practice, and leading public health and social justice locally, nationally, and globally.” Program applications have increased in recent years, and stakeholders report that graduates are well positioned to contribute to change in public health; and many programs are well established, with a strong pipeline of applications and excellent student experience feedback. DLSPH has expanded for-credit offerings and is exploring ways to deliver more continuing education; the new Indigenous and Black Health tracks are highly innovative; and DLSPH has recently appointed a Director of EDI, and established an associated office. The reviewers observed that DLSPH has made a number of improvements since their last review, including refreshed school-wide academic governance; mirrored IHPME & PHS leadership roles; new school-wide leadership roles and associated offices; and new school-wide support roles, resources, processes, and guidelines. The school has achieved significant growth in research, was a key player in the COVID-19 pandemic response in Ontario and Canada, and has played a role in strengthening health systems around the world. Cognate divisions reported very positive impressions of DLSPH, and eagerness to establish closer working relationships with the School. Finally, the reviewers lauded the Dean’s strong leadership and commitment to the School, the University and the field of public health.

The reviewers recommended that the following issues be addressed: exploring approaches to facilitate greater integration and coordination between Public Health Sciences and IHPME; engaging in long-term, strategic faculty complement planning, with the goal of ensuring the sustainability and effective delivery of programs; capitalizing on the success of online pandemic delivery to modernize programs; exploring the possibility of developing undergraduate programming in Public Health, in consultation and collaboration with cognate divisions; establishing funding to support students experiencing financial hardship, with a particular focus on equity-deserving groups; pursuing a continued commitment to excellence and equity, diversity and inclusion at all levels, and paying ongoing attention to ensuring consistent EDI practices to attract and retain diverse faculty and student bodies; exploring approaches to fostering flexible working conditions that accommodate unique personal circumstances; encouraging the entire DLSPH community to view matters relating to EDI as a shared responsibility; engaging with internal community members and external stakeholders to develop and implement a clearly articulated and unifying five-year strategic plan; exploring

approaches to enhancing and streamlining research supports for faculty; exploring approaches to encouraging more consistent interactions between program and unit heads, to support the alignment of research priorities, and program development opportunities; and exploring approaches to enhancing coordination between DLSPH's two Alumni societies.

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

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

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

The next review will be commissioned for a site visit to take place no later than eight years from February 2023.

## **6 Distribution**

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On June 30<sup>th</sup> 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 Dalla Lana School of Public Health, 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.

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

## 1 Review Summary

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<b>Program(s) Reviewed:</b>	Not applicable
<b>Division Reviewed:</b>	University of Toronto Mississauga – Academic Portfolio
<b>Commissioning Officer:</b>	Vice-President & Provost; Vice-President and Principal, University of Toronto Mississauga
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"> <li>• Ollivier Dyens, Full Professor and Former Deputy Provost, Student Life and Learning, McGill University</li> <li>• Linda McKie, Executive Dean, Faculty of Social Science &amp; Public Policy, University of King’s College London</li> <li>• Philip Reid, Vice-Provost Academic and Student Affairs, University of Washington</li> </ul>
<b>Date of Review Visit:</b>	April 26-28, 2023
<b>Date Reported to AP&amp;P:</b>	April 10, 2024

## Previous Review

**Date:** November 2-4, 2015 (Provostial, non-UTQAP review)

## Summary of Findings and Recommendations

### Teaching and Research

**The reviewers observed the following strengths:**

- Delivers high-quality education to well-prepared students by attracting and retaining world-class academic talent
- Imaginative, interdisciplinary programs in several specialized areas

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

- Ubiquitous presence of “growth pains” from rapid enrolment increases; faculty/student ratios are the highest of the three campuses
- Advising and enrolment management distributed across two portfolios

**The reviewers made the following recommendations:**

- Give serious attention handling the impact of growth, and meet the challenge of teaching increased numbers of students
- Reorganize and more effectively coordinate the advising portfolios to increase graduation rates and reduce time-to-degree

### Organizational Structure & Resources

**The reviewers observed the following strengths:**

- Committed leadership with wonderful space facilities and a location in an attractive, suburban setting

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

- Challenges in obtaining timely replacements for leaders at UTM
- Concerns about resource inequities and financial transfer imbalances between UTM and St. George, specifically in comparison with the Faculty of Arts & Science

**The reviewers made the following recommendations:**

- Review the workload associated with the academic portfolio and ensure timely appointments to key leadership positions
- Consider new structures or communication paths across related leadership roles for better portfolio alignment
- Ensure UTM faculty and students have sufficient information to understand the structure and budgets that affect them

### **Internal & External Relationships**

#### **The reviewers observed the following strengths:**

- UTM is in a strong position to shape its profile and culture to reflect a distinctive niche and to differentiate itself in research and scholarship
- Impressive niche programs that link UTM to its location but also to the larger goals and objectives of the University as a whole

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

- Mixed perception from faculty about vision and distinctive place for UTM within the tri-campus environment

#### **The reviewers made the following recommendations:**

- Take advantage of the opportunity to create a nexus of UTM activity in research to complement at the St. George campus
- Engage in collaborative conversations between the City of Mississauga, UTM, and central U of T administration

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

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### **Documentation Provided to Reviewers**

- Site Visit Schedule
- Terms of Reference
- Self-Study and Appendices
- Previous External Review Report including the Administrative Response
- *Towards 2030: The View from 2012 - An Assessment of the University of Toronto's Progress Since Towards 2030*
- Virtual Tour Materials of the New Science Building
- Draft UTM's Brand Stories
- Organization of Senior Administration Charts
- Comments received from VPAP Web Form

### **Consultation Process**

The reviewers met directly with the following, in order of meeting schedule:

- Vice-President and Principal, UTM
- Vice-Provost, Academic Programs
- Vice-Principal Academic and Dean, UTM
- Vice-Dean, Academic Experience
- Vice-Dean, Teaching & Learning
- Vice-Dean, Graduate
- Vice-Dean, Faculty
- Vice-Principal, Research

- Associate Vice-Principal, Research
- Associate Chair, Research Department of Chemical & Physical Sciences
- Director, Office of the Vice-Principal, Research
- Chair, Department of Mathematical & Computational Sciences
- Chair, Department of Psychology
- Chair, Department of Geography, Geomatics and Environment
- Director, Forensic Science
- Chair, Department of Chemical and Physical Science
- Chair, Department of Biology
- Associate Chair-Teaching, Psychology
- Associate Chair, Academic, Physical Geography
- Manager, Teaching Laboratories Operations
- Associate Chair, Undergraduate, Biology
- Associate Chair, Biology
- Associate Chair-Teaching, Chemical & Physical Sciences
- Associate Chair, Undergraduate, Anthropology
- Director, Biomedical Communications
- Project Manager, Facilities, Management & Planning
- Assistant Director, Academic Planning, Policy and Projects
- Director, Career Centre
- Assistant Dean of Students and International Initiatives
- Assistant Dean, Student Wellness, Support & Success, Student Affairs
- Sustainability Manager, Strategic Initiatives, Facilities, Management & Planning
- Managing Director - Operations, Sustainability and Asset Management, Facilities, Management & Planning
- Senior Energy Engineer, Facilities, Management & Planning
- UTM Alumni and Community Members
- Dean, Faculty of Applied Science and Engineering
- Vice-Dean, Academic Planning, Faculty of Arts and Science
- Associate Dean, Mississauga Campus, Temerty Faculty of Medicine
- Dean, Faculty of Information
- Chair, Department of English & Drama
- Chair, Department of Historical Studies
- Chair, Department of Language Studies
- Chair, Department of Philosophy,
- Chair, Department of Visual Studies
- Director and Curator, Blackwood Gallery
- Senior Faculty
- Undergraduate Students
- Graduate Students
- Senior Leadership of the University of Toronto Mississauga Student's Union
- Director, ICUBE
- Academic Director IMLx; Director, Master of Forensic Accounting
- Co-Director, Master of Biotechnology



- Director, Master of Science in Sustainability Management
- Interim Director, Institute for Management & Innovation
- Director, Master of Management of Innovation
- Co-Director, Master of Biotechnology
- Director, Master of Urban Innovation
- Director, Master of Management & Professional Accounting
- Director, Institute for the Study of University Pedagogy
- Assistant Director, Institute for the Study of University Pedagogy
- Director, Robert Gillespie Academic Skills Centre
- Acting Vice-Dean, Research Program Innovation, SGS
- Interim Chief Librarian, UTM
- Interim Deputy Chief Librarian; Associate Librarian, Collections & Research Services
- Interim Associate Librarian, Library & Learning Services
- Assistant Director, Professional Writing & Communications
- Director, Institute of Communication, Culture, Information and Technology
- Department Manager, Institute of Communication, Culture, Information and Technology
- Student Council Co-President, Institute of Communication, Culture, Information and Technology
- President, Digital Enterprise Management
- Chair, Department of Management
- Chair, Department of Sociology
- Chair, Department of Anthropology
- Chair, Department of Economics
- Chair, Department of Political Science
- Executive Director, Communications
- Executive Director of Advancement
- Director, External Relations
- Director, Campus Safety
- Executive Director, Budget, Planning & Finance
- Director, Human Resources
- Director, Information & Instructional Technology Services
- Executive Director, Digital & Physical Infrastructure
- Chief Administrative Office
- Interim Registrar and Director of Enrolment Management
- Associate Registrar, Systems, Scheduling & Examinations
- Associate Registrar, Academic Standards, Advising & Financial Aid
- Executive Director, Strategy, Office of the Vice-President and Principal, UTM
- Director, Office of the Vice-President and Principal, UTM
- Director, Office of Indigenous Initiatives
- Director, Equity, Diversity & Inclusion

## Current Review: Findings and Recommendations

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### 1. Teaching and Research (Items 1, 2, 3, 4 and 8 from the Terms of Reference)

The reviewers observed the following **strengths**:

- “UTM provides a notable contribution to the reputation and finances of the University of Toronto.”
- Impressive research activities underscore UTM’s commitment to becoming a research powerhouse; emerging leader in such areas of study as Robotics
- Significant investments in research infrastructure. “The spaces supporting robotics research stand as testament to the quality of new facilities that have been constructed.”
- Well placed to further develop research and related education provisions
- Extensive collaboration between professors, researchers and students
- “UTM has made great strides in offering a value-based experience in higher education”
- Agile approach to graduate education that is able to quickly establish innovative programming to meet areas of need, such as the Institute for Management & Innovation
- Undergraduate students are provided opportunities to participate in cutting-edge research in an environment that focuses on instructional excellence
- Reviewers commend UTM for implementing multiple initiatives aimed at improving student academic success, such as launching the Institute for the Study of University Pedagogy and the foundational writing course
- Faculty mentoring programme has made a notable impact by providing support between colleagues

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

- Reviewers observed that the current mix of a large undergraduate body compared to the smaller number of graduate students, and the University’s “idiosyncratic” tri-campus administrative structure appears to be a source of tension relative to UTM’s research objectives, particularly for graduate students
- Development of graduate education is critical to UTM’s evolution as a research powerhouse but it is generally perceived as complex with often slow progress
- “At times we were made aware of ‘a sense of competition’ between the campuses when it came to graduate education futures”
- Appears to be a lack of specific initiatives focusing on the needs of graduate students
- “Distance between the U of T campuses and the cost of living in Toronto act as significant challenges for graduate students.”
- Reviewers noted the stagnation of student retention and graduation rates as detailed in the self-study. 70% of UTM students graduate after 7 years, well below the U of T overall average of 80%

- Shortage of emphasis placed on course evaluations with completion rates falling well below the North American average. “The current 10% response rate should not be considered satisfactory.”
- Criteria for evaluating the success of various student initiatives appears unclear
- Faculty mentoring programme appears to address specific topics such as team teaching and research group work rather than overall mentorship as a whole

The reviewers made the following **recommendations**:

- To better align UTM's research, social, and pedagogical objectives, it is crucial for initiatives related to mental health, financial aid, academic support, and more to explicitly and specifically address the needs of graduate students
- Undertake a consolidated approach to graduate education across UTM and the University, engaging with geopolitical, global, and national shifts in higher education
- Consider emphasizing potential benefits of the UTM environment for graduate students, such as: opportunities to work with faculty to develop after hours study opportunities, the tranquil campus environment, the robust library and study facilities
- Increase promotion of campus study opportunities along with incentives such as bursaries and awards
- Establish ways to ensure that students from disadvantaged populations enter and successfully complete graduate studies, with comprehensive tri-campus academic and logistical supports
- “Clarify UTM’s dual objectives of undergraduate education and top-tier research, which sometimes present conflicting priorities”
- Integrate the work of the Institute for the Study of University Pedagogy within the academic community to fully realize the goal of improving student success
- Examine the rise of academic integrity cases and the increase of deferred exams, drawing on experiences in peer universities. “The University should not simply create initiatives or advertising campaigns (whose historical effectiveness remains unproven) but should rather focus on why students challenge integrity... and how to address this problem systemically and proactively.”
- Utilize the first-year seminar and other cross-campus activities to stress the principles of academic integrity, and create monitoring mechanisms to guarantee academic integrity is being upheld throughout UTM
- Assess the effectiveness and monitor the impact of the foundational writing seminar course and other student success initiatives
- Explore ways to increase response rate for course evaluations such as allocating time during class to complete evaluations, as well as detailing to students how evaluations are utilized
- Reviewers suggest an update to the faculty mentorship programme and to explore ways to promote teaching staff development

## 2. Organizational Structure & Resources (Item 5 from the Terms of Reference)

The reviewers observed the following **strengths**:

- Reviewers were impressed by the overall atmosphere and general satisfaction of the UTM community that praised its manageable size and the open, transparent, attentive approach of senior administration
- “UTM is well placed to address the changing terrain of higher education, to grow and develop with appropriate planning and evaluations in place.”
- UTM’s space is a strategic advantage to the tri-campus structure, providing room to expand and create new facilities to support U of T-wide initiatives
- Central administrative staff expressed pride in the supports they provide as well as an eagerness to contribute to the growth and evolution of UTM

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

- Reviewers noted numerous conversations where there was ambiguity regarding the current administrative structure of UTM. “Specifically, the value brought by the expansion of the Office of the Dean is unclear.”
- Appears to be limited coordination between administrative units working to address similar issues
- Undergraduate enrolment goals have not been met, with personnel expressing concern about the vision for admission and enrolment
- Reviewers commented on the current tri-campus advancement structure “wherein various advancement units engage in competition rather than collaboration. The committee perceives this unconventional arrangement as a hindrance in the long run.”
- Hiring and retaining employees can be a challenge; the time required to hire and train staff is becoming a “significant burden to these central administrative units”

The reviewers made the following **recommendations**:

- Reviewers recommend a period of consolidation “to enable the generation of further evidence to support strategic planning, especially in terms of financial stability, student admissions, engagement, and retention.”
- Reviewers observed that higher education in general is facing many challenges, and encouraged future reflection to gather and analyze evidence prior to any strategic and internal developments
- “Establish growth objectives that align with pedagogy, student experience, and research goals, ensuring that targets are meaningful and impactful.”
- Develop and implement a strategic enrolment plan that includes communication and outreach to prospective students regarding the student experience at UTM
- Coordinate administrative units focusing on student success
- “Clarify roles and responsibilities in the UTM Dean's Office and across the campus leadership team more generally. The significant growth in posts in some areas,

especially the Principal's Office might be reviewed to establish if they are achieving objectives.”

- Reviewers encourage improved collaboration between tri-campus advancement structures
- Consider a review/streamlining of administrative tasks, as well as a revised compensation package for staff

### 3. Internal & External Relationships (Item 6, 7 from Terms of Reference)

The reviewers observed the following **strengths**:

- “UTM has a strong and solid cultural foundation, which will drive it forward with energy and determination in the future”
- Impressive emphasis on community-engaged scholarship; UTM’s connection to its surrounding community is at the heart of its mission as made visible by the development of research and outreach initiatives, such as scholarships aimed at benefitting recent immigrant communities and Indigenous peoples
- “It was clearly demonstrated that the entire UTM population is deeply committed to various forms of social engagement, including equity, diversity, and inclusion, support for Indigenous and Black communities, and the Peel community”
- Current tri-campus graduate system is beneficial to UTM, enabling it to recruit faculty more effectively
- Reviewers commented on the impacts of COVID-19 and UTM’s ability to bring its community together as demonstrated by initiatives such as vaccination services
- Students spoke warmly of their experience at UTM and reviewers were impressed by the numerous initiatives aimed at supporting students in their academic, social, and mental well-being

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

- While UTM’s societal goals and EDI initiatives are to be commended, “it could not assess the impact of these initiatives beyond their good intentions, as no data was made available.”
- Reviewers observed coordination within the current tri-campus graduate structure to be a challenge, noting a subset of graduate students commenting that at times they were unable to enrol in graduate courses at St. George “as preference was given to students at St. George”
- Transportation was raised as an impediment to tri-campus interaction; the bus service between UTM and St. George described as ‘spartan’
- Students expressed difficulty navigating access to services to support accessibility; timeliness if service not always sufficient to support student academic success

The reviewers made the following **recommendations**:

- Provide concrete evidence as to the effectiveness of student experience initiatives, their popularity and endorsement, as well as UTM's commitment to equality, diversity, and inclusion (EDI) through data collection
- Strengthen tri-campus connections through collaborative grant and graduate education projects, advancement initiatives, and an improvement of transit services and movement between the campuses
- "The committee suggests that the graduate student experience including course access and financial support be equitable consistent with the single graduate program structure of U of T."
- Reviewers strongly encourage UTM and the University as a whole to explore ways to "promote the status, role, and responsibilities of teaching stream faculty to prevent them from becoming demotivated or perceived as second-class citizens, such as by restricting their ability to supervise theses or dissertations."
- Consider the role of teaching faculty at UTM to improve clarity regarding contribution to the overall mission, and enhance understanding of requirements for promotion
- Further strengthen UTM's connections to its surrounding community through the recognition of scholarship and service in tenure and promotion decisions
- Explore collaborative initiatives with local high schools or primary schools "as the most significant impact on student achievement often occurs at these educational levels"



March 11, 2024

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

Dear Professor McCahan:

I am writing in response to your letter of October 5, 2023, regarding the external non-UTQAP Provostial Review of UTM's Academic Portfolio, which was held in April 2023. I thank the review team—Ollivier Dyens, McGill University; Linda McKie, University of King's College London; and Philip J. Reid, University of Washington—for their report of June 6, 2023. They conclude that UTM has many strengths and is well placed to further develop research and related education provision; their insights will guide future strategic directions in UTM's Academic Portfolio, including our upcoming Academic Plan 2024-29.

I appreciate the work of academic and administrative staff in the Office of the Vice-Principal, Academic and Dean who led the development of the self-study and coordinated with the Office of the Vice-Provost, Academic Programs to arrange the site visit. Finally, I am grateful for the participation of faculty, students, staff, and librarians who met with the reviewers during their visit.

The process of composing the enclosed administrative response has highlighted the importance of reviews such as this one. Indeed, in response to the 2015 non-UTQAP review, the UTM community worked under the former Vice-Principal, Academic & Dean to create UTM's first-ever academic plan. The plan's priorities guided the substantial growth that UTM has experienced since that time, including the 120+ new faculty positions hired and \$500M+ in new sustainable infrastructure built. The evolution of those priorities is now reflected in our first-ever campus Strategic Framework. This Framework in turn gives structure to our current actions and the plans we are developing as the second largest division in Canada's leading research-intensive university. The reviewers' overarching recommendation—to evaluate, consolidate, and strengthen what exists before creating new initiatives—suggest an emphasis on stewardship that aligns with UTM's direction as a campus, and is attuned to broader contexts, such as the end of Bill 124 and changes to federal immigration policy, among others.

You will find the administrative response to this report in the enclosed table, which includes plans for implementing the recommendations. This response reflects consultation with the Office of the Vice-Principal, Academic and Dean's senior leadership team; UTM's Chairs, Directors, and Department Managers (CDDM) and the Office of the Vice-President & Principal.

My office has also provided feedback on the review summary component of the draft Final Assessment Report and Implementation Plan.

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

Sincerely,



Vice-Principal, Academic and Dean

Encl: 2022-23 Non-UTQAP Provostial Review of the University of Toronto Mississauga -  
Review Recommendations (table)

cc: Alexandra Gillespie, Vice-President & Principal, University of Toronto Mississauga  
Ian Orchard, Acting Vice-President & Principal, University of Toronto Mississauga  
Brenda Mazur, Executive Assistant to the Vice-President & Principal  
Rachel Hughes, Executive Assistant to the Vice-Principal, Academic & Dean  
Lachmi Singh, Director, Academic Programs, Planning & Quality Assurance  
Emma del Junco, Acting Coordinator, Academic Planning & Reviews  
David Lock, Coordinator, Academic Planning & Reviews  
Alexandra Varela, Special Projects Officer



## 2022-23 Non-UTQAP Provostial Review of the University of Toronto Mississauga - Review Recommendations

Please do the following for each recommendation in the table:

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

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Dean’s Response and Implementation Plan (short/medium/long term) (who will take the lead)
<p>The reviewers’ core, overarching recommendation was that UTM embark on a period of reflection and consolidation, to enable the generation of further evidence and data to support strategic planning, particularly as it relates to financial stability, and to student admissions, engagement and retention. They made a number of specific, related recommendations:</p> <ul style="list-style-type: none"> <li>• Review strategic priorities related to student enrolments, admissions, and EDI</li> <li>• Develop a methodology to gather data to inform review of strategic priorities</li> <li>• Evaluate and assess these initiatives as they relate to the data</li> <li>• Consider which areas to deprioritize or discontinue, which areas to further develop and which require further investment</li> <li>• Set objectives, with a timeline to implement initiatives</li> </ul>	1	“Our core recommendation is for a period of consolidation to enable the generation of further evidence to support strategic planning, especially in terms of financial stability, student admissions, engagement, and retention.”	<p>In September 2023, UTM restructured its data professionals into a unified team led by the Executive Director of Strategy in the Office of the Vice-President and Principal (OVPP). The move, which included the transfer of several staff formerly in the Office of the Vice-Principal, Academic &amp; Dean (OVPAD), has already started to (i) improve the consistency and reliability of UTM’s data analytics, (ii) open new opportunities for academic and administrative collaboration, and (iii) identify data patterns that extend beyond what any single office or academic unit can see alone. Good data matter campus wide; so, this new team has a campus-wide scope—including for issues of equity, for which UTM aims to more intentionally leverage existing tri-campus data resources, (e.g., student <a href="#">equity census</a>, the employee <a href="#">equity dashboard</a>).</p> <p>The movement of the data team from OVPAD to OVPP ensures efficient and coordinated support for data needs across the campus, and will enable coordinated establishment and monitoring of key performance indicators for specific initiatives.</p> <p>In addition, UTM has established campus-wide committees, the Strategic Priorities Advisory Committee (SPAC) and the Budget Planning Committee (BPC), which leveraged data to create balanced budgets for UTM through 2028-29. UTM’s 2023 budget review has made recommendations to strengthen budget processes and deepen</p>
	2	“The committee urges UTM to monitor student success initiatives and quantify the impact. Evidence in this arena is also relevant to financial stability...”	
	3	“The committee strongly urges UTM to prioritize data collection and impact assessment of its social initiatives to truly gauge their effectiveness.”	
	4	“Provide concrete evidence on the efficacy of student experience initiatives and the University’s commitment to equality, diversity, and inclusion (EDI) through data. Monitor the popularity and endorsement of initiatives to gauge their acceptance and engagement within the UTM community.”	

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Dean's Response and Implementation Plan (short/medium/long term) (who will take the lead)
			<p>collaboration among the OVPAD, Budget Planning &amp; Finance (BPF), and academic units.</p> <p>In addition to the short-term actions already completed, the following actions will be taken in response to this recommendation:</p> <p>Short-term (0-1 years):</p> <ul style="list-style-type: none"> <li>• Complete the development of UTM's Academic Plan, 2024-2029, which is currently underway, with a draft of the core elements in place at the time of submitting this administrative response. The priorities that are emerging have been informed by the Provostial Review and by a range of data sources, including data from the broad post-secondary sector and from U of T institutional and divisional data on student satisfaction and retention, among others. The Academic Plan will guide the prioritization of initiatives, including student experience and EDI initiatives within the larger campus and tri-campus planning context. The Academic Plan's implementation plan will include a timeline to implement initiatives and metrics that allow for assessment of progress towards overarching goals. <i>(Responsible: Vice-Principal, Academic &amp; Dean)</i></li> <li>• Complete this year's complement planning and academic priorities funding priorities processes, which the OVPAD has reimagined, striking committees in early 2024 that will (i) establish criteria by which requests will be evaluated and (ii) review the requests in accordance with those criteria as informed by relevant data <i>(Responsible: Vice-Principal, Academic &amp; Dean; Vice-Dean, Faculty; Assistant Dean)</i></li> <li>• In collaboration with UTM's Office of the Vice-Principal, Research &amp; Innovation (UTM OVPRI), complete the revisions to our EDU:C and EDU:D review processes to enable periodic consideration of the effectiveness of each EDU relative to the objectives outlined at its establishment (or, in the case of long-standing EDUs, at its last review) and in the context of financial data and (where appropriate) research-performance metrics provided by BPF and OVPRI. Consistent with U of T's EDU Guidelines, these EDU reviews will allow OVPAD and UTM</li> </ul>

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Dean's Response and Implementation Plan (short/medium/long term) (who will take the lead)
			<p>OVPRI to consider areas to further develop or invest, as well as areas to deprioritize or discontinue. <i>(Responsible: Vice-Dean, Graduate &amp; Postdoctoral Affairs in collaboration with UTM OVPRI)</i></p> <ul style="list-style-type: none"> <li>• Conduct two to three reviews under this revised EDU review process <i>(Responsible: Vice-Dean, Graduate &amp; Postdoctoral Affairs in collaboration with UTM OVPRI)</i></li> </ul> <p>Medium-term (2-3 years):</p> <ul style="list-style-type: none"> <li>• Implement the findings of the Advancing Academic Advising project, a coordinated, data-informed, cross-portfolio effort to support student success, including improving retention and graduation rates; supporting students' learning, wellbeing, belonging, and academic progress; centring equity and inclusion; and using evidence-based approaches that steward UTM's resources. Led by OVPP, with participation from Student Affairs, the Registrar's Office, OVPAD, and academic units, the first phase began in the Fall of 2023. The second phase of the project, focused on implementation planning may begin as early as Summer 2024. <i>(Responsible: OVPP with participation of multiple offices as described)</i></li> </ul>
	5	"The committee encourages the university to assess the effectiveness of this [foundational writing course] seminar both qualitatively and quantitatively, ensuring that its impact is monitored."	The external reviewers were, understandably, very interested in ISUP and the role it plays in supporting student success within students' overall academic experience at UTM. ISUP, like all academic units and programs at UTM (and at U of T) will be reviewed cyclically under the UTQAP. The present Provostial Review was not conducted under the UTQAP and was therefore not a review of academic units or programs, but rather of the UTM academic portfolio. As outlined in the proposal that established ISUP effective July 1, 2020, the first cyclical review could take place as early as 2025-26 and no later than July 2028.
	6	"The initial focus of [the Institute for the Study of University Pedagogy] is to enhance student writing skills, which are fundamental to academic achievement. While this effort is commendable, the criteria for measuring success are unclear... there is a risk that the work of this group may become detached from the overall student academic experience. It is crucial to ensure the integration of the Institute's work within the UTM academic community to fully realize the goal of improving student success, including graduation rates and academic performance."	<p>Short-term (0-1 years):</p> <ul style="list-style-type: none"> <li>• Confirm the timeline for the first UTQAP review of ISUP and appropriate qualitative and quantitative mechanisms to support the review <i>(Responsible: Vice-Principal, Academic &amp; Dean with Vice-Dean, Teaching &amp; Learning; Associate Dean,</i></li> </ul>

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Dean's Response and Implementation Plan (short/medium/long term) (who will take the lead)
			<p><i>Pedagogical Development &amp; Scholarship; in consultation with the Director of ISUP)</i></p> <p>Medium-term (2-3 years):</p> <ul style="list-style-type: none"> <li>• (2025-26 or later) Conduct a UTQAP review of ISUP, including assessing the effectiveness of the foundational writing course seminar, both qualitatively and quantitatively; disseminate findings of assessment to departments with ISP100 as program requirements (<i>Responsible: Vice-Principal, Academic &amp; Dean with Vice-Dean, Teaching &amp; Learning; Associate Dean, Pedagogical Development &amp; Scholarship, in consultation with the Director of ISUP)</i>)</li> <li>• Consider how integrating the Institute's work into the UTM academic community has yielded meaningful support for the overall student academic experience. (<i>Responsible: Vice-Principal, Academic &amp; Dean with Vice-Dean, Teaching &amp; Learning; Associate Dean, Pedagogical Development &amp; Scholarship, in consultation with the Director of ISUP)</i>)</li> </ul>
	7	<p>"The committee believes that UTM's immediate goal should not be to create more initiatives, but rather to</p> <ol style="list-style-type: none"> <li>1. Review strategic priorities related to student enrolments, admissions, and EDI.</li> <li>2. Develop a methodology to gather data to inform reviews.</li> <li>3. Evaluate and assess these initiatives as they relate to the data.</li> <li>4. Consider what to stop doing, what to develop and what requires more investment.</li> <li>5. Set objectives with a timeline to implement initiatives." </li></ol>	(See responses to Recommendations #1-4, 14, and 15)
<p>The reviewers observed a lack of specific initiatives targeting the needs of graduate students. They recommended that UTM develop a comprehensive plan to address the various challenges faced by graduate students, to enhance their overall experience (including mental health, financial aid, academic support, and facilities on campus). They also suggested that UTM should strive to</p>	8	<p>"Develop a comprehensive plan to address the various challenges faced by graduate students and enhance their overall experience."</p>	<p>UTM is committed to supporting the needs of its graduate students and sees it as critical to strengthening our campus-based graduate community—a pre-condition to increasing graduate program activity at UTM, which stands as a priority for the academic portfolio and for the campus overall.</p> <p>The Office of the Vice-Dean, Graduate &amp; Postdoctoral Affairs (OVDGPA) has undertaken several initiatives to support current and future needs of graduate students and the faculty, staff, and librarians that support</p>
	9	<p>"To effectively align UTM's research, social, and pedagogical objectives, the committee believes it is crucial for initiatives related to mental health, financial aid, academic support, and more to explicitly and specifically address the needs of graduate students."</p>	
	10	<p>"UTM might emphasize the potential benefits and work with faculty to further develop after hours study opportunities, not least with the well-found library and study faculties. The committee also recommends the</p>	

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ensure that students from equity-deserving populations enter and successfully complete graduate studies, with comprehensive tri-campus academic and logistical supports.		promotion of campus study opportunities along with incentives such as bursaries and awards.”	<p>them. For example, the OVDGPA created a Community of Practice (CoP) called the UTM Graduate Working Group that convenes faculty and staff across UTM to facilitate teamwork and open challenges of communication across divisions and units. The CoP's first initiatives included the redesign of graduate orientation on campus in September 2023, followed by the development of a collaborative communications plan that streamlines communications.</p> <p>To further guide this work, the OVDGPA has also struck formal collaborations with the UTM Association of Graduate Students (UTMAGS) along with several departmental student associations to open channels of communication among students, staff, and senior leadership at UTM. For example, the Dean of the School of Graduate Studies (SGS) and Vice-Provost, Graduate Research &amp; Education (VPGRE) visited campus in fall 2023 to participate in conversations around funding, housing, and transportation.</p> <p>The OVDGPA is working with the Health &amp; Counselling Centre on campus to create graduate-specific counselling services, and with the Robert Gillespie Academic Skills Centre (RGASC) and the Career Centre to provide graduate-specific programming, particularly for international students. In fall 2023, the Career Centre hired a new career counsellor to support this programming. The OVDGPA has also created new partnerships with the Collaborative Digital Research Space (CDRS), which hosts multiple events and programming for graduate students, and offers weekly co-writing spaces to graduate students.</p> <p>UTM recently unveiled a designated room for Teaching Assistants (TAs) in the Maanjiwe Nendamowinan (MN) building. This space provides desks, meeting spaces, and access to lockers, printers, and kitchenette facilities for tri-campus graduate students working as TAs at UTM.</p> <p>The improvement of data availability and accuracy regarding graduate student campus affiliation is foundational to measuring the effectiveness of strategies to support graduate student experience going forward; we include plans for this below.</p>

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			<p>Short-term (0-1 years):</p> <ul style="list-style-type: none"> <li>• Establish a Graduate Task Force to formulate recommendations based on local inputs (see below) and institutional surveys (e.g., gradSERU) (<i>Responsible: Vice-Dean, Graduate &amp; Postdoctoral Affairs</i>)</li> <li>• Establish a coordinated team to support graduate education and graduate student services on campus; expand the scope of the current RGASC annual graduate needs assessment survey to encompass all campus services and incentivize participation (<i>Responsible: Vice-Dean, Graduate &amp; Postdoctoral Affairs</i>)</li> <li>• Complete the process of developing tri-campus Memoranda of Agreement (MOAs) for all tri-campus graduate units, and systematically review MOAs in conversation with tri-campus graduate administrators and graduate faculty to understand best practices that can support the flourishing of tri-campus graduate education at UTM (<i>Responsible: Vice-Dean, Graduate &amp; Postdoctoral Affairs, with tri-campus colleagues and SGS</i>)</li> <li>• Work with SGS and tri-campus colleagues to confirm the definition of “affiliated graduate student” and identify appropriate mechanisms for confirming affiliation in systems (<i>Responsible: Vice-Dean, Graduate &amp; Postdoctoral Affairs</i>)</li> </ul> <p>Medium-term (2-3 years):</p> <ul style="list-style-type: none"> <li>• Implement prioritized recommendations of the Task Force and best practices from the MOA analysis (<i>Responsible: Vice-Dean, Graduate &amp; Postdoctoral Affairs</i>)</li> <li>• Work with SGS and tri-campus colleagues to ensure that graduate processes (e.g., supervisory-records processing) and systems accurately reflect campus affiliation (<i>Responsible: Vice-Dean, Graduate &amp; Postdoctoral Affairs</i>)</li> <li>• Work with tri-campus colleagues and SGS to understand graduate course delivery patterns in tri-campus graduate programs, and develop principles for offering patterns that consider graduate student presence across the three campuses in the context of high-quality graduate programming and graduate student experience (<i>Responsible: Vice-Dean, Graduate &amp; Postdoctoral Affairs</i>)</li> </ul>

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			<ul style="list-style-type: none"> <li>• Assess UTM Graduate Curriculum processes and timelines to ensure timely consideration of minor and major modifications <i>(Responsible: Vice-Dean, Graduate &amp; Postdoctoral Affairs with Associate Dean, Academic Programs)</i></li> </ul> <p>Long-term (4-5 years):</p> <ul style="list-style-type: none"> <li>• Continue to implement prioritized recommendations of the Task Force and best practices from the MOA analysis <i>(Responsible: Vice-Dean, Graduate &amp; Postdoctoral Affairs)</i></li> <li>• Make any necessary adjustments to graduate course delivery patterns in tri-campus graduate programs to align with principles developed by tri-campus colleagues and SGS <i>(Responsible: Vice-Dean, Graduate &amp; Postdoctoral Affairs with Vice-Dean, Teaching &amp; Learning)</i></li> </ul>
	11	<p>“Additionally, the committee suggests that UTM should strive to ensure a certain percentage of its students from disadvantaged populations enter graduate studies and successfully complete them, receiving comprehensive support across all three campuses in terms of academic and logistics.”</p>	<p>In 2023, UTM launched the STEM Scholars Program. This pilot program aims to provide additional supports to Black undergraduate students with an interest in future graduate studies in STEM fields.</p> <p>Students apply to the STEM Scholars Program prior to the start of first year. Program supports include a full-tuition scholarship renewable for four years of undergraduate study; a fully funded 7-week residential Summer Bridge program; tutoring assistance in first-year science courses; access to academic mentorship throughout their degree; and support in pursuing summer research experiences. By combining academic and non-academic supports, the UTM STEM Scholars Program is designed to prepare students for graduate studies in STEM through enhanced undergraduate experiences, while enhancing their academic profiles and increasing their competitiveness for graduate education and career opportunities.</p> <p>In addition to the STEM Scholars pilot, the OVDGPA is actively renewing awards and fellowships to ensure adequate consideration is given to Equity, Diversity, and Inclusion (EDI) principles. Of particular focus are the Black, Indigenous, and Racialized Graduate Student Research Fellowships. The redesign process is informed by feedback from the 2022-2023 Graduate Awards Selection Committee, comprising faculty</p>

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			<p>and graduate student representatives as well as input from the UTM's EDI Director.</p> <p>Short-term (0-1 years):</p> <ul style="list-style-type: none"> <li>• Complete the redesign of the Black, Indigenous, and Racialized Graduate Student Research Fellowships (<i>Responsible: Vice-Dean, Graduate &amp; Postdoctoral Affairs</i>)</li> <li>• To support best practices as the STEM Scholars Program pilot enters its second year, host a workshop for all collaborating offices and academic units to learn from representatives of the <a href="#">Meyerhoff Scholars Program</a> at the University of Maryland Baltimore County (<i>Responsible: Vice-Dean, Academic Experience</i>)</li> <li>• Admit the second cohort of students into the STEM Scholars Program in spring 2024 and support their orientation to UTM over the subsequent year, while continuing to support the first cohort of students (<i>Responsible: Vice-Dean, Academic Experience; Registrar &amp; Assistant Dean, Enrolment Management; Centre for Student Engagement</i>)</li> <li>• Establish metrics that will allow for the assessment of the STEM Scholars pilot's success relative to its goals; begin data collection (<i>Responsible: Vice-Dean, Academic Experience and Registrar &amp; Assistant Dean, Enrolment Management</i>)</li> </ul> <p>Medium-term (2-3 years):</p> <ul style="list-style-type: none"> <li>• Review the success of the STEM Scholars pilot to determine next steps</li> </ul>
<p>The reviewers observed that UTM's dual objectives of undergraduate education and internationally significant research can sometimes present conflicting priorities, and recommended that leadership examine and clarify how these objectives might optimally co-exist and interact.</p>	12	<p>"Clarify UTM's dual objectives of undergraduate education and top-tier research, which sometimes present conflicting priorities."</p>	<p>UTM believes that research and teaching represent symbiotic (rather than conflicting) priorities. This belief reflects U of T's <a href="#">statement of institutional purpose</a>, which articulates a commitment to "being an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality." We feel extremely fortunate to have UTM faculty who show this connection in action every day.</p> <p>For example, this academic year, UTM undergraduates are taking courses in evolutionary biology with Marc Johnson, Canada Research</p>



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			<p>Chair (CRC) in Urban Environmental Science; on Indigenous art with Maria Hupfield, CRC in Indigenous Arts and Performance; and on the psychology of pain with Loren Martin, CRC in Translational Pain Research. This illustrates U of T's distinct advantage: here, students learn new knowledge alongside the researchers who discovered it – and they participate in many of these discoveries themselves!</p> <p>They also help to open new research questions. For example, Fiona Rawle, Associate Professor, Teaching Stream, draws on experience in first-year classrooms—alongside five-hundred students—to shape internationally significant research about the positive power of failure in learning. Our new <a href="#">Pedagogical Research Fund</a>, which supports scholarship on teaching and learning for all faculty, constitutes an important step towards recognizing and celebrating faculty who undertake such research.</p> <p>Our draft Academic Plan prioritizes supporting undergraduate programs by increasing the number of research-stream graduate students on campus. That is, improving intellectual community, broadly and undergraduate experience, specifically, through expanded graduate student presence at UTM. One avenue to expanding graduate student presence involves expanding the number of UTM-based graduate programs aligned with faculty strengths, the priorities of the UTM Strategic Framework, and the UTM Academic Plan 2024-2029. To facilitate this expansion, the OVDGPA has created the Graduate Programs Advisory Committee (GPAC) to review proposals and materials related to the mission and delivery of research-stream graduate programs under UTM authority.</p> <p>Short term (0-1 years):</p> <ul style="list-style-type: none"> <li>• Ensure recognition and celebration of teaching-stream faculty scholarship and pedagogical research (<i>Responsible: Vice-Dean, Faculty in collaboration with OVPRI</i>)</li> <li>• Continue to support the development of the proposal for a tri-campus doctoral program in Media, Culture, and Technology (<i>Responsible: Vice-Dean, Graduate &amp; Postdoctoral Affairs with ICCIT, tri-campus colleagues, and SGS</i>)</li> </ul>

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			<p>Medium term (2-3 years):</p> <ul style="list-style-type: none"> <li>Support the development of additional UTM-based graduate offerings in alignment with faculty strengths and campus priorities (<i>Responsible: Vice-Dean, Graduate &amp; Postdoctoral Affairs with UTM academic units, tri-campus colleagues, and SGS</i>)</li> </ul> <p>See also responses to recommendations 8-10 that include supporting increased graduate student presence at UTM.</p>
<p>The reviewers underscored that developing and implementing strategic enrolment management will be a key component in addressing growth objectives that align pedagogy, student experience, and research goals.</p>	13	<p>"...the committee strongly encourages UTM to develop and implement a strategic enrollment plan. Elements of this plan should include communication/outreach to prospective students and their families about the opportunities and student experience at UTM, a clear identification of the first-year student experience (it should be noted that nascent efforts are underway), the student journey to major, and ultimately graduation (with a goal of improving graduation and retention rates) and career outcomes (with career services being strong at UTM). Strategic alignment of administrative units charged with student success and well-being should be a primary goal of this plan."</p>	<p>A top priority for the Office of the Vice-Principal, Academic and Dean – as for our entire campus—is to develop and implement a data-informed plan for strategic enrolment management. We have made progress even since the reviewers' visit in early 2023. That includes work to strengthen admissions processes; improve reliability of our yield models; unify our student-centered communications; and coordinate efforts for student advising and pre-arrival transition. Thanks to this work, and to the dedication of front-line staff, UTM had the strongest new domestic student enrolment in 2023-24 of all first-entry divisions at U of T.</p> <p>We have welcomed a new UTM Registrar and Assistant Dean, Enrolment Management, whose expertise will support work in this area going forward.</p> <p>This fall, we provided academic units with key data on student demand to facilitate informed decisions about course offerings and delivery mode for summer 2024. This has already had a significant impact on our planned suite of summer offerings.</p> <p>In addition to the short-term actions already completed, we will take the following actions in response to this recommendation:</p> <p>Short-term (0-1 years):</p> <ul style="list-style-type: none"> <li>Continue to work on achieving intake targets for international students (<i>Responsible: Registrar and Assistant Dean, Enrolment Management</i>)</li> </ul>
	14	<p>"Establish growth objectives that align with pedagogy, student experience, and research goals, ensuring that targets are meaningful and impactful. A key step in addressing this recommendation is the development and implementation of strategic enrollment management."</p>	

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			<ul style="list-style-type: none"> <li>• Continue to streamline processes for curricular innovation and new program approval, including introducing a new Expression of Interest process to facilitate the prioritization of proposals for new programs and major modifications to existing programs that will enable the evolution of UTM's program offerings in a way that reflects faculty strengths, student interest, and supports an outstanding student academic experience (<i>Responsible: Associate Dean, Academic Programs</i>)</li> <li>• Assemble a Strategic Enrolment Management (SEM) Task Force to create data-driven campus SEM plans informed by best practices and evidence-based research, and in consultation with UTM students, staff, faculty and institutional partners in the Office of the Vice-Provost, Strategic Enrolment Management. The plan will identify strategies to lift enrolment pressure from over-subscribed academic units, connect students with the full range of admissions options and programs that UTM offers, and consider how we can update our admissions streams to serve students better. Data about faculty complement, space, student demand, engagement, retention, and EDI will inform the plan (<i>Responsible: Registrar and Assistant Dean, Enrolment Management; Vice-Dean, Teaching &amp; Learning</i>)</li> <li>• Build SEM into the implementation plan of UTM's Academic Plan 2024-2029 (<i>Responsible: Vice-Principal, Academic &amp; Dean</i>)</li> <li>• Monitor the impact of summer course offerings on summer enrolment and adjust 2024-25 strategy as needed (<i>Responsible: Vice-Dean, Teaching &amp; Learning; Registrar and Assistant Dean, Enrolment Management</i>)</li> </ul> <p>Medium-term (2-3 years):</p> <ul style="list-style-type: none"> <li>• Implement and assess the impact of SEM strategies relative to enrolment targets, progression, retention, and satisfaction metrics, and adjust SEM strategies as needed based on evidence (<i>Registrar and Assistant Dean, Enrolment Management</i>)</li> </ul>

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			Long-term (4-5 years): <ul style="list-style-type: none"> <li>Continue to implement and assess the impact of SEM strategies relative to enrolment targets, progression, retention, and satisfaction metrics, and adjust SEM strategies as needed based on evidence (<i>Registrar and Assistant Dean, Enrolment Management</i>)</li> </ul>
Noting a significant recent increase in senior leadership positions at UTM, the reviewers recommended conducting an assessment of current structures to ensure that they are achieving objectives.	15	"Clarify roles and responsibilities in the UTM Dean's Office and across the campus leadership team more generally. The significant growth in posts in some areas, especially the Principal's Office might be reviewed to establish if they are achieving objectives."	<p>UTM has grown rapidly from a small undergraduate college into the second largest division of Canada's top-ranked research-intensive university—all in less than twenty years. Our academic mission has driven this growth, centred on the discovery and dissemination of knowledge. UTM welcomes 17% more undergraduate students than we did in 2015, and we have expanded our faculty to support this growth, gaining 122 net new faculty members since 2014-15 (23% growth in complement since 2017) and reducing our student-faculty ratio from 35:1 to less than 30:1 since the last review (now on par with the Faculty of Arts &amp; Science and UTSC). Additional administrative staff have been hired in campus offices as well as in academic units to ensure appropriate support for this growth, resulting in student-staff ratios that approach those in the Faculty of Arts &amp; Science and UTSC, having dropped dramatically from their peak of 101:1 in 2015-16.</p> <p>In that context, the number of academic leaders and staff have grown of necessity. The 2015 review observed that UTM "may have outgrown its old administrative structure...[which was] a reflection of a time when UTM was a much smaller place" and that "leaders...allocated considerable time to day-to-day management with little slack time [to focus on strategic planning and innovation]." Since 2015, additional academic leader roles and related staff positions were established to support the expansion of the faculty complement and the implementation of the 2015-2022 Academic Plan.</p> <p>The reviewers' call to clarify roles and responsibilities and assess them relative to objectives coincided with the start of the current Dean's tenure and has informed the recent restructuring in OVPAD, which has helped to organize job responsibilities around institutional priorities, especially in areas related to budget, data, and SEM. Adjustments to</p>

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			<p>Vice- and Associate Dean positions to better address workload and clarify roles will also take effect July 1, 2024.</p> <p>In addition to the short-term actions already completed, we will also take the following actions in response to this recommendation:</p> <p>Short-term (0-1 years):</p> <ul style="list-style-type: none"> <li>• Update the OVPAD website with current organizational charts, clear information about each role's responsibilities, and points of contact for key processes and questions (<i>Responsible: Assistant Dean</i>)</li> <li>• Introduce a streamlined intake system for responding to requests from academic units (<i>Responsible: Assistant Dean</i>)</li> </ul> <p>Medium-term (2-3 years):</p> <ul style="list-style-type: none"> <li>• Ensure that roles and responsibilities for implementing specific objectives of UTM's Academic Plan 2024-2029 (currently in development) continue to be clear; assess the effectiveness of roles relative to achievement of objectives (<i>Responsible: Vice-Principal, Academic &amp; Dean with Assistant Dean</i>)</li> </ul>
<p>The reviewers recommended that UTM pursue opportunities to strengthen connections with UTSC and UTSG, for example through collaborative grant and graduate education projects, tri-campus advancement initiatives, and exploring strategies to significantly improve transit and movement between campuses.</p>	16	<p>"Strengthen connections with the other two campuses through collaborative grant and graduate education projects, tri-campus advancement initiatives, and dramatic improvement of transit services and movement between campuses."</p>	<p>UTM is actively working to strengthen connections with the other two campuses. When it comes to graduate activities, such connections are built into many of the responses to recommendations 8-10, 12, and 17-18. By leveraging existing networks and SGS, UTM is now represented in tri-campus initiatives. For example, we participated in the institutional tri-campus graduate orientation for the first time in 2023-24. In the same year, we joined several institutional communities of practice, including the graduate professional development network (GPD@UofT) and the Graduate Administrators CoP, and established new partnerships with the Faculty of Art &amp; Science's graduate offices, such as Graduate Student Development and Graduate Writing Support. We also advocated for institutional offices to visit UTM. To date, we've hosted the Graduate Centre for Mentorship and Supervision and, as mentioned above, the Dean of SGS and VPGRE.</p> <p>When it comes to undergraduate activities, UTM is a partner in the tri-campus undergraduate Minor in Global Leadership. This is the first</p>

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			<p>program that straddles multiple divisions and all three campuses. It builds a cohort of students from all three campuses who move through the program together (planned 100 students each year with a planned steady state of ~300 students).</p> <p>Improving transit and movement between campuses would indeed facilitate connections with the other campuses. The OVDGPA continues to advocate for improved shuttle bus service while exploring new student-centred transportation solutions (e.g., extending carpool parking spots to graduate students).</p>
<p>The reviewers observed that graduate education, a key component in the promotion of research, would benefit from enhanced collaboration and consolidation across UTM and U of T. They suggested that related planning might engage with the dynamic context of geopolitical, global, and national shifts in higher education.</p>	17	<p>“Further, graduate education, a key to the promotion of research, would benefit from a consolidated approach across U of T and UTM. Plans might engage with the dynamic context of geopolitical, global, and national shifts in higher education.”</p>	<p>Our responses to the previous recommendation regarding graduate student support (8-10) and the connection between undergraduate education and research (12) highlight the importance of graduate education to UTM’s overall priorities and plans. Our responses above speak to our commitment to collaborate with tri-campus colleagues and SGS. On all three campuses, plans for research-stream graduate education necessarily develop within the context of U of T’s tri-campus graduate environment. Such plans provide opportunities for UTM to emphasize its areas of excellence to the benefit of faculty researchers, undergraduate students, and graduate students both at UTM and across the tri-campus environment. We are committed to continued engagement with tri-campus colleagues regarding tri-campus graduate programming, funding and administration.</p>
	18	<p>“The committee suggests that the graduate student experience including course access and financial support be equitable and consistent with the single graduate program structure of U of T.”</p>	
<p>The reviewers observed a lack of emphasis placed on course evaluations, and very low student response rates. Noting that course evaluations remain the most effective means of capturing student feedback, they recommended exploring interventions and approaches to encourage increased student participation.</p>	19	<p>“... the committee noted a lack of emphasis placed on course evaluation... Our discussions revealed that only approximately 10% of UTM students complete these evaluations, which falls well below the North American average of 40-50%... The committee recognizes that increasing the response rate is challenging; however, various initiatives such as faculty interventions, allocating time during class for completing evaluations, and explaining to students how evaluations are utilized have proven to boost response rates.”</p>	<p>The source of the reviewers’ information on course evaluation response rates at UTM remains unclear and their reported rate is not accurate. Analysis of course evaluation data indicates that UTM’s student response rates for undergraduate and graduate courses equate the rates observed in the Faculty of Arts &amp; Science and the University of Toronto Scarborough. The student response rate for UTM has ranged from 35% to 49% since Fall 2018. The survey response rate for UTM has ranged from 24% to 39% over the same time period.</p> <p>Short term (0-1 years):</p> <ul style="list-style-type: none"> <li>Analyze disaggregated course evaluation data to (i) determine which departments (if not all) contribute to lower response rate trends, and (ii) other factors correlated with low student response rates (<i>Responsible: Vice-Dean, Teaching &amp; Learning</i>)</li> </ul>

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			<ul style="list-style-type: none"> <li>Use the above analysis to establish an evidence-informed engagement plan to increase student completion of course evaluations (<i>Responsible: Vice-Dean, Teaching &amp; Learning, and Associate Dean, Pedagogical Development &amp; Scholarship, with input from the Centre for Teaching Support &amp; Innovation and the Vice-Provost, Innovations in Undergraduate Education</i>)</li> </ul> <p>Medium term (2-3 years):</p> <ul style="list-style-type: none"> <li>Implement the course evaluation student engagement plan and continue with analysis of impact. (<i>Responsible: Vice-Dean, Teaching &amp; Learning, and Associate Dean, Pedagogical Development &amp; Scholarship</i>)</li> </ul>
<p>Noting exponential recent growth in the number of academic integrity cases at UTM, the reviewers recommended exploring systematic and proactive approaches to promote the tenets of academic integrity, better educate students on how it can potentially inform and impact future careers, and ensure that it is valued and upheld throughout the UTM community.</p>	20	<p>"The committee urges UTM to study this [increase in academic integrity cases] phenomenon drawing upon experiences in similar universities. The University should not simply create initiatives or advertising campaigns... but should rather focus on why students challenge integrity (time-management issues, personal problems, lack of basic critical skills, inability to access services to students, etc.) and how to address this problem systemically and proactively."</p>	<p>Even before the Provostial Review, UTM had initiated systematic and proactive approaches to promoting the tenets of academic integrity in line with what the reviewers have suggested. Responding to the growing number of cases of academic integrity is a priority for UTM.</p> <p>For example, ISUP, RGASC, the UTM Student Union (UTMSU), and other stakeholders have helped to identify effective measures to engage with UTM's student population since summer 2022. As one immediate result, ISP100 now contains a component to address plagiarism in student writing; moving forward, and pending the outcome of assessments of ISP100 (see responses to recommendations 5-6) we will work to revise the course learning outcomes to include a more holistic vision of Academic Integrity in the classroom. This both underscores our commitment to fostering a culture of academic honesty, and also serves as a fundamental educational tool for students to understand the importance of integrity in their academic and professional pursuits.</p> <p>Concerted efforts to proactively promote the tenets of academic integrity continue among various service providers on campus, including the Academic Integrity Unit (AIU) within OVPAD, Office of Registrar, RGASC, and the International Education Centre (IEC), among others. By leveraging our collective expertise and resources, and participating in cross-campus activities, we have implemented targeted</p>
	21	<p>"We recommend that UTM harnesses the potential of the first-year seminar and other cross-campus activities to emphasize the principles of academic integrity and explore how adherence to these principles can impact future careers. Additionally, it is crucial to establish effective monitoring mechanisms to ensure academic integrity is upheld throughout the university community."</p>	

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			<p>interventions aimed at addressing these issues at their core, and amplified the outreach efforts of individual offices such as the AIU.</p> <p>Reaching a broad student audience and reinforcing the message of integrity across the campus by promoting awareness, providing resources, and offering support has laid the groundwork for sustainable, long-term solutions, and fosters a culture that values, upholds, and celebrates integrity as a cornerstone of academic excellence.</p> <p>In addition, in November 2023, the AIU and other stakeholders partnered with UTM's Project Management Office (PMO) to conduct a formal process review that aims to standardize and streamline academic integrity processes and systems, with a focus on timely case resolution. While this focus is distinct from that of the reviewers, timely case resolution is a critical component of our overall strategy to support academic integrity.</p> <p>Short Term (0-1 years):</p> <ul style="list-style-type: none"> <li>• Ensure that analysis and initiatives described below reflect consideration of disaggregated data, since trends are not uniform across academic units (<i>Responsible: Vice-Dean, Academic Experience with the support of the OVPP Data Team</i>)</li> <li>• Establish methods for assessing existing initiatives to promote academic integrity at UTM and initiate assessments (<i>Responsible: Vice-Dean, Academic Experience with the support of the OVPP Data Team</i>)</li> <li>• Complete the process review (<i>Responsible: PMO with AIU</i>)</li> </ul> <p>Medium Term (2-3 years):</p> <ul style="list-style-type: none"> <li>• Review data from assessments, identify initiatives for further investment, and discontinue initiatives with minimal impact (<i>Responsible: Vice-Dean, Academic Experience</i>)</li> <li>• If the data suggest that this would have a significant impact, redesign the RGASC Quercus Academic Integrity Module from a single version to a scaffolded (e.g., Phase 1, Phase 2, Phase 3),</li> </ul>



Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Dean's Response and Implementation Plan (short/medium/long term) (who will take the lead)
			<p>multi-version (context/discipline specific) module. <i>(Responsible: Vice-Dean, Academic Experience)</i></p> <ul style="list-style-type: none"> <li>• Pending the assessment of ISP100 as described above (5-6), work to revise the ISP100 course learning outcomes to include a more holistic vision of Academic Integrity in the classroom <i>(Responsible: Director of ISUP with support of OVPAD as appropriate)</i></li> <li>• Consistent with the literature on effective practices, identify additional opportunities beyond ISP100 and the RGASC module to provide repeated and context-embedded reminders to students about academic integrity <i>(Responsible: Vice-Dean, Academic Experience)</i></li> <li>• Implement the process improvement project recommendations <i>(Responsible: AIU)</i></li> <li>• Determine whether to proceed with a second project, focused on the creation of additional training and educational materials for instructors, administrative staff, and students, responsive to discussions and research from the process review <i>(Responsible: Vice-Dean, Academic Experience)</i></li> </ul>
<p>The reviewers encouraged UTM and U of T to explore approaches to promote the status, role and responsibilities of teaching stream faculty, and to develop a better understanding of how these faculty can contribute to UTM's overall mission. They noted opportunities to enhance clarity and supports for teaching stream faculty for meeting promotion requirements, as well as other opportunities for career advancement.</p>	22	<p>"...the committee strongly urges the university to promote the status, role, and responsibilities of teaching stream faculty to prevent them from becoming demotivated or perceived as second-class citizens, such as by restricting their ability to supervise theses or dissertations. Examining the role of teaching faculty will also facilitate a better understanding of how these faculty members can contribute to UTM's overall mission. Providing clarity in this regard will help teaching stream faculty comprehend the requirements for promotion, which many have identified as a significant barrier to their career advancement."</p>	<p>Following the Provostial Review, the Acting Vice-Dean, Faculty and Associate Dean, Pedagogical Development &amp; Scholarship undertook consultations consisting of two listening sessions with teaching-stream faculty in November and December 2023. Grouped thematically, comments included structural, educational, and cultural issues. OVPAD is currently reviewing their report, and an accompanying proposal of best practices for teaching-stream faculty, to determine the most appropriate supports we can provide to ensure the success of teaching-stream faculty at UTM.</p> <p>As part of UTM's faculty orientation held each year, one of the two days is strictly devoted to teaching development, course design, teaching and learning support, supporting students, academic integrity, teaching and technology, and an intensive hands-on syllabi development workshop.</p>
	23	<p>"We suggest an update of mentoring and investing in ways to promote and evidence teaching staff development."</p>	

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Dean's Response and Implementation Plan (short/medium/long term) (who will take the lead)
			<p>The Office of the Vice-Dean, Faculty (OVDF) is also revising the faculty mentoring program into a multilevel mentoring model to meet the needs of faculty in both the tenure- and teaching-stream. The OVDF will continue, through the onboarding of new Chairs/Directors, to educate them about the role and responsibilities of teaching-stream faculty with best practices to support them through promotion and advancement. The OVDF will expand the current workshop offerings for teaching-stream faculty to ensure that they receive clear information on promotion and advancement.</p> <p>Short Term (0-1 years):</p> <ul style="list-style-type: none"> <li>• Review the report and best practices proposal to inform Director/Chair onboarding and workshops (<i>Responsible: Vice-Dean, Faculty</i>)</li> <li>• Revise the mentoring program (<i>Responsible: Vice-Dean, Faculty</i>)</li> <li>• Continue to converse with teaching-stream faculty to better understand their needs and establish longer-term goals (<i>Responsible: Vice-Dean, Faculty; Associate Dean, Pedagogical Development &amp; Scholarship</i>)</li> <li>• In Spring 2024, review UTM's Teaching and Learning Collaboration (TLC), our foundational community of practice focusing on pedagogy, to explore how it can better support and mentor teaching staff and faculty. The TLC Review Working Group is chaired by the Associate Dean, Pedagogical Development &amp; Scholarship (<i>Responsible: Associate Dean, Pedagogical Development &amp; Scholarship</i>)</li> </ul> <p>Medium Term (2-3 years):</p> <ul style="list-style-type: none"> <li>• Develop a future leaders program to support faculty in understanding leadership positions within UTM and support succession planning within academic units (<i>Responsible: Vice-Dean, Faculty</i>)</li> <li>• Continue to converse with teaching-stream faculty to better understand their needs and establish longer-term goals (<i>Responsible: Vice-Dean, Faculty; Associate Dean, Pedagogical Development &amp; Scholarship</i>)</li> </ul>

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Dean's Response and Implementation Plan (short/medium/long term) (who will take the lead)
			<ul style="list-style-type: none"> <li>• Implement suggestions from the Spring 2024 TLC review <i>(Responsible: Associate Dean, Pedagogical Development &amp; Scholarship)</i></li> </ul> <p>Long Term (4-5 years):</p> <ul style="list-style-type: none"> <li>• Support departments in ensuring assigned teaching workloads are equitable (e.g., class size, contact hours, type of course, etc.) <i>(Responsible: Vice-Dean, Faculty)</i></li> <li>• Expand workshop series to meet individual faculty needs and to support Chairs/Directors in meeting them <i>(Responsible: Vice-Dean, Faculty)</i></li> <li>• Continue to converse with teaching-stream faculty to better understand their needs and establish longer-term goals <i>(Responsible: Vice-Dean, Faculty; Associate Dean, Pedagogical Development &amp; Scholarship)</i></li> </ul>
<p>The reviewers emphasized the critical importance of UTM's connections to its surrounding community, and recommended exploring approaches to further strengthening these connections. Additionally, they suggested pursuing collaborative initiatives with local high schools or primary schools as a potential means of advancing EDI-related objectives.</p>	24	<p>"UTM's connection to the surrounding community is of utmost important and should be further strengthened through the recognition of scholarship and service in tenure and promotion decisions, as well as the allocation of resources to support these activities and the gathering of data to evaluate them. Additionally, the committee suggests exploring collaborative initiatives with local high schools or primary schools"</p>	<p>Connections to the surrounding community are a focal point of UTM's Strategic Framework and to U of T's Three Priorities. UTM continues to deepen collaborations with community partners, including through our first-ever MOU with the City of Mississauga, which involves shared work on experiential education, sustainability, truth and reconciliation, and more. UTM continues to invest in place-based research, including through the Novo Nordisk Network for Healthy Populations, which learns with Peel community members living with diabetes.</p> <p>We embrace the opportunity to work with the local public school system, hoping to build on the success of the Support, Engage, Experience University of Toronto Mississauga (SEE UTM) access program, which represents a collaboration between UTM and Peel District School Board. SEE UTM aims to make post-secondary education more accessible to students from communities historically underrepresented at UTM. The program allows students to experience university education and earn Ontario Secondary School Diploma (OSSD) and university credit at UTM.</p> <p>We are excited to work even more closely with local industry, including with Mississauga employers. Recent governance approval of the UTM</p>

<b>Request Prompt</b> <i>verbatim from the request</i>	<b>Rec. #</b>	<b>Recommendations from Review Report</b> <i>verbatim from the review report</i>	<b>Dean's Response and Implementation Plan (short/medium/long term)</b> (who will take the lead)
			Co-op Internship Program (UTMCIP) will draw on existing connections and create new ones. The first phase will involve the participation of a limited number of academic units, after which the UTMCIIP plans to expand to other units along a timeline that responsibly considers its cost-recovery structure.

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

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*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

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The reviewers observed that UTM has many strengths, and is very well placed to further develop research and related education provision; they noted that UTM provides notable contributions to the reputation of the University of Toronto, and that it has made great strides in offering a value-based experience in higher education. They were extremely impressed by activities observed during visits to select research laboratories, observing that UTM appears to provide its professors and researchers with the necessary means to achieve the objective of becoming a research powerhouse. They highlighted that UTM's smaller size works in its favour, fostering extensive collaboration among faculty, researchers and students. Finally, the reviewers lauded UTM's community-engaged scholarship as particularly impressive.

The reviewers recommended that the following issues be addressed: embarking on a period of reflection and consolidation, to enable the generation of further evidence and data to support strategic planning, particularly as it relates to financial stability, and to student admissions, engagement and retention; developing a comprehensive plan to address the various challenges faced by graduate students, to enhance their overall experience, and ensuring that students from equity-deserving populations enter and successfully complete graduate studies; examining how UTM's dual objectives of undergraduate education and internationally significant research might optimally co-exist and interact; developing and implementing strategic enrolment management; conducting an assessment of current administrative/leadership structures to ensure they are achieving objectives; pursuing opportunities to strengthen connections with UTSC and UTSG; enhancing collaboration and consolidation across UTM and U of T in the area of graduate education; exploring interventions and approaches to encourage increased student participation in course evaluations; exploring systematic and proactive approaches to promote the tenets of academic integrity; exploring approaches to promote the status, role and responsibilities of teaching stream faculty across U of T, and developing a better understanding of how these faculty can contribute to UTM's overall mission; and exploring approaches to further strengthening UTM's critically important connections with its surrounding community.

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

## 5 Monitoring and Date of Next Review

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*A formal monitoring report is not required for non-UTQAP reviews.*

The date of the next review will be determined in consultation with the Provost's Office.

## 6 Distribution

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On June 30<sup>th</sup> 2024, the Final Assessment Report and Implementation Plan was provided by email to the Vice-Principal Academic and Dean of University of Toronto Mississauga and the Secretaries to AP&P, Academic Board and Governing Council.

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

## 1 Review Summary

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<b>Program(s) Reviewed:</b>	Jewish Studies (HBA): Specialist, Major, Minor
<b>Unit Reviewed:</b>	Anne Tanenbaum Centre for Jewish Studies
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"> <li>• Susannah Heschel, Chair, Jewish Studies Program, Eli M. Black Distinguished Professor of Jewish Studies, Dartmouth College</li> <li>• Sara R. Horowitz, Department of Humanities, Department of Languages, Literatures and Linguistics, York University</li> </ul>
<b>Date of Review Visit:</b>	March 27, 2023
<b>Date Reported to AP&amp;P:</b>	April 10, 2024

## Previous UTQAP Review

**Date:** January 12–13, 2015

### Summary of Findings and Recommendations

#### Significant Program Strengths

- Program provides outstanding educational experience
- Compelling course offerings and organization reflect major international trends
- Creative use of collaborative, engaging teaching models in introductory courses
- Undergraduate students have strong sense of belonging and community
- Internships and service learning in Jewish community organizations
- Passionate and enthusiastic faculty are highly productive, world-class scholars

#### Opportunities for Program Enhancement

- Growing curricular offerings and faculty complement in line with the Centre's growth
- Strengthening the program by providing support for and recognition of postdoctoral fellows, staff, and teaching stream faculty
- Fostering additional research, collaborative projects, and public events
- Improving staffing to support the program

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

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

### Consultation Process

Faculty, students, administrative staff and senior program administrators as well as members of relevant cognate units.



# Current Review: Findings and Recommendations

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## 1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall Quality
  - ▶ Jewish Studies program “has long been regarded as one of the very best in the field, a jewel in the crown of the university’s academic reputation”
- Curriculum and program delivery
  - ▶ Programs offer an impressive range of courses, benefitting students interested in Jewish Studies and in cognate humanities and social sciences fields, as well as students in any discipline wishing to diversify their learning
  - ▶ Integration of Jewish Studies content into a broad range of courses helps ensure that ATCJS goes well beyond offering “heritage” courses, making important contributions to the quality and diversity of Humanities teaching at the University
  - ▶ Some updates to course content taking place to reflect newer approaches and methodologies in the discipline, particularly in courses offered by sessional instructors, postdoctoral fellows, and new faculty hires
- Student engagement, experience and program support services
  - ▶ Students expressed enthusiasm for Jewish Studies course offerings
  - ▶ Students appreciated that the wide range of course offerings brought them into contact with students from across the university
  - ▶ Students appreciated opportunities to study abroad and to participate in paid research projects with ATCJS-affiliated faculty members
- Quality indicators – undergraduate students
  - ▶ Strong relationships with cognate units and broad appeal of ATCJS courses are reflected in high annual enrolments (1,000+) of non-Jewish Studies students

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

- Curriculum and program delivery
  - ▶ Current undergraduate course offerings “reflect a curriculum developed during the 1970s and 80s, relying heavily on classical texts and modern Jewish thinkers of European vintage”
  - ▶ Advanced seminars and research projects are generally limited to working with material in English translation, due to the absence of a foreign language requirement for U of T undergraduate students
  - ▶ Students expressed concern that Introduction to Jewish Culture course is too Eurocentric, and questioned why actual lived religious practice is not addressed
  - ▶ Students expressed frustration that some popular courses are not offered more regularly or are only taught during the summer

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ Many course offerings require an overhaul in keeping with newer approaches within the field of Jewish Studies
  - ▶ Course content leans heavily toward the Humanities; additional course offerings rooted in the Social Sciences should be encouraged
  - ▶ Reviewers encourage the University to reconsider undergraduate language study requirement to enhance students' ability to conduct original research and broaden the scope of available course materials
  - ▶ Expand Introduction to Jewish Culture course to cover both a wider geographical range (e.g., North Africa, the Middle East, and other locales) as well as a broader range of subject matter (e.g., lived religion, gender-related differences, and theories of religion)
  - ▶ Reviewers suggest allowing certain popular courses in Jewish culture, society, and film to substitute for the general introductory course in the program
  - ▶ Consider integrating literature and media in Arabic into courses on Israeli cinema and culture
  - ▶ Consider developing courses on Judeo-Arabic literature, culture and languages to “balance the Eurocentric focus of the program”
  - ▶ Courses currently offered in other departments with material relevant to Jewish Studies could be brought under the JS program rubric
  - ▶ “It is clear that enrollment figures would grow enormously if JS were to expand the number of course offerings”
  - ▶ Reviewers urge courses to address theoretical modalities, especially gender theory, including in courses dealing with classical texts; “Students should learn not only how to read and decipher such texts, but also how to interpret and analyze those texts”
  - ▶ Consider developing or expanding courses covering topics such as migration and refugee related issues, race and antisemitism, medical ethics, peace studies, sexuality, comparative fascism, conflict resolution, human rights and human dignity, “with a goal of encouraging students to understand not only the problems facing contemporary society but also to consider ways in which they might contribute to the resolution of those problems”
  - ▶ Consider developing comparative courses (e.g., Jewish and Arab experiences of modernity; Christian and Jewish theological responses to secularity; antisemitism and anti-Black racism)
  - ▶ Encourage and support team-teaching of courses with senior and junior faculty, men and women, and scholars from different disciplines

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

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Faculty demonstrate impressive level of commitment to the ATCJS and to maintaining and growing the Jewish Studies program
  - ▶ Many faculty credited the ATCJS with “enriching their research and teaching, pulling their work in new directions, and supporting their work through workshops, conferences, invited speakers, and other resources”
- Faculty
  - ▶ Impressive number of chaired professorships in different areas of Jewish Studies
  - ▶ Robust course offerings are supported by core faculty members as well as additional faculty appointed to 24 cognate units “who shape their course offerings to encompass Jewish Studies, and to the chairs of the respective units who support them in this”
  - ▶ Many faculty members in the program are among the best scholars in their subfields
  - ▶ Impressive variety of interests and fields of study among university faculty who expressed a desire for greater affiliation with the program
  - ▶ Reviewers anticipate that fall 2023 arrival of a new faculty member specializing in Jews in the Islamic world will help provide balance in the program

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

- Faculty
  - ▶ As an Extra-Departmental Unit, ATCJS is not able to determine curricular priorities for faculty hiring in fields they would like to develop, relying instead on faculty in other units voluntarily incorporating Jewish Studies content into their courses “out of a commitment to the field and a sense that this material enriches their courses and offers their students more complex perspectives”
  - ▶ Faculty often teach Jewish Studies courses on overload
  - ▶ Various units hosting courses related to Jewish Studies are not obligated to do so; reviewers note comments from several faculty members outside the ATCJS who would like to develop and teach courses in Jewish Studies, but are unable to do so due to obligations in their home units
  - ▶ Reviewers raise the administrative complexity around teaching credit for faculty whose tenure line is in a different department as a “crucial matter requiring speedy resolution”

The reviewers made the following **recommendations**:

- Faculty
  - ▶ Reviewers encourage intervention at the decanal level to address challenges in determining curricular priorities and fostering collaboration between ATCJS and faculty in other units

- ▶ Address administrative complexity regarding teaching credit for faculty with tenure lines in different departments who wish to teach Jewish Studies courses
- ▶ Reviewers encourage appointments of a “new, younger generation of scholars in the coming years” to maintain and strengthen program’s reputation for excellence
- ▶ Consider hiring emergent faculty with training in newer disciplinary approaches and methodologies to update curriculum content
- ▶ Reviewers strongly encourage faculty hiring in the field of Hebrew literature and/or cinema to complement current course offerings in Yiddish literature and culture

#### 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
  - ▶ ATCJS “nurtures university-wide relationships with colleagues, encouraging world-class scholars in a wide range of fields to expand their areas of research and teaching into Jewish Studies”
  - ▶ Rich academic and community programming supports teaching and research, contributes to public awareness, and positions ATCJS as a significant public-facing unit, with benefits for both the University and the community
  - ▶ ATCJS supports postdoctoral fellows who teach undergraduate courses and contribute to and benefit from the Centre’s intellectual community; postdoctoral fellows spoke very highly of their experience at the ATCJS
  - ▶ Collaboration between ATCJS faculty and colleagues in other departments results in a large pool of courses in topics relating to Jewish Studies that students in ATCJS’s programs can draw upon
  - ▶ Inclusion of Jewish Studies content in a wider range of courses helps to expose large numbers of non-Jewish Studies students to Jewish culture, history, experiences, texts, and perspectives; “Several faculty members noted that this is particularly important, given the university’s long history of antisemitism”
  - ▶ Faculty, postdoctoral fellows, and students expressed appreciation of the ATCJS for providing them with a “home” at the University
  - ▶ ATCJS director was praised as “approachable” and “inspiring” by students and postdoctoral fellows; faculty members credit her with expanding Jewish Studies across campus, integrating its perspectives into research and teaching, and attracting high-caliber graduate students to the Centre
  - ▶ Director has built strong relationships with colleagues in a range of departments who engage and contribute to Jewish Studies; representatives from other

- departments expressed desire to become more involved both in teaching and in events sponsored by the Centre
- ▶ Reading groups in which faculty and students meet regularly are an impressive sign of the intellectual vibrancy of the program
  - ▶ Students and faculty reported finding the program intellectually satisfying, highlighting the support they receive in creating various initiatives such as workshops, conferences, and lectures
  - Organizational and financial structure
    - ▶ ATCJS has had great success in raising funding to enhance teaching, student support, and programming in Jewish Studies
    - ▶ ATCJS space in the Jackman Humanities Building helps foster a warm and welcoming atmosphere and an intimate learning environment, including office space and a common area for students to gather and meet informally with faculty members
    - ▶ Graduate and undergraduate program leadership are fully committed to creating high quality programs, working in a consultative manner to ensure that ATCJS offerings are lively and intellectually vigorous
  - Long-range planning and overall assessment
    - ▶ ATCJS offers a rich and wide-reaching set of undergraduate programs, drawing on a group of teaching faculty with international reputations in a broad set of departments and disciplines, as well as a number of emergent scholars and postdoctoral fellows

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

- Relationships
  - ▶ Students and faculty members reported problematic encounters with antisemitism on campus, with student reports of antisemitic comments both inside and outside the classroom; faculty noted that the problem of antisemitism has a long history at the university
  - ▶ Students and faculty observed that antisemitism is not included in diversity training
- Organizational and financial structure
  - ▶ Reviewers express concern regarding administrative staff workload and note that faculty sometimes undertake administrative tasks; they observe that faculty and student numbers, as well as the large number of events sponsored by the program, require additional administrative support
  - ▶ ATCJS lacks its own meeting spaces for regular public events, lecture series, and smaller seminars and reading groups

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Encourage faculty to meet informally with students and with colleagues to foster intellectual exchange
- Organizational and financial structure

- ▶ Consider additional administrative support for ATCJS, in light of current faculty and student numbers and the large number of programs sponsored by the program
- ▶ More structural support for the ATCJS should include increased Centre staffing and decanal involvement in support for faculty teaching
- ▶ Noting difficulty reserving spaces for small events (12-18 people), the reviewers note that a dedicated boardroom is needed for ATCJS
- ▶ Identify a dedicated space to hold lectures, seminars, and public programs to enhance the intellectual exchange among faculty and students and increase attendance at Centre events
- ▶ Consider ways to alleviate administrative obstacles to faculty receiving full credit for team-taught courses
- Long-range planning and overall assessment
  - ▶ Convene faculty and students both internal and external to the Centre, to consider plans for future academic directions that could be pursued by reconfiguring course offerings, requesting new faculty appointments, and encouraging other departments to hire faculty with an interest in Jewish Studies
  - ▶ The University should ensure that antisemitism is included as part of its EDI definition and its diversity training; consultation with ATCJS faculty is essential for a better understanding of both historic and contemporary antisemitism



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

March 15, 2024

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

RE: UTQAP cyclical review of the Anne Tanenbaum Centre for Jewish Studies and its programs

Dear Prof. McCahan,

I write in response to your letter of November 13, 2023, regarding the March 27, 2023, UTQAP cyclical review of the Anne Tanenbaum Centre for Jewish Studies and its programs and requesting our Administrative Responses.

The following programs were reviewed: Jewish Studies (HBA): Specialist, Major, Minor.

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers, Professor Susannah Heschel, Dartmouth College, and Professor Sara R. Horowitz, York University, for their very comprehensive review of the Anne Tanenbaum Centre for Jewish Studies and its programs. We would also like to thank Anna Shternshis, the director of the Centre, and program coordinators, faculty, administrative staff, and all those who contributed to the preparation of the self-study. We also wish to thank the many staff, students, and faculty members who met with the external reviewers and provided thoughtful feedback. The UTQAP cyclical review process is an invaluable exercise that affords us the opportunity to take stock of our academic units and programs, to recognize achievement, and identify areas for improvement.

The review report was finalized on June 1, 2023, after which the director shared it widely with faculty, staff, and students in the Centre. We are extremely pleased with the reviewers' positive assessment of the overall strength of Centre and Jewish Studies programs and their outstanding, productive faculty. The reviewers noted that the Centre supports rich academic and community programming that supports teaching and research; it is positioned as a significant public-facing unit, contributing to public awareness; its director has built strong relationships with colleagues in a range of departments who engage and contribute to Jewish Studies; its faculty are among the best scholars in their subfields, and have international reputations in a broad set of departments and disciplines; these impressive attributes have combined to generate strong student enthusiasm for the programs. The review report also raised several issues and challenges and identified areas

for enhancement, including overhauling the curriculum to include new approaches and content, wider geographical range, and more social science course offerings; irregular scheduling of popular courses; administrative complexity around teaching credit for faculty in other departments; and the need to hire emergent faculty with training in newer disciplinary approaches and methodologies.

Each of these recommendations has been addressed in the attached Review Recommendations Table that outlines the unit'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 Anne Tanenbaum Centre for Jewish Studies and its programs will take place no later than the 2030-31 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 2022-23 review cycle UTQAP cyclical review and the year of the next site visit in 2030-31 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 Anne Tanenbaum Centre for Jewish Studies and its programs and its undergraduate Jewish Studies programs.

Sincerely,



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

cc. Anna Shternshis, Director, Anne Tanenbaum Centre for Jewish Studies, Faculty of Arts & Science  
Gillian Hamilton, Vice-Dean, Academic Planning, Faculty of Arts & Science  
Suzanne Wood, Interim Associate Dean, Unit-Level Reviews, Faculty of Arts & Science  
Lachmi Singh, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-Provost, Academic Programs  
Andrea Benoit, Academic Planning & Review Officer, Office of the Dean, Faculty of Arts and Science  
Amanda Pullan, Academic Planning & Review Officer, Office of the Dean, Faculty of Arts and Science



## 2022-23 UTQAP Review of the FAS Jewish Studies Program - Review Recommendations

Please do the following for each recommendation in the table:

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

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Program Response	Dean's Response
The reviewers observed that the program's course offerings "require an overhaul in keeping with newer approaches within the field of Jewish Studies," and noted that the program leans heavily toward courses in the Humanities; they recommended that additional course offerings rooted in the Social Sciences be developed.	1	"... many of the course offerings require an overhaul in keeping with newer approaches within the field of Jewish Studies."	We have begun to address this gap by introducing both new courses and new disciplinary approaches within existing courses in the program. For example, CJS201H1 [Introduction to Jewish Culture] relies on an interdisciplinary approach that draws on insights from sociology, anthropology, psychology, literature, gender studies, and cultural studies to provide a "thick" and nuanced learning experience. We expanded curriculum to include new courses on antisemitism (this will be offered in Winter 2025 under the code CJS490H1 [Advanced Topics on Jewish Studies]), Jewishness in the diaspora (DTS416H1 [Wars, Music, and Diaspora]), Israel-Palestine (CJS390H1/RLG338H1 [Religion and Religiosity in Israel/Palestine], CJS383H1/POL378H1 [Jews and Power]), Jewish-Muslim relations (HIS354H1 [Jews of Arab Lands]), LGBTQ+ issues within Jewish communities, and a range of other pertinent matters.	The Dean's Office welcomes the Centre's in-progress plans to align with the discipline's evolving approaches. The Dean's Office notes that the Curriculum Development Specialist, Office of the Vice-Provost Innovations in Undergraduate Education, is a great resource for any further guidance on curriculum mapping initiatives to address any more expansive curricular renewal beyond the addition of these courses.
	2	"At present, the JS program leans heavily toward courses in the Humanities. Additional course offerings rooted in the Social Sciences should be encouraged."	The currently vacant Bronfman Chair of Israel Studies is designed to deliver this need in the curriculum. The search will resume in the Fall 2024. In the meantime, the ATCJS has focused on filling the gaps in course offerings rooted in Social Sciences by hiring three postdoctoral fellows in the area (short-term). Two postdoctoral fellows both based in the Department for Political Science are teaching two courses per year in the field of Jewish Studies and Social Science. One of the courses is titled "Becoming Israel: War, Peace, and the Politics of Israel's Identity". Additionally, another postdoctoral fellow is based in and teaching in the Department of Sociology and teaches "Living together differently in the 21st Century: Israel as a case study."	The Dean's Office applauds the steps the ATCJS has already taken in broadening its course offerings. The Vice-Dean, Undergraduate is available for consultation regarding further curricular changes.

			<p>The ATCJS pursued a partnership with the Temerty Faculty of Medicine at UofT working on issues of antisemitism and healthcare. This collaboration began in 2022 with the creation of a joint postdoctoral fellowship between the ATCJS at the Faculty of Arts and Science and the Office of Inclusion and Diversity at the Temerty Faculty of Medicine.</p> <p>In Fall 2023, an ATCJS Visiting Professor taught a course in Social Sciences cross-listed in the ATCJS and Department of Sociology. This collaboration had excellent results and we are looking at ways to offer additional courses next year with that Professor in Sociology due to its success.</p> <p>We are currently building a course on antisemitism with the Munk School of Global Affairs and Public Policy which will be offered in Winter 2025, and will take on the study of antisemitism through the lens of the Social Sciences.</p>	
The reviewers recommended that the program's introductory course in Jewish culture be expanded to include locales beyond Europe, and that lived religion be added as a course topic.	3	<p>"The 'Introduction to Jewish Culture' course, [students] reported, is far too Eurocentric and should be expanded to include Jews of North Africa, the Middle East, and other locales."</p>	<p>We are actively including topics on Jews of North Africa and the Middle East into both introductory classes: CJS201H1 (Introduction to Jewish Culture) and CJS200H1 (Introduction to Jewish Thought). For the latter, taught in the Fall 2023, we included several Middle Eastern and North African Jewish thinkers who have actively explored the concept of Jewishness since the inception of European Zionism in the late nineteenth century. We could do it thanks to the expertise of two ATCJS faculty members. Our CJS201H1 (Introduction to Jewish Culture), an ATCJS faculty member from the Dept. of History covered topics relating to Jews in Egypt, and several instructors focused on the Middle East, and this course is attended by 50 students from different backgrounds, fields of study, and familiarity with Jewish culture.</p>	See reply to #2
	4	<p>"We strongly urge modifying the course content to include lived religion, with attention to the many different genres of Jewish religious practice around the world, gender-related differences, and theories of religion."</p>	<p>ATCJS-affiliated Professor is teaching a course in Winter/Spring 2024 titled "Judaism" (RLG202H1) and explores the practices of Shabbat as lived religion and how different Jewish communities around the world express their Judaism through observing Shabbat. This course is being offered through the Department for the Study of Religion and is included in our Undergraduate Course list for all Jewish Studies students to take.</p> <p>Currently in Winter 2024, ATCJS-affiliated Professor is teaching a course with its focus on gender within Jewish tradition titled "Gender Issues in Jewish Law" [NMC484H1]. ATCJS course instructors incorporate analysis and discussions of gender-related differences in the vast majority of our courses. Following our interdisciplinary nature, most discussions of gender are interwoven into all courses, and students engage with feminist reading of canonic texts, are introduced to women's pioneering in religion and religiosity, and study varying theories of religion and how they relate to gender. For example, in several sections of CJS201H1 [Introduction to Jewish Culture], lectures and readings are focused on issues of gender relating to Jewish traditions of marriage, religious purity laws, and synagogues.</p>	See reply to #2

<p>The reviewers highlighted significant administrative and structural complexities related to interdisciplinary faculty affiliations and team-taught courses, and recommended that the Dean's office explore approaches to addressing these challenges.</p>	5	<p>"...as an Extra-Departmental Unit, the ATCJS cannot determine curricular priorities for hiring faculty in fields they would like to develop. Instead, the ATCJS undergraduate programs rely on volunteerism... [Faculty in other departments] and the small cadre of dedicated teaching faculty in Jewish Studies often teach Jewish Studies courses on overload... In the view of the reviewers, some of this could be alleviated by intervention on the decanal level."</p>	<p>Based on the review, the ATCJS are now implementing the plan that all chairs in Jewish studies must teach one undergraduate course for the ATCJS every two years. These chairs include: Grafstein Chair in Jewish Philosophy, Zacks Chair in Jewish History, Bronfman Chair in Israel Studies &amp; Shiff Chair in Jewish Studies, and two teaching faculty.</p>	<p>The Dean's Office is developing a new budget model for A&amp;S, which will facilitate interdepartmental teaching. The Dean's Office is supportive of the plan being implemented by the ATCJS.</p>
	6	<p>"The many interests and fields of study among university faculty who expressed a desire for greater affiliation with the JS program is impressive... the difficulty at present stems from the administrative complexity of teaching credit for faculty whose tenure line is in a different department."</p>	<p>The review accurately pinpointed this challenge exemplified by a past situation: ATCJS-affiliated Professor in the Department of English wanted to teach a course on "Jews and Theatre" but the Department for English did not want to offer that course as the Professor's teaching requirement in English. Consequently, the ATCJS bought this Professor out from their teaching obligation for the English Department and was able to offer the course to our students.</p> <p>This issue will be somewhat alleviated by the fact there are six chairs, in addition to teaching-stream faculty who all have 49% appointments in Jewish studies. We continue to provide opportunities for teaching new topic courses through the Centre, we have resources either to pay faculty members on overload or buy them out of departmental obligations. With the establishment of the new Lab for the Study of Global Antisemitism, we expect the interest to grow, and we are ready to support this growth.</p>	<p>The Dean's Office recognizes the current administrative complexity of teaching outside of a faculty member's department. A new budget model, under development for A&amp;S, will alleviate the current complexities and facilitate interdepartmental teaching.</p>
	7	<p>Team-taught courses are an important feature of the program. The administrative structure</p>	<p>University structures do provide some barriers for team-teaching as the system is not always easily compatible; however, at the Centre, we are using our resources and creativity to encourage and support faculty in team-teaching initiatives. In fact, the ATCJS</p>	<p>The Dean's Office supports the ability of the ATCJS to determine the best means to provide their courses.</p>

		of the university has to be reconfigured to support such teaching with full credit... Such teaching should not be treated as an overload for faculty.”	has better rate of team-teaching than most units at FAS. Past, present, and future examples of team-teaching include: For the past several years (8+) and continuing, both of our foundational introduction courses (CJS200H1 Introduction to Jewish Thought & CJS201H1 Introduction to Jewish Culture) have been team-taught. We regularly offer a course on Holocaust in Literature (JGJ360H1) which for several years was team-taught by ATCJS professors.	
	8	“We also urge the program to encourage team-teaching of senior and junior faculty, men and women, scholars from different disciplines.”	See the reply to #7.	See reply to #7
The reviewers observed that the size of the program in terms of the faculty and student numbers, and the large number of events sponsored by the Centre, requires greater administrative support.	9	“The size of the program faculty and students as well as the large number of important programs – lectures, workshops, conferences – sponsored by the program require greater administrative support.”	The ATCJS has requested additional administrative support from the Dean’s office, A&S. The Dean has approved funding to double the ATCJS Events Assistant position from 0.5FTC to 1FTC. The Dean has approved additional funding to enhance support for programmatic initiatives, events and conferences.	The Dean’s Office is pleased to provide further support to enhance programming at the ATCJS with the full-time Events Assistant position.
The reviewers observed that the program “would be enhanced through the hiring of emergent faculty who have been trained in newer approaches and methodologies.”	10	“Many of the faculty members in the program are among the best scholars in their subfields. At the same time, the faculty members tend to be senior, and the program would be enhanced through the hiring of emergent faculty who have been trained in newer approaches and methodologies.”	The Centre is excited by the prospect of a junior faculty hire in Jewish Studies. The ATCJS will fully support all progress to further the opportunity to hire junior faculty in Jewish Studies. In addition, the Bronfman Chair in Israel Studies, scheduled for the Fall 2024, is in the open rank, so the opportunity for a junior hire is possible.	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. All FAC requests must include discussion of EDI. The FAC reviews all requests for new positions and makes recommendations to the Dean regarding which requests should be granted. In a given year, there are many more requests than available positions.

<p>The reviewers recommended that the Centre engage in longer-term planning to consider future directions for the program, including course offerings, faculty hiring priorities, and interdisciplinary collaborations.</p>	11	<p>“... this is a good moment for the program to consider the directions it should be taking in the coming decades. We urge the leadership to convene faculty and students, both from JS and from related departments, to consider the various academic directions that should be fostered by reconfiguring some of the course offerings, requesting new faculty appointments, and encouraging other departments to hire faculty with an interest in Jewish Studies, however marginal.”</p>	<p>The ATCJS has instituted regular, bi-monthly meetings with its faculty to create an open dialogue regarding the current and future directions of the Centre, its courses, curriculum, and more. We are building and fostering these relationships, and we are confident that departments are interested in hiring excellent colleagues with interest in Jewish studies.</p>	<p>The Dean’s Office is encouraged by the continued communication among the faculty of ATCJS and is available to help identify further synergies across A&amp;S.</p>
<p>The reviewers highlighted comments from students and faculty members regarding problematic encounters with antisemitism on campus. They stressed that the University should ensure that antisemitism is included in its EDI definition and diversity training, and noted that it will be essential to consult with Jewish Studies faculty when engaging with these matters.</p>	12	<p>“The University of Toronto should include antisemitism as part of its EDI definition and its diversity training. Consultation with faculty in the program for a better understanding of antisemitism, both historically and as it has been manifested recently at the university, is essential.”</p>	<p>Given the events of October 7, 2023, and the ongoing war, the ATCJS has been increasingly dealing with issues of antisemitism impacting our students, faculty, and community. As a result, the Faculty of Arts and Science has approved the launch of a Lab for the Study of Global Antisemitism within the ATCJS. The inaugural director of the lab is an ATCJS-affiliated faculty member, professor at the Munk School of Global Affairs and Public Policy and the Department of Sociology, and Distinguished Professor of Global Justice. This lab will bring together researchers and students from a multiplicity of disciplines at U of T and beyond to study the persistence of antisemitism globally and generate new insights and responses to address this pernicious and widespread phenomenon. One of the first initiatives of the lab will be to organize a scholarly lecture series on antisemitism across disciplines to foster collaborative conversations and research.</p>	<p>The University of Toronto is staunchly opposed to antisemitism and continues to take action to combat this racism and create campuses where Jewish students, staff and faculty feel safe. In 2020, the University launched an <a href="#">Antisemitism Working Group</a>, which released its report in 2021. This Working Group engaged in a consultative process, including with undergraduate and graduate students. The University accepted all of the Recommendations, including requiring all equity staff to undergo antisemitism training, and appointing our first-ever <a href="#">Assistant Director, Faith and Anti-Racism</a> into the University’s Institutional Equity Office.</p>

				The Dean's Office recognizes the urgent need for the development of the Lab for the Study of Global Antisemitism and the opportunities it will afford, by connecting researchers and students examining antisemitism in a global context. This lab will benefit not only scholars in the field, but the broader community. This is a critical time for such collaborative initiatives to move forward and effect change.
Other recommendations not prioritized in the Request for Administrative Response	13	"We urge the university to reconsider its policy and require competence in reading a foreign language by the end of the third year of undergraduate study"	As an individual unit, we rely on the Faculty of Arts and Science to determine undergraduate curriculum and requirements. We adhere to their policies and if they deem competence in reading in a foreign language is required, we would incorporate that into our programs. If the Faculty of Arts and Science will introduce the foreign language requirement, ATCJS is ready to support instructors who teach Hebrew and Yiddish, two Jewish languages that count towards all programs in Jewish studies, Religious Studies and other cognate areas.	The Dean's Office firmly supports the instruction of a diverse set of languages, including Hebrew and Yiddish. There are no plans to institute a foreign language requirement at this time.
	14	"Some of the courses that evoked great enthusiasm from the students included 'The Arab Jews,' 'Who is a Jew,' 'The Israeli Society,' and courses dealing with film, especially related to the Holocaust... Given the popularity of such courses, we urge that they substitute as entry to the program instead of 'Introduction to Jewish Culture.'"	This year, one of the Centre's two current entry courses is CJS201H1 "Introduction to Jewish Culture" has reached maximum enrolment. Furthermore, the course on "The Israeli Society" is popular amongst students; however, it is not suitable as one of our gateway courses for Jewish Studies majors, minors, and specialists. We are, however, excited to say that many students choose to enrol in "the Arab Jews" or "the Israeli Society Course" and others after they had taken after gateway courses.	The Dean's Office supports the Centre's thoughtful decisions around academic planning. The Vice-Dean, Undergraduate is available for consultation regarding further curricular changes.
	15	"Given the massive size of the University of Toronto, it is important to encourage faculty to	The physical space of the Centre serves as a communal area wherein individuals, including students, faculty, and post-doctoral scholars, convene to converse, study, eat, and participate in the Centre's vibrant life. We provide kosher snacks, and coffee/tea. Both	The Dean's Office is heartened by the welcoming atmosphere facilitated by the ATCJS faculty and staff.

		meet informally with students and with colleagues.”	faculty and students attest to its inclusivity and welcoming atmosphere, which is conducive to informal exchanges.	
	16	“A scholar in the field of Hebrew literature and/or cinema is urgently needed to provide a crucial complement to the current excellent courses in Yiddish literature and culture.”	The field of Hebrew Literature is one of the desired fields in an upcoming search for the Shiff Chair in Jewish Studies. We look forward to filling this position and having a scholar in this field with a 49% appointment in the ATCJS.	The Dean’s Office is supportive of the upcoming search for the Shiff Chair in Jewish Studies and the decisions made by the ACTJS in determining which fields of specialization would best suit their needs for the successful candidate.
	17	“A dedicated space to hold lectures, seminars, and public programs. This will not only enhance the intellectual exchange among faculty and students, it will also increase attendance by faculty and students from other departments, as well as by members of the local Toronto community.”	Presently, we are utilizing spaces administered by other departments or programs and this does pose challenges when planning classes, events, meetings, etc. Establishing a permanent solution to this spacing issue would be excellent. We will be happy to work with the Space Allocation Committee to figure out the solution. Moreover, now that the antisemitism lab was established, we anticipate an even larger traffic at the Center, so an additional meeting room is simply vital.	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 Dean’s Office.  The Vice-Dean Research and Infrastructure is available for consultation with the ATCJS to meet the needs of the unit.

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

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*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

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The reviewers praised the program as a “jewel in the crown of the university’s academic reputation,” long regarded as “one of the very best in the field.” They highlighted student comments that the diversity of courses available strikes a good balance between specialization and a broad-based education in the Humanities and beyond, observing that this wide range of courses brings together students from across the university. The reviewers also noted students’ appreciation for the experiential learning opportunities available through the program, including study abroad and research projects with faculty. They commended the program’s cadre of teaching faculty with international reputations in a broad set of departments and disciplines, noting that the Centre nurtures “productive symbiosis across academic boundaries.” They applauded the Centre’s role as a public-facing unit, offering rich programs and nurturing relationships between the community and the university; they also commended the Centre’s great success in raising funding to enhance teaching, student support, and programming. Finally, the reviewers praised the welcoming environment at the Centre, observing that it provides a home for students, faculty and post-doctoral fellows, “making a very large university feel welcoming.” The reviewers recommended that the following issues be addressed: overhauling course offerings in keeping with newer approaches within the field of Jewish Studies and developing additional course offerings rooted in the Social Sciences; expanding the program’s introductory course in Jewish culture to include locales beyond Europe, and adding lived religion as a topic; addressing significant administrative and structural complexities related to interdisciplinary faculty affiliations and team-taught courses; considering additional administrative support in light of the size of the program and the large number of events sponsored by the Centre; considering faculty complement planning to include hiring emergent faculty with training in newer approaches and methodologies; engaging in longer-term planning to consider future directions for the program, including course offerings, faculty hiring priorities, and interdisciplinary collaborations; and working with the University to ensure that antisemitism is included in its EDI definition and diversity training. The Dean’s Administrative Response describes the 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

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The next UTQAP cyclical review of Anne Tanenbaum Centre for Jewish Studies and its programs will take place no later than the 2030-31 review cycle. The Dean’s office will monitor progress on Implementation Plans through periodic meetings with the director. The office of the Vice-



Provost, Academic Programs will request a brief Interim Monitoring Report midway between the 2022-23 review and the year of the next site visit in 2030-31, to report on progress made on the Implementation Plan as outlined in the accompanying Review Recommendations Table.

## **6 Distribution**

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On June 30<sup>th</sup> 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

<b>Program(s) Reviewed:</b>	<b>Rotman Commerce:</b> Accounting, BCom: Specialist Finance and Economics, BCom: Specialist Management, BCom: Specialist  <ul style="list-style-type: none"> <li>• Foci (<i>available in all three programs</i>): Data Science in Business; Managing in Diverse Economies</li> <li>• Foci (<i>Management program only</i>): Finance; Financial Statement Analysis; International Business (U of T Global Scholar); Leadership in Organizations; Marketing; Strategy and Innovation</li> </ul> <ul style="list-style-type: none"> <li>• <b>Certificate in Business Fundamentals</b>, Category 2 Certificate</li> </ul>
<b>Division/Unit Offering Program(s):</b>	<i>Rotman Commerce</i> : Joint Program between the Faculty of Arts & Science and the Rotman School of Management  <i>Certificate in Business Fundamentals</i> : Rotman School of Management
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science Dean, Joseph L. Rotman School of Management
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"> <li>• Laura J. Kornish, Associate Dean of Undergraduate Affairs, Professor of Marketing, Leeds School of Business, University of Colorado Boulder</li> <li>• Brian W. Mayhew, Associate Dean, Undergraduate Programs, Arthur Andersen Alumni Professor, Department of Accounting and Information Systems, Wisconsin School of Business, University of Wisconsin-Madison</li> <li>• Michael A. Salinger, Jacqueline and Arthur Bahr Professor, Professor and Department Chair, Markets, Public Policy, and Law, Questrom School of Business, Boston University</li> </ul>
<b>Date of Review Visit:</b>	April 10-11, 2023
<b>Date Reported to AP&amp;P:</b>	April 10, 2024

## Previous UTQAP Review (Rotman Commerce program only)

**Date:** January 29-30, 2015

### Summary of Findings and Recommendations

#### Significant Program Strengths

- Impressive students, faculty, staff, and alumni
- Students have benefitted from recent curricular innovations
- Excellent, high quality research conducted by both Arts & Science and Rotman faculty
- Program is widely recognized for its excellent graduates, particularly in the areas of accounting and finance
- Dedicated staff, who deliver high levels of service to students

#### Opportunities for Program Enhancement

- Finding the balance between liberal arts, economics, and business courses, including whether there should be more business courses in first year
- Leveraging the program's excellent location, high quality faculty, and the wonderful reputation of the Department of Economics and Rotman to improve the program, including further engaging Rotman faculty
- Addressing morale by improving student experience, advising and space
- Reflecting upon the roles of Rotman and the Faculty of Arts & Science in ensuring the program's success
- Considering the level of resources committed to the program in light of funding levels at similar programs

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

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

### Consultation Process

Faculty, students, administrative staff and senior program administrators within the Faculty of Arts & Science and the Rotman School of Management, as well as members of relevant cognate units as determined by the commissioning officer.

# Current Review: Findings and Recommendations

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## 1. Undergraduate Program(s)

### a. Rotman Commerce program

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Rotman Commerce (RC) has a unique position in undergraduate business education; partnership between the Rotman School of Management (RSM) and the Faculty of Arts & Science (FAS) provides a more analytically rigorous program relative to other undergraduate business programs
  - ▶ Impressive program has made improvements since last review; “It plainly deserves its reputation as one of the top undergraduate business programs in Canada”
  - ▶ RC program is accredited by the Association to Advance Collegiate Schools of Business (AACSB), an important professional organization for undergraduate business programs
- Objectives
  - ▶ RC program aligns with the University’s goals to develop thoughtful citizens who can think critically
  - ▶ Depth of economics education and associated mathematics are hallmarks of the RC program’s rigor
  - ▶ AACSB-accredited programs generally have a curriculum that is approximately half business courses; RC programs include a uniquely strong concentration in math and economics in the “other half”, giving “differentiating depth” to program
  - ▶ Impressive general design of the Finance and Economics specialist; program prepares students well for employment in the finance industry.
  - ▶ Design of the Accounting specialist meets the regulatory requirements to become a Certified Professional Accountant (CPA), as accredited by CPA Canada
  - ▶ [Accounting] Consolidation of two Accounting streams in 2019-20 is consistent with the goals of the realigned curriculum
- Admissions requirements
  - ▶ Admissions processes are appropriate
  - ▶ RC admissions officers undergo training to reduce potential implicit bias in evaluating admissions video components; process also includes multiple reviewers for each video
- Curriculum and program delivery
  - ▶ RC curriculum, particularly in quantitative analysis, highly rigorous in comparison with other undergraduate business programs
  - ▶ Curriculum changes since last review created a course requirements structure in which students have increased flexibility to choose to take a certain number of

- courses at either FAS or RSM depending on their specific interests; the increased flexibility benefits students and allows for curricular innovation
- ▶ [Finance and Economics] Impressive integration between FAS and RSM course offerings:
    - FAS Microeconomics courses are customized for RC students to apply the analytical rigor of microeconomic analysis to business problems
    - RSM finance faculty expressed satisfaction with the background in macroeconomics that students brought to their finance electives
    - FAS statistics course places more emphasis on practical skills than other undergraduate business programs' courses; course includes training on working with real financial data sets and presenting data clearly
  - ▶ [Accounting] Program has been updated to include more analytics-based courses
  - ▶ Structure in which students complete the RC Accounting specialist followed by additional graduate-level courses in order to qualify for the CPA in Canada is consistent with US standards
  - ▶ Management Specialist allows students to focus in a particular area; number of courses required to complete a focus area (2.5-3 credits) is consistent with concentrations or majors at other undergraduate business programs
  - Accessibility and diversity
    - ▶ RC has a large and very diverse international student population
  - Assessment of learning
    - ▶ RSM and FAS apply very rigorous assessment of students, with wide grade distributions; assessment tools include a mix of homework, participation, and exam grades
  - Student engagement, experience and program support services
    - ▶ Shared program governance between RSM and FAS helps RC students' academic experience to be better integrated into the fabric of university academic life than students in similar programs
    - ▶ Centre for Professional Skills (CPS) has worked effectively with faculty to embed writing and presentation skills within RC courses; CPS supports development of students' soft skills such as teamwork, communication, and ethical decision making
    - ▶ CPS is a strong initiative that enhances the quality of the RC program and the associated learning and teaching environment; "Other schools may claim to have soft skills development, but this rigorous delivery at scale for RC's CPS is a differentiator"
    - ▶ High level of teaching assistant support enables RC to recruit working professionals as TA's, "which is unique in our experience and creates a valuable connection to alumni as well as expertise shared with students"
    - ▶ Reviewers praised faculty initiatives to provide experiences that combine academic support with socializing to "help busy students get both things they need efficiently"
    - ▶ Strong investment in student services staff supports academic advising, career services, and other student support
    - ▶ Faculty praised RC students as strong and intellectually curious

- ▶ Students appreciate the applied nature of RC curriculum and faculty efforts to keep course material current and relevant
- ▶ RC students participate in the FAS “College” system which complements the academic program and provides social and personal support
- Quality indicators – undergraduate students
  - ▶ RC program attracts high quality applicants; high percentage (~90%) of admitted students progress to RC in their second year through the Guaranteed Admission process
  - ▶ Very high completion rate for RC students highlights the quality of RC students

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

- Admissions requirements
  - ▶ Large majority of admitted students progress to the program through Guaranteed Admission, but the process creates “substantial stress and may contribute to why a surprisingly large fraction of RC students are reluctant to recommend the program”
  - ▶ Significant proportion (~15-20%) of students progress to the program by retaking a course in the summer session; reviewers observe that the stress created by the need to “clinch” entry into the program may be preventing students from connecting with the RC community during their first year
- Curriculum and program delivery
  - ▶ Reviewers note steadily declining enrolment in the Accounting specialist, attributed in part to trends that are not specific to RC: lower starting salaries in Accounting relative to entry-level positions in Finance, and the number of required courses and additional graduate-level requirements needed to earn the CPA designation
  - ▶ [Management] Rotman Commerce does not offer a focus in operations management, a field offered by “most undergraduate business programs”
  - ▶ [Management] Reviewers question why RC offers both the specialist program in Finance and Economics as well as the Finance focus within the Management specialist
  - ▶ [Management] Reviewers comment that the Focus in Financial Statement Analysis appears to be a more granular topic than others that are offered in the RC program and in other undergraduate business programs (e.g., Marketing, Finance, Strategy and Innovation, and International Business)
- Assessment of learning
  - ▶ “RSM faculty expressed some frustration that FAS rules against the use of computers in exams stand in the way of authentic assessments, particularly in courses on analytics”
- Student engagement, experience and program support services
  - ▶ Stress due to students’ needing to achieve certain first year marks for admission to the program in second year may prevent students from connecting with RC community
  - ▶ Reviewers note concerning survey data regarding student morale in the Self-Study, particularly the low percentage of students who “definitely would” recommend the program to other students

- ▶ Challenges building a strong sense of community may be a source of the relatively low (albeit improving) net promoter score among RC students
- ▶ Assigning students to a cohort within RC does not appear to have gained much traction in terms of building community within the program
- ▶ The rate at which Rotman Commerce students study overseas appears to be below that of other business schools
- ▶ Reviewers found the ratio of over 3000 students to 5 academic advisors to be low, but noted that advising staff did not have a strong negative reaction to their caseloads
- ▶ Low participation in RC student clubs; students commented that they “were reluctant to get involved in clubs unless they could have a leadership position”
- ▶ Students commented on stress experienced during first year, including anxiety about receiving marks necessary to continue in the program, desire for more autonomy in governance of the student organizations, and stress associated with securing post-graduation employment
- ▶ Students expressed desire for more guidance and structure in securing work experience and entering competitive career paths, e.g., consulting
- ▶ Reviewers observe that a disconnect in students’ understanding of the different grading scales used between high school and the University may cause “grade shock” for students; noting that “we do find it plausible that student stress about performance interferes with them feeling attached to the school”
- ▶ Despite increase in the number of RC students who would definitely or probably recommend the program, reviewers note that there continues to be room for improvement in this “net promoter” score given the program quality.
- Quality indicators – undergraduate students
  - ▶ Reviewers observe that students who respond to post-graduation employment surveys are more likely to be employed and note that employment rate statistics may be overstated as a result

The reviewers made the following **recommendations**:

- Admissions requirements
  - ▶ Modify program admission procedures to admit students directly to RC in their first year in order to alleviate student stress over first year grades, improve net promoter score, facilitate competing for top students, and to align with other North American programs that have moved to direct admission
  - ▶ Consider changes in admissions process, curriculum, student supports, and/or grading to lower the rate of students needing to attend summer courses in order to qualify for entry into the program in their second year
  - ▶ “Counseling out students who struggle academically is an alternative way to achieve the academic value of progression”
- Student engagement, experience and program support services
  - ▶ Prioritize and support efforts to foster students’ sense of community
  - ▶ Investigate whether other undergraduate business programs in Canada provide students with active assistance or advocacy in securing post-graduation employment

- ▶ Explore ways to encourage and facilitate pre-graduation professional experiences to help RC students augment their professional skills, including internships or part-time employment in a professional setting
- ▶ Explore ways to increase the rate at which RC students study overseas
- ▶ Reviewers endorse efforts to reduce student stress and expand participation by reconsidering the competitive “hiring” process for student clubs
- ▶ Concentrate on building community and improving career outcomes in order to reduce stress and improve student satisfaction
- Quality indicators – undergraduate students
  - ▶ Consider benchmarking against other leading Canadian undergraduate business programs in order to determine how RC compares with respect to employment rates and starting salaries
  - ▶ Use “full population reporting” to track students’ post-graduation plans and employment rates

## b. Certificate in Business Fundamentals

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

The reviewers observed the following **strengths**:

- Objectives
  - ▶ Certificate program fills an important need to provide fundamental business coverage to non-business majors; “We applaud the creation of this Certificate”
  - ▶ Certificate includes basic learning objectives consistent with providing a fundamental understanding of business as a discipline, with appropriate depth of coverage for a certificate program
- Admissions requirements
  - ▶ Certificate is open to any FAS student who has completed 4.0 credits and the MGT100 course; “this provides an appropriate level of access to this credential”
- Curriculum and program delivery
  - ▶ Program structure is appropriate and consistent with similar programs at other North American universities
  - ▶ Curriculum design “is both simple and elegant” covering four basic components of business: accounting, finance, management, and marketing
- Assessment of learning
  - ▶ Courses included in the Certificate follow the standard grading and assessment of other RC courses and should be similarly effective in achieving learning objectives
- Student engagement, experience and program support services
  - ▶ Students in the Certificate program commented that they were happy to have the opportunity to pair business knowledge with their undergraduate degrees in other disciplines

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



- Student engagement, experience and program support services
  - ▶ Some confusion noted among Certificate students regarding their ability to participate in Rotman Commerce-related extracurricular activities (e.g., student clubs), with Certificate students expressing some desire to participate more broadly in these activities; reviewers note a lack of clarity as to whether this participation would be welcomed by RC degree program students

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ Consider adding Operations as a subject area, and allowing students to choose among courses in marketing, finance, and operations
  - ▶ Consider and confirm the optimal course prerequisite structure for each individual subject area
  - ▶ Consider methods such as peer review of courses to ensure that the Certificate curriculum remains current

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

## 3. Faculty/Research

- Reviewers note: “Rotman Commerce is a joint program of RSM and FAS and as such, it does not have faculty or research independently from its parents. Thus, we did not review this dimension.”

## 4. Administration

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

### a. Rotman Commerce program

The reviewers observed the following **strengths**:

- Relationships
  - ▶ Strong relationships between and among program faculty and staff
  - ▶ Atmosphere of mutual respect and cooperation between FAS and RSM faculty teaching in the program

- ▶ “Harmonious and respectful” relationships between research stream and teaching stream faculty
- ▶ Strong staff morale undiminished by recent organizational changes
- Organizational and financial structure
  - ▶ FAS and RSM work well together to administer the program, FAS provides rigorous mathematics and economics training while RSM provides a strong quantitative approach to business
  - ▶ Faculty from both FAS and RSM are well informed and connected to what each provides in their respective courses
  - ▶ Reviewers note improvements since the last review in coordination and administration, to support more efficient decision-making and manage the program more effectively
  - ▶ Recent reorganization of Career Services office was designed to better serve students; reviewers recognize the decision as courageous and difficult, but important for long-term health of the program
  - ▶ RC program generally appears to allocate financial resources to instruction effectively; strong TA support for grading, which allows instructors to provide effective feedback to students through human-graded assignments
  - ▶ RC program has benefited from strong leadership despite shorter recent tenures of individuals serving as program Director; “While turnover has challenges, the institutional memory is served by so many individuals having shared in the leadership experience”
  - ▶ New Director in place for a five-year term will enable long-range planning
- Long-range planning and overall assessment
  - ▶ Reviewers support the logic behind creation of the RC Advancement team, particularly to support a capital campaign for upcoming building construction; they acknowledge that joining forces with the larger RSM Advancement office would have also been a logical choice
- International comparators
  - ▶ RC program has strong footing by virtue of its place within a highly-ranked University and its connection to a highly-ranked business school

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

- Relationships
  - ▶ “The one relationship that seemed the most strained was the relationship between the students and the program”
- Organizational and financial structure
  - ▶ Reviewers note that space remains a challenge for the RC program, with long-range plans for a new building still several years away from completion
  - ▶ Classrooms, staff offices, study rooms, and event space are in different locations which creates challenges to staff collaboration and building a sense of community within the program as there is no natural place for students to congregate
  - ▶ Classrooms dedicated to some core RC classes lacked relatively standard technology for course delivery such as custom-installed software; several faculty members

- described challenges with teaching their upper division classes in the manner they preferred due to the lack of classroom technology; reviewers note these issues could be addressed prior to new building construction
- ▶ Staff and faculty stressed the need to update the RC facilities; issues related to space and facilities are “too urgent to wait” for a new building to be constructed

The reviewers made the following **recommendations**:

- Organizational and financial structure
  - ▶ Reviewers strongly support advocacy for a new RC building to centralize program staff and house many RC classes in a single location
  - ▶ With planned new building still several years away, reviewers strongly urge the University to explore ways to provide additional space for the RC program and greater access to modern classrooms in the meantime
  - ▶ Reviewers support current plans to secure existing campus space for a student commons in a “long lease” arrangement; such a space would allow for planning and responsiveness for students’ needs

## **b. Certificate in Business Fundamentals**

The reviewers observed the following **strengths**:

- Organizational and financial structure
  - ▶ Certificate program is appropriately overseen by the joint RSM and FAS Divisions
  - ▶ Program appears to be funded sufficiently
- Long-range planning and overall assessment
  - ▶ Reviewers expect the Certificate to be popular and that enrollment will grow
- International comparators
  - ▶ Certificate curriculum is consistent with international business schools



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

**Rotman  
Commerce**

March 7, 2024

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

**RE: UTQAP bundled cyclical review of Rotman Commerce Program & Certificate in Business Fundamentals**

Dear Prof. McCahan,

We write in response to your letter of December 13, 2023, regarding the April 10-11, 2023, bundled UTQAP cyclical review [held remotely], of the Rotman Commerce Program, a joint program between the Faculty of Arts and Science and the Rotman School of Management, and the undergraduate Certificate in Business Fundamentals, offered by the Rotman School of Management, and requesting our Administrative Responses.

The following programs were reviewed: Accounting (BCom): Specialist; Finance and Economics (BCom): Specialist; Management (BCom): Specialist; Focus in Finance; Focus in Financial Statement Analysis; Focus in International Business (U of T Global Scholar); Focus in Leadership in Organizations; Focus in Marketing; Focus in Strategy and Innovation; Focus in Data Science in Business; Focus in Managing in Diverse Economies; Certificate in Business Fundamentals.

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers, Professor Laura Kornish, Leeds School of Business, University of Colorado Boulder, Professor Brian W. Mayhew, Wisconsin School of Business, University of Wisconsin-Madison, and Professor Michael A. Salinger, Questrom School of Business, Boston University, for their very comprehensive review of the Rotman Commerce Program and the Certificate in Business Fundamentals. We would also like to thank the Rotman Commerce Program director, faculty, administrative staff, and all those who contributed to the preparation of the self-study. We also wish to thank the many staff, students, and faculty members who met with the external reviewers and provided thoughtful feedback. The UTQAP cyclical review process is an invaluable exercise that affords us the opportunity to take stock of our academic units and programs, to recognize achievement, and identify areas for improvement.

The review report was finalized on June 1, 2023, after which the director shared it widely with faculty, staff, and students in the program and at RSM. We are extremely pleased with the reviewers' positive assessment of the overall strength of Rotman Commerce Program and the Certificate and their outstanding, productive faculty.

The reviewers noted effective coordination across both FAS & RSM and their courses. With respect to Rotman Commerce, reviewers commented on the high rigour of its curriculum and particularly attention to quantitative analysis; its very rigorous assessment of students; the diverse international student population; the program's high completion rates; and strong investment in student and career services including the strength of the Centre for Professional Skills. The review report also raised several issues and challenges and identified areas for enhancement, including building a stronger sense of community among students; classrooms and technology below industry standard; exploring ways to encourage and facilitate pre-graduation professional experiences; and low student morale. For the Certificate in Business Fundamentals administered by RSM, reviewers noted that the Certificate fills an important need to provide fundamental business coverage to non-business majors, and that the design of the program is both simple and elegant. They also noted, however, that the Certificate does not include operations, which could be considered essential for a basic background in business, and also suggested that the introductory course for Certificate courses be reconsidered as a prerequisite.

Each of these recommendations has been addressed in the attached Review Recommendations Table that outlines the unit's response, the Deans' responses, and an Implementation Plan identifying action items and timelines for each recommendation. Our Administrative Response and Implementation Plan was developed in consultation with the Director of the Rotman Commerce Program, the Managing Director of the Rotman Commerce Program, along with the Associate-Dean, Unit-Level Reviews, and senior leadership within both our offices. 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. We have 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 Rotman Commerce Program and the undergraduate Certificate in Business Fundamentals will take place no later than the 2030-31 review cycle. The A&S Dean's office monitors progress on Implementation Plans through periodic meetings with unit leadership. We also acknowledge that your office will request a brief Interim Monitoring Report midway between the 2022-23 UTQAP cyclical review and the year of the next site visit during the 2030-31 review cycle 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 Rotman Commerce Program and the undergraduate Certificate in Business Fundamentals.

Sincerely,



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



Susan Christoffersen  
Dean, Rotman School of Management  
Professor of Finance

cc.

Catherine Barrette, Director, Rotman Commerce, Rotman School of Management

Leanne Pollard, Managing Director, Rotman Commerce, Rotman School of Management

Gillian Hamilton, Vice-Dean, Academic Planning, Faculty of Arts & Science

Suzanne Wood, Interim Associate Dean, Unit-Level Reviews, Faculty of Arts & Science

Lachmi Singh, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-  
Provost, Academic Programs

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

Amanda Pullan, Academic Planning & Review Officer, Office of the Dean, Faculty of Arts and  
Science

## 2022-23 UTQAP Review of the FAS Rotman Commerce joint program with Rotman School of Management + Certificate in Business Fundamentals - Review Recommendations

Please do the following for each recommendation in the table:

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

<b>Request Prompt</b> <i>verbatim from the request</i>	<b>Rec. #</b>	<b>Recommendations from Review Report</b> <i>verbatim from the review report</i>	<b>Program Response</b>	<b>Dean's Response</b>
The reviewers recommended that the current admission processes for the Rotman Commerce program be reconsidered, noting that changes may help to alleviate substantial student stress, help build community in the program, and enhance competitiveness among other undergraduate business programs.	1	"Directly admit students to Rotman Commerce in their first year without the formal progression requirement. About 90% of admitted students progress to RC through the Guaranteed Admission requirements. The screen is not doing much to weed out students who do not belong, but it does create substantial stress and may contribute to why a surprisingly large fraction of RC students are reluctant to recommend the program."	<p>Consultations across Rotman Commerce and the Economics department have concluded that this may not be the only solution to the issues raised. This type of full-scale change has significant implications for the tuition fee structure that could adversely affect some students, and for the program requirements in upper-year Economics courses. As such, the program will not be acting on this recommendation based on the rationale below.</p> <p>If Rotman Commerce directly admitted students to the program in Y1 without the formal progression requirements, students would be required to pay the higher deregulated fee in Y1, as opposed to Arts &amp; Science Y1 fees. For the 8-10% of students who do not continue in Rotman Commerce in Y2, paying this higher fee in Y1 is inequitable.</p> <p>Achieving a 63% in ECO101H and ECO102H is a pre-requisite for the 200-level ECO courses,</p>	<p>The Deans support the program's response in that the Reviewers' Recommendation may not be the only solution. As outlined in the program response, this type of change would have broader implications than simply reducing a step in the overall admissions process and could have negative financial implications for some students. The Deans will support the ongoing discussions between Rotman Commerce and the A&amp;S Department of Economics regarding the program's admissions requirements.</p> <p>The Deans also prompted the program to consider alternative solutions to address student stress arising from such admission requirements and to enhance student community. Some solutions are discussed in the program response throughout this document.</p>

			<p>for all students. Students who are not required to meet a minimum threshold in ECO101H and ECO102H before tackling the more advanced and increasingly difficult ECO 200-level course would not be set up for success. The Economics department had concerns with reducing this requirement for the Rotman Commerce students, as this would cause an inequity with all other students pursuing an Economics minor.</p> <p>Removing the Guaranteed Admission requirements may prolong the inevitable realization for some students that they will struggle to pass some of the ECO 200-level courses, and other RSM courses such as RSM270H, RSM332H, RSM333H, which require stronger technical/quantitative skills. Annually, for the 8 to 10% of an incoming cohort who do not advance to Y2, this early screen allows for an easier transition to pursue an alternative program or other options at the end of Y1.</p>	
<p>The reviewers highlighted concerns and made recommendations related to improving student satisfaction and building a sense of community within the program.</p>	2	<p>“Whether through changes in admissions, curriculum, student support, or grading, Rotman Commerce should strive for a much lower rate of students needing to attend summer school. Freshman year is essential for building community, particularly given how many students live off campus after freshman year. The stress created by the need to clinch may be preventing students from connecting with RC during their first year.”</p>	<p>Recognizing the academic challenges in Y1 requiring students to repeat courses and in Y2 with ECO courses, Rotman Commerce will immediately increase our efforts to promote the ECO and Math PUMP prep modules in the summer preceding Y1 through the <a href="#">Arrive Ready program</a>. In Summer 2023, only 20 Rotman Commerce admitted students participated in the first Math PUMP module, and only 8 in the second module.</p> <p>Through future consultations (medium term action) with the ECO and MATH departments, Rotman Commerce would like to suggest a</p>	<p>The Deans support the program’s steps as outlined. The A&amp;S Dean’s office will offer support to RC leadership in liaising with the A&amp;S Math and Economics departments to support increased student enrolment in the PUMP modules and to revisit any discussions on grading expectations and student performance.</p>



			<p>screening tool to encourage enrolment in those supports based on individual assessments.</p> <p>Rotman Commerce will immediately undertake a review of the current academic support programs (e.g. ECO Study Centre, Math Aid Centre, RC Peer Tutor Network, Second Year Learning Communities) to consider enhancing resources (e.g. subsidizing additional tutoring supports for students at risk). Proactive advising will be critical, including adoption of an early alert program to identify and reach these students.</p> <p>Through conversations with both the Math and the Economics departments, grading expectations and student performance have been consistent over time. Arbitrarily adjusting the grade distributions would not serve students well, as grades signal their mastery of the subject matter. Again, this foundational preparation is essential for upper-year quantitative courses in the program.</p>	
	<p>3</p>	<p>“RC’s net promoter score has improved from 27.8% in 2018-9 to 43.1% last year. While that improvement constitutes progress, only 64% of respondents answered that they would definitely or probably recommend the program to someone interested in a business program. Given the quality of the program, that number should be higher. To improve it, the committee recommends concentrating on building community and improving career outcomes... Direct admission to the program and reducing the rate at which students take courses in the summer after freshman year should improve student (and parent) satisfaction and, by reducing what is likely unproductive stress, make it easier to engage students in community activities during the critical freshman year.”</p>	<p>In this next admissions cycle (intake Fall 2024) Rotman Commerce will invite admitted students to our Discord community platform once admitted, to start to build the community (as opposed to only including the students who accepted their offers). Recruitment &amp; Admissions staff will monitor and moderate the discussions to support admits during this critical yield season.</p> <p>Rotman Commerce Student Life (RCSL) recently (2023-2024) suspended the first-year internship program for all student groups. This program aimed to offer internship</p>	<p>The Deans recognize the important work that the program has undertaken to improve student satisfaction with the program.</p> <p>A&amp;S wishes to flag the existing programming within the Faculty to support undergraduate students, in particular for those in their First year, including “Arrive Ready,” the First Year Learning Communities (which include a Rotman Commerce specific stream), Recognized Study Groups, as well as the University’s existing mentorship programs, many of which are tailored to specific groups of students.</p>

			<p>positions to first-year students, providing them with insights into the inner workings of student groups during the academic year. However, only limited opportunities were available, leading to a scenario where many first-year students applied to multiple groups, only to face rejections repeatedly. This feeling of rejection resulted in many students feeling disheartened and demoralized, invoking feelings of inadequacy, self-doubt, and even anxiety about their experience at Rotman Commerce.</p> <p>This change has resulted in increased event attendance across all student group activities. It enabled first-year students to engage with student groups at their own pace, and to build relationships with multiple groups that align more closely with their interests and goals, fostering a more diverse and fulfilling university experience. Additionally, this change allowed first-year students the opportunity to explore various extracurricular activities without the pressure of securing a specific internship, enabling them to discover new passions and talents they may not have otherwise explored.</p> <p>Further, in 2023-2024, RCSL now requires student groups to include one event primarily focused on community building to receive subsidy funding. This ensures a minimum of 27 events aimed at fostering friendships and long-lasting relationships.</p> <p>It was noted in the Innovation Hub report that: <i>Rotman Commerce students had plenty of positive feedback about their extracurricular experiences, where they feel they have given plenty of choice with the</i></p>	<p>A&amp;S and Rotman have jointly increased investment in the RC Program Office to support staff and programming, with the Centre for Professional Skills (CPS) as a recent marquee initiative, and additional advising and careers staff and services.</p> <p>The Deans also applaud the program's initiative to form the Rotman Commerce Equity, Diversity, Decolonization, Inclusion and Accessibility (EDDIA) Working Group and the continued work of this group. The Director, EDI of A&amp;S is available to connect with the Director, EDI of RSM for consultation and collaboration.</p>
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			<p><i>diverse student groups and activities available to them, as well as professional development resources.</i> Rotman Commerce will continue to refine our programming to provide opportunities for students to connect in as many ways as possible, to meet their various needs and expectations.</p> <p>One of the key features of the Rotman Commerce experience is skill development through Centre for Professional Skills (CPS). CPS to date has been focused on building communication and interpersonal skills, teamwork, &amp; academic integrity and will be adding intercultural fluency in 2024-2025.</p> <p>In 2023-2024, CPS undertook a project to map all professional skills currently being taught in the curriculum with a plan to scaffold professional skills across all 4 years of the program. Additional TA resources will need to be deployed to support skills assessments and feedback.</p> <p>Long-term, CPS aspires to build out skill development in a structured way both in the curriculum and in co-curricular offerings, to provide pathways for students to develop individual skills, based on an early assessment (e.g. through the supplemental application or a mandatory first year deliverable/assessment). Additional staffing resources may be required as this project develops.</p> <p>The mastery of transferable professional skills should improve students' overall satisfaction with their self-development and growth while also increasing their ability to obtain their desired career outcome.</p>	
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			<p>Rotman Commerce recently (Fall 2023) formalized a multi-year recruitment outreach strategy including specific programming for equity-deserving groups as well as a suite of events and activities for the wider prospective student community. All activities are designed to be appropriate for an undergraduate business program and are approached through the lenses of inclusivity and accessibility.</p> <p>The Rotman Commerce Equity, Diversity, Decolonization, Inclusion and Accessibility (EDDIA) Working Group was established in October 2023 with the mandate to create an inclusive environment for students, staff, faculty, internal and external clients. The Working Group will actively work towards embedding EDDIA principles into processes, events, and programs through strategic, coordinated and community informed practices.</p> <p>Some of the EDDIA initiatives include (but are not limited to): developing a climate/pulse survey for students (March 2024 launch); defining and arranging a series of EDDIA professional development workshops for students (2024-2025 academic year); partnering with the Rotman Commerce Students' Association (RCSA) to provide guidance/support on designing inclusive and accessible initiatives (2024 winter); and developing a communications strategy for how to a) engage the community in EDDIA actions, b) how to tell our story, c) formal reporting.</p>	
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<p>Noting that “the rate at which Rotman Commerce students’ study overseas appears to be below the rate at other business schools”, the reviewers recommended that the program explore ways to increase students’ opportunities to gain international experience.</p>	4	<p>“Increase rate at which students’ study overseas. The rate at which Rotman Commerce students study overseas appears to be below the rate at other business schools.”</p>	<p>The Rotman Commerce Director, our Director of Academic Services &amp; Student Life, and our Academic Advisor, Intercultural Learning &amp; Experience have recently developed a multi-year strategic plan for international exchange (2023-2027) to provide Rotman Commerce students with diversified academic, professional, and experiential opportunities.</p> <p>Objectives include:</p> <p><b>Academic Excellence:</b> seek partnerships with reputable business schools where the curriculum easily translates and complements the Rotman Commerce curriculum. Prioritize the formation of partnerships with programs that offer experiential education components.</p> <p><b>Global Impact and Social Responsibility:</b> Attain a participation rate of 20% of the graduating class, participating in an exchange over the course of their degree.</p> <p><b>Mutually Beneficial Partnerships:</b> Review existing partnerships on a 5-year basis, according to a 'partnership review card'.</p> <p><b>Engagement Emphasizing a Sense of Belonging:</b> Initiate the Global Learning Ambassadors program to connect inbound and outbound exchange students and encourage cross-cultural exchange.</p> <p><b>International Fluencies:</b> Offer students programming for language and intercultural competency skills development with the support of the Centre for Professional Skills.</p>	<p>The Deans are supportive of Rotman Commerce’s strategic plan for international exchange (2023-2027) and efforts to attain greater student participation in exchanges.</p>
<p>The reviewers observed a lack of clarity in the mix of focus options offered</p>	5	<p>“... why does RC have both a specialist in Finance and</p>	<p>The Finance and Economics Specialist POST is a staple program of the Rotman Commerce</p>	<p>The Deans note the value of both the Finance and Economics specialist and the Finance</p>

<p>through the Rotman Commerce programs.</p>		<p>Economics and a finance focus in the Management stream? One student explained that he chose the finance focus in the Management stream to avoid tougher grading in the additional economics courses (intermediate macro, presumably) in the Finance and Economics stream. While the comment was from just one student, we are unclear as to why Rotman Commerce offers both options.”</p>	<p>program and stems from our history with the Faculty of the Arts &amp; Science. It is a challenging program with the requirement to complete multiple advanced courses in Economics. In 2019, when the curriculum review occurred, it was noted that there is a wide range of careers in the Finance field and not all of them required the extent of Economics knowledge that is required to complete the Finance and Economics Specialist.</p> <p>Therefore, the Finance Focus was created to respond to this need and allow students to combine this focus with another interest or requirement such as the Data Science in Business Focus or the Strategy and Innovation focus which can be combined to meet the specific skills that a desired role may require. The creation of the Finance Focus was not meant to be an “easy way out” but rather a recognition of the variety of different skill combinations that are required by the vast array of positions available in this field.</p> <p>As the Finance and Economics Specialist had 1038 students registered in it and the Finance focus was the second most popular focus with 427 students registered for the 2023-24, we are confident that the current offering responds to the needs of our students.</p>	<p>focus; as the program response notes, the specialist and focus options serve different learning needs and career plans among program students.</p>
<p>The reviewers recommended that Rotman Commerce “continue to iterate on the way that Career Services serves students,” with recommendations to explore ways to encourage and facilitate pre-graduation professional experiences, investigate the types of</p>	<p>6</p>	<p>“Continue to iterate on the way that Career Services serves students. Given the strength of the students it attracts, Rotman Commerce should be at the top of Canadian undergraduate business programs with respect to employment rates and starting salaries. We were not able to ascertain whether it is. We suggest benchmarking</p>	<p>Rotman Commerce is at the top of Canadian Undergraduate business programs with respect to employment rates. 2022-2023 rates (from each school’s employment report): Ivey (Western) – 97% Schulich (York) – 85%</p>	<p>The Deans support the program’s benchmarking initiatives. Both Faculties have made significant investments in the program to ensure that Rotman Commerce is indeed among the very top undergraduate business programs in Canada.</p>

<p>career services offered by other similar programs, and identify benchmarks to gain insights for enhancing post-graduation employment rates and starting salaries.</p>		<p>against other leading Canadian undergraduate business programs.”</p>	<p>Smith (Queen’s) – 96% Desautels (McGill) – 80% Rotman Commerce – 94%</p> <p>Reporting starting salaries is more difficult, as it is an optional field. Rotman Commerce made it mandatory in the past, and respondents skipped the entire survey. Ivey and Schulich consistently report starting salaries; what's not known is their methodology, specifically the response rate.</p> <p>For the last 4 years, Rotman Commerce has asked for starting salaries and sign-on bonuses but receives very few responses to these questions. Because of the low response rate and limited data available, we lack confidence in reporting this figure.</p>	
	<p>7</p>	<p>“RC Career Services should investigate whether other Canadian schools provide their students with more active assistance and even advocacy in securing positions at desirable companies.”</p>	<p>Rotman Commerce has one of the largest and well-funded Career Services (CS) departments across the University. The services we provide go far beyond basic resume and job search strategy workshops to include level-up experiences to better prepare career decision-making.</p> <p>The CS unit helps guide students through a data-driven strength-finding assessment then helps them understand themselves as young professionals by identifying their strengths and values. CS then assists them in goal setting and helping them build the tools necessary to market themselves and exposes them to a wide range of programs which ultimately manifests into their career.</p> <p>CS’s philosophy is to give students an education on career management and how to manage a rewarding career versus placing</p>	<p>Both Faculties have provided financial support to the program to ensure excellent career services are provided to Rotman Commerce students. The Deans appreciate and support the work of the Career Services team in its initiatives to support students in their career goals, and to remain competitive with peer programs.</p>

			<p>them in roles. This approach builds success and influence in the business marketplace, strengthens the Rotman name and a sense of community.</p> <p>The CS unit was restructured in 2022, and now includes a role dedicated to corporate relations that is focused on reviving dormant relationships and establishing new corporate partners in Canada and around the world. The corporate relations strategy is informed by:</p> <ul style="list-style-type: none"> <li>• A Y1 survey asking students to report career aspirations, industry, function and geography;</li> <li>• Employment outcome trends of graduating students; one-on-one and group interactions with current students; industry trends and global hiring demands.</li> </ul> <p>The Rotman School's academic plan (2022-2027) outlines key performance indicators for career services including:</p> <ul style="list-style-type: none"> <li>• Increase the number and diversity of Rotman-engaged employers, both in Canada and abroad.</li> <li>• Increase the number and variety of job postings in a wider range of industries.</li> <li>• Maintain our high record of employment – 90% +, 9 months post-convocation.</li> </ul> <p>CS defined annual targets for the Academic Plan KPI's and exceeded them in 2022-2023. They are on track to exceed them again in 2023-2024 The number of job postings has increased by 66% in these last 2 years.</p>	
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			<p>The CS team constantly scans the undergraduate business school landscape and will continue to benchmark against our peers.</p>	
	8	<p>“RC should explore ways to encourage and facilitate pre-graduation professional experiences. These experiences may include internships during the school year or the summer, or they may be part-time employment in a professional setting. Career Services can help students identify these opportunities and present themselves as qualified candidates.”</p>	<p>Rotman Commerce and the Arts &amp; Science Internship Program (ASIP) are exploring an ASIP offering for Rotman Commerce students.</p> <p>The existing structure of ASIP may require some customization for Rotman Commerce students. Different units across Rotman Commerce (e.g. Academic Services, Career Services, Centre for Professional Skills) will be engaged in a series of meetings in winter 2024.</p> <p>If the structure and details can be worked out, the timeline for Rotman Commerce students' participation is:</p> <ul style="list-style-type: none"> <li>• Proposal through governance - Fall 2024</li> <li>• First group of students enrolled in ASIP - fall 2025</li> <li>• First work term for those students - summer 2026.</li> </ul> <p>Beyond internships and a potential ASIP offering, Rotman Commerce offers several opportunities for students to develop skills and careers. For example, we have a strong relationship with CPA Ontario. They provide workshops and skill developing activities specific to professional accounting standards. National case competitions such as the NIBC Global Investment Banking Competition help students understand how to dissect a company's financials and pitch investments.</p>	<p>The Deans support the program's efforts to develop professional experiences. The A&amp;S Office of Experiential Learning and Outreach Support (ELOS) is consulting with Rotman Commerce to explore the possibility of a Rotman Commerce focus within ASIP.</p>

			<p>Our career treks to New York, Bay Street and various office visits to insurance firms, technology companies, CPG/retail companies allow students to walk the halls of prospective employers and experience their cultures firsthand.</p> <p>New in Fall 2023, our Career Discovery Weeks program brought 100 employers to students over a 2-week period for them to explore career options, participate in hackathons and engage in panel discussions about various career options.</p>	
<p>The reviewers observed that the lack of cohesive, shared space impacts the sense of community in the program; they noted concerns regarding timelines for completion of new spaces, and strongly urged that interim solutions be investigated to provide space for students, faculty, and staff to congregate and collaborate.</p>	9	<p>“Prioritize efforts to foster students’ sense of community[...] At present, classrooms, staff offices, study rooms, and event space are in different locations... we strongly urge the university to provide additional space such as a dedicated events space and greater access to modern classrooms in the Rotman building.”</p>	<p>In Summer 2023, the Faculty of Arts &amp; Science secured dedicated event space at Student Commons for Rotman Commerce until November 2026 (anticipated completion of Woodsworth renovation project).</p> <p>The Rotman School is currently reviewing its classroom utilization to determine whether additional classroom space can be made available to Rotman Commerce. They are committed to accommodating Rotman Commerce as much as possible, without compromising utilization needs of the graduate programs.</p> <p>The Rotman School will occupy space in the new Academic Wood Tower once completed, and they are very open to dedicating a 2<sup>nd</sup> classroom in their current building for Rotman Commerce at that time (current expected completion – summer 2026).</p>	<p>The Deans agree that the space at Student Commons has been instrumental in providing much-needed event space, contributing to their community building efforts. As noted, the RSM is working to accommodate more Rotman Commerce teaching within the Rotman building.</p>
	10	<p>“We strongly support the advocacy for a new RC building that will centralize the RC staff, especially those student facing staff that support the program, as well as, moving many of the RC classes into one location.”</p>	<p>Rotman Commerce is incredibly excited about the plans for the new Rotman Commerce building to house students, faculty and staff in one location, supporting</p>	<p>The Deans agree that the new Rotman Commerce building will be an excellent addition to the RC program.</p>

			<p>the academics and co-curricular activities of the program.</p> <p>The focus for the next couple of years will be on fundraising, design development, construction management engagement, construction drawings, city approvals, tender and permits, with an anticipated construction start in Spring 2027. The current construction completion is scheduled for 2030.</p> <p>Rotman Commerce will celebrate the 100<sup>th</sup> anniversary of its first graduating class, on June 6, 2024. A celebratory soiree will be held on the evening of May 28, 2024, bringing our students, faculty, alumni, friends (including all donors to Rotman Commerce), staff and community together. The evening will feature interactive and engaging “walks” down memory lane, allowing guests to explore the past and present of the Rotman Commerce program. During this event, we hope to get our community excited by the plans for the new Rotman Commerce building that is in development – the first dedicated home for our program.</p>	
11	<p>“... we understand that RC is close to securing existing campus space for a Student Commons in a ‘long lease’ arrangement in the short term. We were relieved to hear that the arrangement is in progress, and we emphasize the importance of it. A dedicated space allows for planning and responsiveness for the many needs of business students: hosting company visits, putting on student events, and giving student organizations a place to work.”</p>	<p>Rotman Commerce is very appreciative of the event space that the Faculty of Arts &amp; Science has leased on their behalf, at Student Commons. Over 120 events took place in Fall 2023 in those spaces.</p>	<p>The Deans are pleased that the interim space leased at the Student Commons has provided valuable event space for the program.</p>	
12	<p>“Several faculty from RSM noted the lack of ability to teach their upper division classes in the manner they preferred due to the lack of classroom technology. The</p>	<p>Follow up consultation with faculty indicated that the classroom technology issues are present in the early years as well as upper years of the program. First year courses are</p>	<p>As part of A&amp;S ongoing discussions and collaborations with Learning Space Management for all A&amp;S undergraduate and graduate course programming, A&amp;S will</p>	

		<p>lack of technology could be addressed independent of a new building.”</p>	<p>normally offered in classrooms all over campus. The quality of the classrooms varies considerably and affects the quality and consistency of the delivery of first year courses when the classroom has a junior teaching station.</p> <p>Upper year courses for Rotman Commerce are mostly taught in the Woodsworth building where the program has priority access to the lower-level classrooms. For these classrooms, faculty noted a lack of the following items as having an impact on the quality of the course delivery:</p> <ul style="list-style-type: none"> <li>• Dual screens and larger screens to allow instructor to showcase slides and excel simultaneously,</li> <li>• Podium screens that allow for interactive writing,</li> <li>• Recording capabilities for students to join class remotely (if they are unable to come in person for health reasons),</li> <li>• Podium computers that save instructor settings (currently, the Woodsworth computers are reset to default setting each day. For instructors needing excel add-ons, or other software, this requires them to install the software before each lecture).</li> </ul> <p>Instructors assigned to classrooms in the Rotman building noted great satisfaction given the adequate technology. Having access to the TEAL (Technology Enhanced Active Learning) classrooms such as 4-422 in OISE was also noted as positive contributor to</p>	<p>continue to work to support classroom renovations and technology upgrades.</p> <p>RSM will further coordinate with the program to provide more teaching space in the Rotman building to support upper year courses especially those that require more advanced technologies.</p>
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			<p>class delivery.</p> <p>In the short term, Rotman Commerce will continue to advocate for access to classrooms space in the Rotman building and will explore upgrading the technology in the Woodsworth classrooms to bring them closer to technology offered in the Rotman building.</p>	
<p>The reviewers made a number of recommendations related to the Certificate in Business Fundamentals including the topics covered, the structure of program requirements, and course prerequisites.</p>	13	<p>“The RSM might consider adding operations as an option and requiring students to take at least two among marketing, finance, and operations.”</p>	<p>The Certificate in Business Fundamentals aims to provide a foundational education to Faculty of Arts &amp; Science students who may be interested in management and business.</p> <p>Given that the certificate is an add-on to student’s existing field of study, it is not possible to include individual courses of all subjects. This is why MGT 100 is designed to cover the basics and principles of the various business disciplines. In designing this certificate, it was established that students would benefit in spending more time on Accounting, Finance and Marketing to have a better grasp of management and business.</p> <p>The recommendation of allowing students to have electives including an Operations course sounds appealing, but Strategy and Organizational Behavior &amp; Human Resource Management are equally important areas in addition to Operations.</p> <p>This recommendation would therefore suggest having 3 more electives on top of Finance and Marketing. This may not be operationally feasible for students to take on top of their degree requirements for their major or specialization.</p>	<p>The Dean of A&amp;S recognizes the value of the Certificate in Business Fundamentals to A&amp;S students. The A&amp;S Vice-Deans Academic Planning and Undergraduate will be happy to work with the Vice Dean, Undergraduate and Specialized Programs at RSM on the possibility of any additional courses in this certificate in the future. However, given that this is a certificate program, rather than a major or minor, there are limits on the number of electives that can be provided as part of the program. The Deans agree to continue to offer the courses under the current design and can revisit the issue next time the program is reviewed.</p>

	14	<p>“We suggest that the accounting, finance, and marketing departments each decide whether MGT100 is necessary for the courses they teach in the Certificate program. If a department does not consider MGT100 necessary, then we recommend eliminating it as a prerequisite for that course.”</p>	<p>MGT100H1 is designed to provide students a foundational overview of business and management. Therefore, requiring students to take MGT100 before taking specialized subjects such as accounting, finance and marketing helps students think about these subjects in a broader context of business. This design also prevents students from thinking about these subjects in silos. Hence, while these three courses can be successfully completed without taking MGT 100, students may not have a complete picture of how the three courses should integrate with other aspects in business. The Rotman School does not plan to proceed with this recommendation,</p>	<p>The Deans support MGT100H1 remaining as part of the Business Certificate.</p>
<p>Other recommendations not prioritized in the Request for Administrative Response</p>	15	<p>“We encourage the program to use full population reporting to track success with [post-graduation employability] outcomes. In other words, report on the plans of all graduates. Of the 800 (say) graduates in a year, how many took full-time employment? How many went to graduate school? How many were looking for work at the time of the survey? How many did not respond at all? That would provide a more complete picture of an important outcome, and a better basis for continuous improvement in this important area.”</p>	<p>The annual employment report produced by Rotman Commerce states:      “The employment rate is calculated on the percentage of students who have accepted job offers and are actively looking for work. Data is collected through a voluntary survey completed by the graduating class. Eighty percent of the 2022 graduating class completed the survey.”</p> <p>Unlike the FTMBA, there are no reporting standards for employment outcomes, however, Rotman Commerce does follow the process outlined by the MBA CSEA standards.</p> <p>For the next employment outcomes report (summer 2024) the program will explore how to track the students’ plans, as noted by the recommendation, and how to report it, so the data is meaningful and comparable year-over-year.</p>	<p>The Deans support the RC program leadership in this initiative.</p>

	16	<p>“Given how rapidly various aspects of business are changing, most (and perhaps all) business programs struggle to keep their curricula current. We would encourage RC to have a system in place such as peer review of courses to ensure that faculty keep their courses current.”</p>	<p>In the Fall of 2023, the Rotman Commerce Director began a review of the program learning outcomes (PLOs) and specialist learning outcomes (SLOs). This review included surveying Rotman Commerce employers from various industries and holding a focus group with faculty and a representative from the Rotman Commerce Student Association.</p> <p>The Rotman Commerce Director is currently working with a Curriculum Development Specialist from the office of the Vice Provost, Innovations in Undergraduate Education to incorporate the feedback received from the consultation and update the PLOs and SLOs.</p> <p>It is recognized that the current PLOs and SLOs need to be more actively promoted and communicated to faculty. The Rotman Commerce Director will work on a plan to address this once the updated PLOs and SLOs are complete. As a first step, the new course proposal form will be updated to include a reference to the PLOs and SLOs where instructors are asked to demonstrate how a new course will respond to a specific PLO or SLO. These are all immediate actions.</p> <p>The revised PLO's/SLO's will also reflect greater alignment with the CPS professional skills.</p> <p>In the medium term, the Rotman Commerce program will update the course outline template to clearly set the course learning outcomes to create accountability on the part of the instructors and the area coordinator.</p> <p>Professional skills outlined by CPS will also</p>	<p>The Deans are pleased to support the RC program leadership in its curriculum mapping project and will support its efforts to engage with A&amp;S and RSM faculty teaching courses in the program to improve communication of program learning outcomes to students.</p>
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			<p>become part of a course learning outcomes. This will ensure that we can properly plan the progression and coverage of professional skills over the 4-year degree.</p> <p>While allowing instructors academic freedom with regards to the delivery of the course, determining clear learning outcomes for each course will ensure consistency between sections of the same course. Area Coordinators will be asked to weigh in and approve changes to course learning outcomes. It is recognized that there is currently no formal oversight with regards to course learning outcomes for the various RSM courses in Rotman Commerce.</p>	
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### 3 Committee on Academic Policy & Programs (AP&P) Findings

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*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

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The reviewers praised the Rotman Commerce program for its analytical rigor, and commented that the program's flexibility benefits students and allows for curricular innovation. They noted students' appreciation for both the applied nature of the program and faculty efforts to keep course material current and relevant, and applauded the strong TA support which allows instructors to provide effective feedback on student assignments. They were impressed with the work of the Centre for Professional Skills, supporting development of soft skills such as teamwork, communication, and ethical decision making, and praised the CPS' supportive partnerships with faculty to integrate these skills into students' coursework. They also commended the strong investment Rotman Commerce has made in student services staff, with departments focusing on academic advising, career services, and student life. Finally, they observed that the program's shared governance between the Rotman School of Management and the Faculty of Arts & Science supports an academic experience for students that is well 2 integrated into the fabric of university academic life, and highlighted the atmosphere of mutual respect and cooperation among RSM and FAS faculty teaching in the program. The reviewers recommended that the following issues be addressed: reconsidering the current admission processes for the Rotman Commerce program in order to help alleviate substantial student stress, build community in the program, and enhance competitiveness among other undergraduate business programs; improving student satisfaction and building a sense of community within the program; exploring ways to increase students' opportunities to gain international experience; clarifying the mix of focus options offered through the Rotman Commerce programs; continuing to iterate on Career Services supports provided for students by exploring ways to encourage and facilitate pre-graduation professional experiences, investigating the types of career services offered by other similar programs, and identifying benchmarks to gain insights for enhancing post-graduation employment rates and starting salaries; investigating ways to address the lack of cohesive, shared space for RC program students, faculty, and staff to congregate and collaborate; and considering suggested updates to the Certificate in Business Fundamentals including the topics covered, the structure of program requirements, and course prerequisites. The Deans' Administrative Response describes the Faculties' responses to the reviewer recommendations, including an implementation plan for any changes necessary as a result.

## 5 Monitoring and Date of Next Review

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The next UTQAP cyclical review of the Rotman Commerce Program and the undergraduate Certificate in Business Fundamentals will take place no later than the 2030-31 review cycle. The A&S Dean's office monitors progress on Implementation Plans through periodic meetings with unit leadership.

The Dean will provide an interim report to the Vice-Provost, Academic Programs midway between the 2022-23 UTQAP cyclical review and the year of the next site visit during the 2030-31 review cycle, to report on progress made on the Implementation Plan as outlined in the accompanying Review Recommendations Table.

## 6 Distribution

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

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

## 1 Review Summary

<b>Program(s) Reviewed:</b>	Urban Studies, Honours B.A.: Specialist, Major, Minor
<b>Division/Unit Offering Program(s):</b>	Innis College, Faculty of Arts and Science
<b>Commissioning Officer:</b>	Dean, Faculty of Arts and Science
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"> <li>• Byron Miller, Professor, Department of Geography, University of Calgary</li> <li>• Carol Camp Yeakey, Marshall S. Snow Professor of Arts &amp; Sciences, Founding Director, Interdisciplinary Program in Urban Studies &amp; Center on Urban Research &amp; Public Policy, Washington University in St Louis</li> </ul>
<b>Date of Review Visit:</b>	March 10, 2023
<b>Date Reported to AP&amp;P:</b>	April 10, 2024

## Previous UTQAP Review

Date: February 26-27, 2015

### Summary of Findings and Recommendations

#### Significant Program Strengths

- High demand program that enjoys an excellent reputation and benefits from the student-centred college environment
- Interdisciplinary emphasis and breadth are hallmarks of the program, which draws on a diverse array of courses from at least eight different Arts & Science departments
- Enjoys a complementary relationship with the much larger undergraduate programs in Department of Geography and Planning
- Strong emphasis on experiential learning and community engagement
- Mentorship program connects current students with alumni and others in urban professions throughout Toronto; an effective bridge to jobs for new graduates
- Regularly hosts and convenes numerous high-profile events for students, the University community, and the community at large
- Very good infrastructure and resources to support the program

#### Opportunities for Program Enhancement

- Determining the right number of curricular options within the program
- Engaging with cognate units to ensure students have access to the courses that they need
- Developing relationships with relevant units outside of Arts & Science, such as Architecture and Engineering, to further enhance the student experience
- Better using course evaluations to assess and enhance the program
- Reconsidering the resources, including faculty, to deliver the program and its high quality experiential learning opportunities
- Evaluating the possible impact of future program growth on the program's personalized approach
- Evaluating models for future directions to build upon current strengths

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

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

### Consultation Process

Faculty, students, administrative staff, senior program administrators, Innis College Principal's office as well as members of relevant cognate units as determined by the commissioning officer.

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Objectives
  - ▶ Program guided by three key principles: 1) multi- /inter-disciplinarity; 2) studying cities from multiple perspectives and experiences; 3) engagement with communities to provide foundations for critical thinking, skill development, and active citizenship
- Admissions requirements
  - ▶ Admissions conform to FAS requirements
  - ▶ Enrolment has been strong overall
- Curriculum and program delivery
  - ▶ As an interdisciplinary program, Urban Studies relies heavily on courses offered by cognate FAS units, and other divisions
  - ▶ Diverse range of available courses allows students to design programs of study tailored to their own interests
  - ▶ Two full-time teaching stream faculty associated with program offer core courses in Urban Studies
  - ▶ Fourth year courses in particular focus on community-engaged learning, where students work directly with community partners
  - ▶ Community-engaged learning component of program is exceptional and distinguishes program from other North American Urban Studies offerings
- Innovation
  - ▶ Program sets an impressive example for community-engaged learning and research
- Accessibility and diversity
  - ▶ Program is highly committed to diversity and inclusion

- ▶ Innis College has developed a number of programs and strategies to improve the student experience, such as establishing a Black student experience working group and creating an Assistant Dean position for Community Wellness
- Student engagement, experience and program support services
  - ▶ Overwhelming majority of students express high degree of program satisfaction
  - ▶ Student survey responses compare very favourably with other U of T programs and other Urban Studies programs
  - ▶ Students appreciate program's multidisciplinary nature, flexibility, experiential learning, opportunities to build networks, critical and equity lens, hands-on experience, and opportunity to work with urban and City professionals
  - ▶ Students describe program as "welcoming" and "very supportive"
  - ▶ Several undergraduate students have published research conducted as part of their Urban Studies Program course work
  - ▶ "the fact that the University of Toronto has an academic program devoted to Urban Studies and has succeeded in generating such high interest and enrollment speaks to intellectual engagement of students focused on urban complexities"

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

- Admissions requirements
  - ▶ Program restricts enrolment due to limited faculty and administrative supports; it would be difficult to increase enrolment, given limited resources
- Curriculum and program delivery
  - ▶ Only one methods course is currently being offered
- Student engagement, experience and program support services
  - ▶ No data provided on graduate trajectories or placements, so reviewers note difficulty in ascertaining the program's social impact on a broader scale
  - ▶ "Having only two teaching stream faculty limits student involvement and engagement in faculty research projects"

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ "As the curriculum evolves, it will be important for Urban Studies to develop themes and topical areas of concentration such as public health, social/public policy, geographic information systems, carceral studies, Indigenous Studies, social justice, etc."
  - ▶ "A strong grounding in multiple methods will serve Urban Studies students well"
- Student engagement, experience and program support services
  - ▶ It would benefit the program to identify and evaluate where program graduates go after matriculation; this would help to ascertain the program's reputation among broader constituencies and could help with future recruitment and fundraising
  - ▶ "[I]t is vitally important for the students considering graduate or professional degrees to become acquainted with the diverse research methodologies utilized in the broad interdisciplinary field of Urban Studies"

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

## 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ The two teaching stream faculty members associated with the program are “by all accounts highly respected and valued”; and are excellent teachers, and responsible faculty and community members
- Research
  - ▶ “With an exclusive focus on undergraduate education and only two dedicated teaching stream faculty members, the research record of the Urban Studies Program is remarkable”
  - ▶ Program’s focus on community-engaged learning and research are major reasons for the program’s success and appeal
  - ▶ Both faculty members’ community-engaged work aims to open up possibilities for more just and livable urban futures, engaging with homeless people, residents of social housing neighbourhoods, Indigenous peoples, city planners and politicians, incarcerated people, and others
  - ▶ Faculty projects have received SSHRC and other funding, and their work has been published in highly regarded journals

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

- Research
  - ▶ Without tenure stream faculty involved in the program, there are significantly fewer opportunities for grant awards through research foundations
  - ▶ “The constraints teaching faculty face limits the possibility of obtaining large Tri-Council research grants and, in turn, student exposure to a broader range of research methodologies”
- Faculty
  - ▶ The two faculty members are each responsible for teaching six half courses per year, in addition to a variety of administrative and coordinating responsibilities, including establishing and maintaining relationships with community organizations
  - ▶ Considerable concern that contributing faculty are significantly overworked, in light of teaching, administrative, and relationship management responsibilities

The reviewers made the following **recommendations**:

- Research
  - ▶ Considerable potential noted for expansion of community-based research and impact, if additional faculty resources can be dedicated to the program
- Faculty
  - ▶ “[G]reater faculty involvement in the Urban Studies Program could be realized by expanding the Provost’s course release 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
  - ▶ Morale of the faculty and students appears quite high
  - ▶ Widespread appreciation among faculty, staff and students of the quality of the program, and its contributions to the broader Toronto community
  - ▶ Program enjoys mutual respect with numerous cognate divisions, units and entities, in particular the Factor-Inwentash Faculty of Social Work, the Department of Geography and Planning, the School of Cities, and the Centre for Community Partnerships
- Organizational and financial structure
  - ▶ Innis College Principal’s office responsible for program’s faculty appointments, budget management, liaison with the Faculty of Arts and Science, student services and operations; this arrangement has helped to keep the program “nimble” and responsive to student and community needs
- Long-range planning and overall assessment
  - ▶ Successful and innovative program, emphasizing community-engaged urban research in the Toronto metropolitan area

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

- Relationships
  - ▶ “[T]he organizational and financial constraints of the program, as well as uncertainty surrounding future development and direction, are keenly felt”
  - ▶ “Issues of stress, including the lack of staff support and administrative overload, are real issues affecting both faculty and students”



- ▶ Limited connections with external government, academic and professional organizations noted, due to limited available time and human resources to develop and sustain such partnerships
- ▶ Urban Studies events programming is constrained by staffing and funding levels
- ▶ The City of Toronto has historically placed Urban Studies students in an internship program, however it recently suspended its placement agreement with U of T
- Organizational and financial structure
  - ▶ Program is severely under-resourced, with only two associated teaching stream faculty members
  - ▶ “The confounding organizational structure of the University and the fact that Urban Studies is a program, not a department, places the Program at a structural disadvantage in accessing resources of both a tangible and intangible nature”
  - ▶ No dedicated Urban Studies space on campus and no signage to direct students to the office where they can obtain student advising
  - ▶ Lack of space for Urban Studies students to study and collaborate
- Long-range planning and overall assessment
  - ▶ “For a program of the size, scope, complexity, and level of community engagement of the Urban Studies Program, by far its most surprising and concerning aspect is the fact that it has only two teaching stream faculty members”
  - ▶ “Having only two teaching stream faculty members responsible for virtually all of the core courses as well as community liaison work places the Program in a very precarious position; the loss of a single faculty member even for a relatively short period of time would cause major disruption. The lack of dedicated resources, on par with a department of the Urban Studies Program’s size, limits the Program’s capacity to fulfil its potential contribution to both the University and the broader Toronto community, as well as to meet growing enrolment demand.”
  - ▶ “[T]he structural disadvantages of the Program inhibits its future development and success”
  - ▶ Significant broad challenges facing the program include its under-resourcing, Toronto-specific focus and lack of faculty
  - ▶ Reviewers raise broad issue of “how to support college programs with teaching stream faculty who do not hold tenure lines and have little time or capacity to hold major Tri-Council research grants”
  - ▶ “The lack of a clear identity for the Program, both literally and figuratively, is concerning”
- International comparators
  - ▶ “It would be unfair to compare the Urban Studies program at the University of Toronto with either national or international comparators given the tangible human resource constraints and the fact that Urban Studies at Toronto is a program, not a department”

The reviewers made the following **recommendations**:

- Relationships
  - ▶ External partnerships noted as area for potential development, if additional staff and faculty resources are secured
  - ▶ Opportunities for engagement with the City of Toronto and other planning agencies should be explored, including the possibility of paid internships, potentially targeted to serve equity-deserving students and community groups
  - ▶ Opportunities for program enhancement and revenue generation could involve student internships, externships, study abroad activities, exchange programs, and partnerships and research collaborations with other institutions (if the program obtained the resources necessary to pursue such activities)
- Long-range planning and overall assessment
  - ▶ “Given rapid urbanisation, the increasingly pressing nature of urban issues, and growing enrolment demand, it is imperative that solutions to the Program’s faculty and support staff deficiencies be found”
  - ▶ “With only two dedicated faculty members, over 200 enrolled students, and an exceptionally high degree of community engagement, the need for additional full-time faculty as well as support staff to liaise and work with community partners is pressing”
  - ▶ “Joining with the Department of Geography and Planning could ensure greater support and stability for the program, while offering the potential for undergraduate students to work with tenured research faculty on major grants, as well as benefit from the availability of graduate teaching assistants and additional support staff”; if this path is pursued, reviewers recommend creating multiple degree options rather than merging Urban Studies and Planning into a single degree program
  - ▶ “While the School of Cities has no faculty lines or courses, the potential for creating one unit with combined resources and multiple degree options should not be underestimated”
  - ▶ “With appropriate resource supports, both of a tangible and intangible nature, the Program could become internationally renowned for its strong emphasis on community-engaged urban research. Given the pace of urbanization in the Toronto metropolitan area, across Canada, and internationally, the University of Toronto has a golden opportunity to engage in the discussion and resolution of real-world urban issues, as urban residents experience them”



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

March 8, 2024

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

**RE: UTQAP cyclical review of the Urban Studies undergraduate program**

Dear Prof. McCahan,

I write in response to your letter of November 13, 2023, regarding the March 10, 2023, UTQAP cyclical review of the Urban Studies undergraduate program housed at Innis College and requesting our Administrative Responses. The program reviewed was Urban Studies, Honours B.A.: Specialist, Major, Minor.

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers, Professors Byron Miller, University of Calgary, and Carol Camp Yeakey, Washington University in St Louis, for their very comprehensive review of the Urban Studies program. We would also like to thank the program director, the Innis College Principal's Office, faculty, administrative staff, and all those who contributed to the preparation of the self-study. We also wish to thank the many staff, students, and faculty members who met with the external reviewers and provided thoughtful feedback. The UTQAP cyclical review process is an invaluable exercise that affords us the opportunity to take stock of our academic units and programs, to recognize achievement, and identify areas for improvement.

The review report was finalized on July 26, 2023, after which the director shared it widely with faculty, staff, and students in the Urban Studies program. We are extremely pleased with the reviewers' positive assessment of the overall strength of the program and its outstanding, productive faculty. The reviewers noted that the program sets an impressive example for community-engaged learning and research; the program is highly committed to diversity and inclusion; the two teaching stream faculty members associated with the program are highly respected and valued, are excellent teachers, and responsible faculty and community members; the students express high degree of program satisfaction, with the morale of faculty and students appearing quite high; and the program enjoys mutual respect with numerous cognate divisions, units and entities. The review report also raised several issues and challenges and identified areas for enhancement, noting: broad challenges facing the program include its under-resourcing, with only two associated teaching-stream faculty members; the program has a Toronto-specific focus; faculty and administrative supports are limited; there is concern that contributing faculty are

significantly overworked, in light of teaching, administrative, and relationship management responsibilities; there are limited connections with external government, academic and professional organizations, with limited available time and human resources to develop and sustain such partnerships; there is a need for additional full-time faculty and support staff to liaise and work with community partners; and there is a lack of space for Urban Studies students to study and collaborate.

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. The Administrative Response and Implementation Plan was developed in consultation with the program director, Innis College Principal, Vice-Dean, Academic Planning, Acting 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 Urban Studies program will take place no later than the **2030-31** review cycle. My office monitors progress on Implementation Plans through periodic meetings with unit leadership. I also acknowledge that your office will request a brief Interim Monitoring Report midway between the 2022-23 UTQAP cyclical review and the year of the next site visit in 2030-31 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 Urban Studies undergraduate program.

Sincerely,



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

cc. Charlie Keil, Principal, Innis College

David Roberts, Program Director, Urban Studies, Faculty of Arts & Science

Gillian Hamilton, Vice-Dean, Academic Planning, Faculty of Arts & Science

Suzanne Wood, Interim Associate Dean, Unit-Level Reviews, Faculty of Arts & Science

Lachmi Singh, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-Provost, Academic Programs

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

Amanda Pullan, Academic Planning & Reviews Officer, Office of the Dean, Faculty of Arts and Science

## 2022-23 UTQAP Review of the FAS Urban Studies Program (Innis 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 broadly observed that the program's structure, limited resources and very few dedicated faculty introduce significant structural vulnerability, and concerns around long-term sustainability. They stressed that "[g]iven rapid urbanisation, the increasingly pressing nature of urban issues, and growing enrolment demand, it is imperative that solutions to the Program's faculty and support staff deficiencies be found." They further recommended that opportunities for greater involvement of tenure stream faculty in the program be explored.	1	"Given rapid urbanisation, the increasingly pressing nature of urban issues, and growing enrolment demand, it is imperative that solutions to the Program's faculty and support staff deficiencies be found."	Talks are currently underway with the Department of Geography & Planning to explore the possibility of moving the administrative home of the Urban Studies program into Geography & Planning. Geography & Planning is in the position to be able to offer more extensive resources and programming for Urban Studies.	The Dean's Office is facilitating discussions between Innis College and the Department of Geography & Planning. Moving the administrative home of the Urban Studies program into Geography & Planning will enhance staffing support and the teaching complement available to teach in the Program.
	2	"If there is one over-riding concern that repeatedly emerged throughout our interviews, it is the need for additional resources for the Urban Studies Program. With only two dedicated faculty members, over 200 enrolled students, and an exceptionally high degree of community engagement, the need for additional full-time faculty as well as support staff to liaise and work with community partners is pressing."	Urban Studies has been an incredibly successful program, as is noted by the reviewers. It has been consistently under-resourced. If the move into Geography & Planning takes place, additional faculty and staff will be involved in creating and maintaining community partnerships. We also are exploring ways to utilize University supports – such as those through ELOS (A&S) – to facilitate this work.  Geography and Planning has committed financial resources, space, and faculty time to launch a new City Community Engaged Research and Learning Collaborative, co-directed by UST faculty to support this work.	The A&S Office of Experiential Learning & Outreach Support has engaged with the Urban Studies Program and is available to provide support with the creation and maintenance of community partnerships.

	3	“With appropriate resource supports, both of a tangible and intangible nature, the Program could become internationally renowned for its strong emphasis on community-engaged urban research.”	Geography is proposing to support and expand the community-engaged research that is the hallmark of Urban Studies at Innis by creating a City Community Engaged Research and Learning Collaborative.	The Dean's Office is supportive of these potential collaborations and expansion of community-engaged research. The A&S Vice Dean, Academic Planning, Vice Dean, Research, Office of Research Services, and Office of Experiential Learning & Outreach Support, are available to consult and support, as needed.
	4	“... greater research faculty involvement in the Urban Studies Program could be realized by expanding the Provost’s course release program that has allowed [a FIFSW faculty member] to teach a course for the Urban Studies Program for the past several years.”	<p>If the move into Geography occurs, research faculty from that unit will be more directly involved in Urban Studies. That said, while the current faculty in the Urban Studies Program are both from the teaching stream, they maintain robust research agendas and consistently provide opportunities for undergraduates to participate in and receive mentorship on academic research.</p> <p>We continue to entertain partnerships like the one that facilitated the long-standing role that the social work member cited here played in the Urban Studies Program.</p>	The Dean’s Office will support discussions between Innis College and the Department of Geography & Planning.
The reviewers observed opportunities for enhanced connection and/or potential integration with cognate units, in particular the Department of Geography and Planning, and the School of Cities.	5	“In a literal sense, the School of Cities, a multidisciplinary center, incorporates much of what could be expected in a multidisciplinary degree granting program. While the School of Cities has no faculty lines or courses, the potential for creating one unit with combined resources and multiple degree options should not be underestimated.”	<p>The School of Cities does not offer courses or have faculty lines, as the reviewers point out. Therefore, the suggestion to create one unit is not appropriate.</p> <p>We regularly partner with the School of Cities on both in-class and co-curricular activities/opportunities for students when appropriate.</p>	The Dean’s Office supports ongoing events and activities enjoyed by the partnership between Urban Studies and the School of Cities.
	6	“The Urban Studies Program has great potential going forward. Joining with the Department of Geography and Planning could ensure greater support and stability for the program, while offering the potential for undergraduate students to work with tenured research faculty on major grants, as well as benefit from the availability of graduate teaching assistants and additional support staff. With community building	<p>Urban Studies proposes to collaborate with Geography, possibly through incorporation into the unit the following attributes to the Urban Studies programming:</p> <ul style="list-style-type: none"> <li>• Greater support and stability</li> <li>• Increased involvement of tenure-stream faculty holding major grants (though these are not limited to</li> </ul>	The Dean’s Office will support discussions between Innis College and the Department of Geography & Planning as desired by the units. The Dean’s Office will evaluate and assess where there may be opportunities to support community-oriented programming.

		between students and faculty, both teaching and tenure streams would be enhanced and create synergies. There is a danger, however, of the Urban Studies Program, which is very much community-oriented, being subsumed by the Planning Program, which tends to be more oriented toward (local) state concerns. To ensure that strengths of the Urban Studies Program, which lie first and foremost in community engagement, are not diminished we recommend creating multiple degree options rather than merging Urban Studies and Planning into a single degree program."	<p>tenure-stream faculty, as demonstrated by the success the teaching-stream faculty currently in the Urban Studies Program have enjoyed in obtaining grants)</p> <ul style="list-style-type: none"> <li>Graduate teaching assistants and support staff were already available to Urban Studies at Innis.</li> </ul> <p>Regarding community engagement, Geography would create a City Community Engaged Research and Learning Collaborative. (see 3)</p>	
The reviewers noted a number of potential opportunities for program enhancement, including student internships, externships, study abroad activities, student exchange programs, and research collaborations.	7	"Opportunities for enhancement and revenue generation could involve student internships, externships, study abroad activities (including partnerships with other universities, including internationally), student exchange programs, and research collaborations with sister Institutions."	These are all promising suggestions that Urban Studies will discuss with Geography in the mid-to-long-term timeline, if the administrative home of Urban Studies does move to Geography.	The Dean's Office will support the collaborations between Innis College and the Department of Geography & Planning as desired by the units. The A&S Office of Experiential Learning & Outreach Support is available to support the unit in exploring additional experiential learning possibilities for their students, as needed.
The reviewers observed a lack of available data on student placements and completion time, and observed that identifying and tracking where students go after graduation could aid in future recruitment and fundraising efforts.	8	"Data is missing on student placements as well as time to completion. It would serve the Program well to do an evaluation as well as survey of where the program's graduates go after matriculation. Such an effort would provide a useful feedback loop to ascertain the Program's perceived as well as real reputation among broader constituencies, e.g., government, academe, community agencies, foundations, etc. Further, such data gathering can be useful in future recruitment and fundraising."	<p>Time to completion is not a statistic that is relevant for an undergraduate program.</p> <p>Urban Studies maintains contact with many of its graduates, but agrees that gathering more data on placements would be beneficial to the program in terms of future recruitment and fundraising.</p> <p>A work study student will be hired in 2024-25 to create a database of alumni.</p>	The VPAP is currently engaged in a significant project (Student Academic Success data project) designed to provide Divisions and Units with information about admissions and retention in academic programs. The Dean's Office is supporting the development and rollout of these new dashboards by providing training to Units and supporting Units' understanding and use of these metrics.
The reviewers noted limited program connections with external government, academic and professional organizations, and recommended that opportunities for enhanced engagement with the City of	9	"Inter-university partnerships are limited. It takes time and human resources to develop and sustain fruitful partnerships with other universities and organizations; these are in short supply. On the basis of the information provided, this is an area for potential	Inter-university partnerships with universities and colleges in the GTA already take place through CivicLabTO. Other partnerships are something that Urban Studies will be in a position to consider in the mid to long term, if it is established within Geography. It may	The Dean's Office will support discussions between Innis College and the Department of Geography & Planning as desired by the units.

Toronto and other planning agencies be explored.		development, if additional faculty and staff are assigned to the program.”	be able to leverage existing partnerships amongst faculty members in the department.	
	10	“Alternative possibilities for engagement with the City and other planning agencies should be explored, including the possibility of paid internships, perhaps targeted to serve marginalized student and community groups. Again, investment in human and material resources are needed to build and sustain a variety of external relationships.”	<p>The reviewers recommend paid internships, which is something that Urban Studies has considered but not pursued given the diversity of existing partners and the inability of many of them to partner if this was a requirement.</p> <p>Urban Studies is committed to continuing to grow its partnerships and relationships with community organizations and city government. The reviewers came during a time when the omnibus agreement that governed placements of UofT students at the City of Toronto had been suspended since August 2021. It was renewed in September, but even before, Urban Studies creatively maintained and developed connections to the City in the following ways:</p> <ul style="list-style-type: none"> <li>• URB432H1 Urban Studio is taught by the Manager of Public Consultation for Toronto Parks, Forestry &amp; Recreation</li> <li>• URB335 is taught in partnership with the City of Toronto and eight Toronto-area universities and colleges. It is part of the CivicLabTO initiative.</li> <li>• The School of Cities MUCP places students in Toronto community organizations</li> <li>• The current director has a research partnership with the Toronto Newcomers Office on a CivicLabTO grant to study sanctuary cities and policing.</li> </ul>	The Dean’s Office supports the Program’s continuing efforts to grow partnerships and relationships with community organizations and the City of Toronto. The A&S Office of Experiential Learning & Outreach Support is available to provide support with the creation and maintenance of partnerships, where needed.



<p>Noting a lack of space dedicated for students in the program, the reviewers highlighted the importance of identifying space for Urban Studies students to study and collaborate.</p>	11	<p>“The under-resourcing of the Program is exemplified by the fact that there is no dedicated Urban Studies space on campus and indeed not even signage to direct Urban Studies students to the office where they can obtain student advising. Likewise, space for Urban Studies students to study and collaborate is lacking.”</p>	<p>Should Urban Studies move into Geography, of course the expected additional space that will be afforded to students at Innis in the expansion and renewal project (completed by Fall 2025) would be available to Geography/Urban Studies students.</p>	<p>The Dean’s Office will support discussions about the possibility of new spaces via capital projects at Innis College or the Department of Geography &amp; Planning, should such opportunities arise.</p> <p>The current capital project underway at Innis College may provide new student spaces that could be made available to Urban Studies program students. This would be managed by the College in their spaces.</p>
<p>Other recommendations not prioritized in the Request for Administrative Response</p>	12	<p>“As the curriculum evolves, it will be important for Urban Studies to develop themes and topical areas of concentration such as public health, social/public policy, geographic information systems, carceral studies, Indigenous Studies, social justice, etc.”</p>	<p>Urban Studies will continue to have instructors from other units and departments (e.g., Sociology, Anthropology) teach its offerings. If the move to Geography occurs, faculty members from that department can provide more course offerings and be involved with students through research grants. This will occur in the mid to long term.</p>	<p>The Dean’s Office will support discussions between Innis College and the Department of Geography &amp; Planning as desired by the units.</p>

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

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*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

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The reviewers identified the program as successful and innovative with strong overall enrolment, emphasizing community-engaged urban research in the Toronto metropolitan area. They observed that the diverse range of available courses (largely offered through cognate units) provides students with opportunities to design programs of study that are tailored to their interests; and the focus of fourth year courses on community-engaged learning is an exceptional, distinguishing component of the program. The program is highly committed to equity, diversity and inclusion; students express very high satisfaction, and appreciate the program's multidisciplinary nature, flexibility, experiential learning, opportunities to build networks, critical and equity lens, hands-on experience, and opportunities to work with urban/City professionals. The associated faculty members are highly respected and valued; and the reviewers note that, given the program's exclusive undergraduate focus and only two dedicated teaching stream faculty members, the research record of the Urban Studies program is "remarkable." Finally, the reviewers highlighted that the program enjoys mutual respect and good relations with numerous cognate units at the University.

The reviewers recommended that the following issues be addressed: Addressing challenges around the program's structure, limited resources and very few dedicated faculty, which introduce significant structural vulnerability, and concerns around long-term sustainability; exploring opportunities for greater tenure stream faculty involvement in the program; exploring opportunities for enhanced connection and/or potential integration with cognate units, in particular the Department of Geography and Planning, and the School of Cities; pursuing opportunities for program enhancement, including student internships, externships, study abroad activities, student exchange programs, and research collaborations; identifying and tracking where students go after graduation to aid in future recruitment and fundraising efforts; enhancing engagement with the City of Toronto and other planning agencies; and identifying space for Urban Studies students to study and collaborate.

The Dean's Administrative Response describes the division 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

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The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than midway between the March 2023 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 2030-31.

## 6 Distribution

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On June 30<sup>th</sup> 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

<b>Program(s) Reviewed:</b>	Writing and Rhetoric, Minor
<b>Division/Unit Reviewed OR Division/Unit Offering Program(s):</b>	Program housed in Innis College
<b>Commissioning Officer:</b>	Dean, Faculty of Arts and Science
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"> <li>• Melissa lanetta, Class of '58 Professor and Executive Director of the Writing and Communication Program, School of Literature, Media, and Communication, Georgia Institute of Technology</li> <li>• Jaqueline McLeod Rogers, Chair, Department of Rhetoric, Writing and Communications, University of Winnipeg</li> </ul>
<b>Date of Review Visit:</b>	February 27, 2023
<b>Date Reported to AP&amp;P:</b>	April 10, 2024

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; Access to all course descriptions; Access to the *curricula vitae* of faculty.

## Consultation Process

Faculty, students, administrative staff and senior program administrators, Innis College Principal's office as well as members of relevant cognate units as determined by the commissioning officer.

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Reviewers greatly impressed by the Writing and Rhetoric program
  - ▶ Work of the program aligns with best practices in Writing Studies
- Objectives
  - ▶ Program objectives are clear, appropriate and align with program outcomes and four of five FAS Degree Level Expectations
- Admissions requirements
  - ▶ Admissions requirements align with University expectations
- Curriculum and program delivery
  - ▶ Curriculum is innovative in its interdisciplinarity and in the flexibility with which it addresses staffing challenges
  - ▶ Course delivery is grounded in best practices in teaching and learning
  - ▶ Classes are all writing intensive and thus engaged in high impact learning
  - ▶ Majority of courses are seminar style, lower enrolment (most are capped at 25 students), and taught in person
- Innovation
  - ▶ Quality Indicators demonstrate that program leadership is working successfully to innovate within a highly constrained staffing environment
- Accessibility and diversity
  - ▶ Current curriculum addresses social justice and technology concerns
- Assessment of learning
  - ▶ Assessments demonstrate the success of course delivery modes and the program's commitment to evidence-based decision making, linking evaluation of student outcomes to course-based data
- Student engagement, experience and program support services
  - ▶ Students are high-achieving and enthusiastic about the program and its faculty
  - ▶ Students appreciate small class sizes and value of one-on-one instructor feedback

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

- Curriculum and program delivery
  - ▶ “The current unevenness among [faculty] appointments...means that no one is positioned to fully attend to Program needs”
  - ▶ Program currently depends on expertise of sessional faculty in niche areas such as editing

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ Review “the philosophy behind and practicality of replicating courses offered in other areas of the University”
  - ▶ Program should explore pivoting away from offerings in the area of Creative Writing, which is delivered by two other U of T units
  - ▶ Consider scaling editing coverage back from its current multi-course framework, and delivering as an integrated single course
  - ▶ Consider additional course offerings focused on disciplinary fields such as Science and Business
  - ▶ Explore additional course offerings that are responsive to community life and cultural change, and engage with the role of oral and digital communication
- Accessibility and diversity
  - ▶ An EDI hire could help the program move toward fuller integration of issues of Indigenous knowledge and EDI into course content
- Student engagement, experience and program support services
  - ▶ Students note desire for enhanced opportunities to develop oral rhetoric skills
  - ▶ Opportunities noted to enhance or increase student research opportunities
  - ▶ “The program might seek several work-study positions to support student work on social media outreach or students in mentor or ambassador roles”
- Student funding
  - ▶ “In time, scholarship options might add to the \$1000 Roger Riendeau Award in Writing and Rhetoric”

## 2. Graduate Program(s) – n/a

## 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Contributing faculty are committed teachers, productive scholars, and cooperative colleagues

- Research
  - ▶ Research engagement and output of each of the program's four teaching stream faculty is ambitious
  - ▶ Research is diverse and closely attached to each member's area of disciplinary expertise
- Faculty
  - ▶ Individual contributing faculty members enjoy strengths in areas including writing pedagogy and experiential and interdisciplinary learning; critical theory across the fields of literature, communications and cultural studies; and literary and creative writing

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

- Research
  - ▶ Four contributing faculty appointments are all teaching-stream, which removes contractual research obligations
- Faculty
  - ▶ Faculty member qualifications attached to literary and creative writing relate less directly to program needs
  - ▶ Reviewers note regret at not being provided an opportunity to meet with sessional lecturers, as several have long-term affiliations with the program, and stakes in its future directions
  - ▶ Uneven faculty appointments of four contributing members may restrict interactive and/or collaborative opportunities

The reviewers made the following **recommendations**:

- Faculty
  - ▶ "a thriving Program requires hiring more full-time faculty and pivoting away from over-reliance on sessional faculty"
  - ▶ "With more dedicated and even appointments, faculty might have opportunity and incentive to tackle collaborative research questions related to local student interests or Program development issues"
  - ▶ In considering complement planning, reviewers recommend prioritizing coverage in science writing, and taking EDIA [Equity/Diversity/Inclusion/Accessibility] into account
  - ▶ "If the hiring structure requires less desirable split appointments, then we recommend two hires, shared between a science department (such as Biology) and perhaps English"

## 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
  - ▶ Impressive caliber of program’s students and faculty; reviewers noted professionalism and collegiality of everyone they interviewed
  - ▶ Faculty members appear collaborative and mutually supportive
  - ▶ Director provides strong and innovative administrative leadership, and has close connections to Faculty-wide initiatives promoting interdisciplinary approaches and experiential learning
  - ▶ Several courses involve experiential learning, and bridge to community partners (such as the Gardiner Museum and Toronto Field Naturalists), linking students to surrounding urban community
- Organizational and financial structure
  - ▶ “Current faculty are making smart use of human resources”
  - ▶ The Innis College Principal appears supportive of the program, and of potential moves towards strategic consolidation and reasoned expansion (such as offering more science-related courses)
  - ▶ Program has access to several “generous and even unique” spaces, including an auditorium for film screenings; “[t]he physical layout is not standard, but complex and homey, rich with possibilities”
- Long-range planning and overall assessment
  - ▶ Program is particularly good at supporting FAS goals of achieving research excellence, enhancing programming and student experience; and building partnerships

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

- Relationships
  - ▶ Representatives of cognate units “were more neutral than enthusiastic” about potential opportunities to cross-list courses with the program
  - ▶ Concerns noted regarding limited Rotman student enrolment in course designed for Business writers



The reviewers made the following **recommendations**:

- Relationships
  - ▶ Opportunities noted to enhance program operations by strategically considering relationships with other units and areas, such as the Writing Centres and Creative Writing
  - ▶ Potential additional opportunities noted for cross-listing courses with Book and Media Studies and English
  - ▶ “Even with some current outside work assignments relinquished, [faculty members] would remain connected to the wider University/Arts & Science community and could use their stature to promote the Program as hub for innovative learning”
  - ▶ Connections with UTM and UTSC could be strengthened; explore approaches to bringing tri-campus students who are working in related areas together
  - ▶ Leverage faculty professional association memberships as potential avenues for student research and presentation opportunities
  - ▶ Noting interest in recruiting students to writing courses and the Minor, reviewers suggest that more resources might be directed to enhancing the program’s online and social media presence
- Organizational and financial structure
  - ▶ Director has significant responsibilities to faculty committees, and some reduction might allow more time for program management and outreach
  - ▶ Reviewers note that the program could benefit from additional administrative staff support (perhaps shared between the program and the College Writing Centre), or from hiring students to serve as program mentors
  - ▶ The reviewers had divided opinions about recommending that the Innis College Writing Centre be developed to offer more services to attract and serve students and compliment the writing courses (one reviewer believes the Centre could attempt to offer more services; the other feels it is out of scope of the current review and should be assessed separately)
  - ▶ “Now that students are back in person, more resources need to be directed to liven up the physical infrastructure” and promote a welcoming atmosphere
- Long-range planning and overall assessment
  - ▶ “In order for the program to continue to grow and increase its contributions to the excellence of student writing at the University...additional faculty are needed”
  - ▶ Targeted faculty hires in growth areas would allow the program to enhance offerings in areas of need, such as multimodal communication, digital writing and additional technical communication specialty areas (especially related to science writing and communication), and would allow program leadership to plan a more robust and stable curriculum
  - ▶ “We understand that enrollments are not projected to expand in Arts & Science at St. George and that, therefore, the Program should not aim at enrollment expansion as a key goal (at the expense of other units). Rather than move to a Major, we recommend making the Minor more vital at this stage, attracting students from Arts & Science seeking a communicative edge in their academic and professional work without investing in literary or creative writing.”

- ▶ Reviewers recommend that the program consolidate resources and expand strategically; they offer several examples of national and international writing program structures that might serve as potential models in considering how to address challenges, and in determining future directions



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

March 8, 2024

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

**RE: UTQAP cyclical review of Writing & Rhetoric undergraduate program**

Dear Prof. McCahan,

I write in response to your letter of November 13, 2023, regarding the February 27, 2023, UTQAP cyclical review of the Writing & Rhetoric undergraduate program housed at Innis College and requesting our Administrative Responses. The program reviewed was the Writing & Rhetoric, Minor undergraduate program.

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers, Professor Melissa Ianetta, Georgia Institute of Technology, and Professor Jaqueline McLeod Rogers, University of Winnipeg, for their very comprehensive review of the Writing & Rhetoric program. We would also like to thank the program director, the Innis College Principal's Office, faculty, administrative staff, and all those who contributed to the preparation of the self-study. We also wish to thank the many staff, students, and faculty members who met with the external reviewers and provided thoughtful feedback. The UTQAP cyclical review process is an invaluable exercise that affords us the opportunity to take stock of our academic units and programs, to recognize achievement, and identify areas for improvement.

The review report was finalized on May 2, 2023, after which the Director shared it widely with faculty, staff, and students in the Writing & Rhetoric program. We are extremely pleased with the reviewers' positive assessment of the overall strength of the Writing & Rhetoric program and its outstanding, productive faculty. The reviewers noted the impressive caliber of the program's students and faculty; collaborative and mutually supportive faculty members who are committed teachers, productive scholars, and cooperative colleagues; intellectual strengths in areas including writing pedagogy and experiential and interdisciplinary learning; ambitious, diverse faculty research engagement and output; strong and innovative administrative leadership; high-achieving students who are enthusiastic about the program, its faculty, its small class sizes and one-on-one instructor feedback. The review report also raised several issues and challenges and identified areas for enhancement, including pivoting away from offerings in the area of Creative Writing; considering additional course offerings on Science and Business; establishing more dedicated faculty appointments and an EDI hire for fuller integration of issues of Indigenous knowledge and

EDI into course content; harnessing opportunities for partnerships with other cognate units, divisions, and initiatives; and securing more administrative support.

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. The Administrative Response and Implementation Plan was developed in consultation with the program director, Innis College Principal, Vice-Dean, Academic Planning, Acting 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 Writing & Rhetoric program will take place no later than the **2030-31** review cycle. My office monitors progress on Implementation Plans through periodic meetings with unit leadership. I also acknowledge that your office will request a brief Interim Monitoring Report midway between the 2022-23 UTQAP cyclical review and the year of the next site visit in 2030-31 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 Writing & Rhetoric undergraduate program.

Sincerely,



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

cc.

Charlie Keil, Principal, Innis College  
Andrea Williams, Program Director, Writing & Rhetoric program, Faculty of Arts & Science  
Gillian Hamilton, Vice-Dean, Academic Planning, Faculty of Arts & Science  
Suzanne Wood, Interim Associate Dean, Unit-Level Reviews, Faculty of Arts & Science  
Lachmi Singh, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-Provost, Academic Programs  
Andrea Benoit, Academic Planning & Reviews Officer, Office of the Dean, Faculty of Arts and Science  
Amanda Pullan, Academic Planning & Reviews Officer, Office of the Dean, Faculty of Arts and Science

## 2022-23 UTQAP Review of the FAS Writing & Rhetoric Minor Program (Innis College) - Review Recommendations

Please do the following for each recommendation in the table:

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

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Program Response	Dean's Response
<p>The reviewers made a number of recommendations related to strengthening the Writing and Rhetoric curriculum, including:</p> <ul style="list-style-type: none"> <li>• Enhancing offerings focused on disciplinary fields, such as Science and Business;</li> <li>• Exploring the development of courses that are responsive to community life and cultural change, and that engage with the roles of oral and digital communication; and visual rhetorics</li> <li>• Addressing student desire for increased opportunities to develop oral rhetorical skills.</li> </ul>	1	<p>"[Explore the development of] more courses focused on disciplinary fields (Science and Business; and courses responsive to community life and cultural change and that take up the role of oral and digital communication."</p> <p>". . .courses related to writing and business/oral delivery/ visual rhetorics (areas, besides writing for science, ripe for expansion)" [p. 4]</p>	<p>WRR303H1, Digital Rhetoric, has been offered for several years.</p> <p>We have recently added a course in community-engaged learning (WRR309H1 Professional Communication with Environmental Groups), which includes oral presentations and multimodal writing. We have two new courses that engage in science communication:</p> <p>WRR307H1: Rhetoric of Health and Medicine and WRR306H1: Writing About Plants and the Environment. These will all be offered 2024-25. We have recently added WRR313H1, Visual Rhetoric, an object-based learning course.</p> <p>Our Professional Communication courses have always incorporated multimodal writing (e.g., oral presentations) and we have recently added experiential learning. We recognize that W&amp;R must be responsive to the needs of writing in various disciplines, contexts, and fields, and we continue to develop new ways to do this.</p>	<p>The Dean's Office applauds the program's new course additions and encourages them in their goal to remain responsive to the needs of writing in various disciplines including the sciences and business.</p>

	2	<p>“[Students] mentioned wanting more opportunities for oral rhetorics: public speaking and presentations (which suggests that in addition to creating new courses/course work, more informal 3-minute thesis presentations or roundtable talks would stimulate strong student support).”</p>	<p>WRR300H1, “Strategic Writing in Business and the Professions: Theory and Practice” offers many opportunities for public presentations.</p> <p>WRR313H1 “Visual Rhetoric,” offers opportunities for oral presentation.</p> <p>Some instructors who teach WRR104H1 are considering including some of these oral rhetoric strategies in their sections of the course.</p>	<p>The Dean’s Office recognizes the efforts made throughout Writing &amp; Rhetoric to incorporate more presentations throughout the curriculum and is available for consultation on curricular changes.</p>
<p>The reviewers broadly recommended prioritizing enhancements to the Minor over the potential development of a Major program; and noted opportunities to expand efforts to attract Arts and Science students who are seeking a communicative edge in their academic and professional work.</p>	3	<p>“We understand that enrollments are not projected to expand in Arts &amp; Science at St. George and that, therefore, the Program should not aim at enrollment expansion as a key goal (at the expense of other units). Rather than move to a Major, we recommend making the Minor more vital at this stage, attracting students from Arts &amp; Science seeking a communicative edge in their academic and professional work without investing in literary or creative writing.”</p>	<p>W&amp;R will market its professional and science communication offerings to students from quantitative disciplines who are seeking professional writing skills. This will be done by the Program Administrator on a yearly basis.</p> <p>Our creative writing classes, which are over-subscribed, enroll students from across the disciplines. To maintain the comprehensive nature of our program, we plan to keep a wide range of course offerings, including creative writing.</p>	<p>The Dean’s Office and Office of the Faculty Registrar will support the program’s efforts to increase the visibility of the Writing &amp; Rhetoric minor.</p> <p>The Dean’s Office confirms that a Minor in Creative Writing is currently provided by the Department of English, offering students another option for creative writing.</p>
	4	<p>“There is interest in recruiting more students to writing courses and the Minor, not with the intention of poaching them from other programs but of identifying and engaging those who would benefit from writing experience. To do this, there might be more resources directed to social media and online presence.”</p>	<p>Beginning summer 2024, we will hire a work study student to promote the program on social media. Moreover, the College will soon have hired a Communications Coordinator who will aid in promotional strategies.</p> <p>The College is committed to advertising our courses and supporting our social events and other expenses.</p>	<p>The Dean’s Office and Administrative HR Services has supported the College’s goals to expand their communications.</p>
<p>The reviewers recommended exploring approaches to enhancing and/or increasing student research opportunities; and identifying ways to</p>	5	<p>“Student research opportunities can be enriched/increased. Students could present posters or in-house round table sessions presenting their experiential learning or internship course experiences.</p>	<p>We intend to hire a work study student, starting summer 2024, to promote the program on social media.</p>	<p>The Dean’s Office supports the Program’s efforts to increase student research opportunities as detailed. The A&amp;S Office of Experiential Learning &amp; Outreach Support is</p>

<p>encourage and support interaction between students from across all three campuses who are studying in this area.</p>		<p>Student work on Program zines and social media or in the role of ambassadors or mentors might also come with stipend or honoraria. Work Study opportunities can also support research assistant work. In time, scholarship options might add to the \$1000 Roger Riendeau Award in Writing and Rhetoric.”</p>	<p>Poster presentations are done in WRR300H1/302H1 and WRR306H1.</p> <p>We agree with the importance of providing students with research opportunities, which is why we plan to introduce a student research and communication showcase into our community-engaged learning course, WRR309H1 “Professional Communication with Environmental Groups.”</p> <p><i>The Spectatorial</i> journal has added a <b>summer zine</b> (print and digital) for the past two years, in addition to its annual full-length publication. It has also been extremely pro-active hosting and attending various social events and remains very active on social media. Last semester, they hosted a successful “Literary Gala” social event in partnership with other newspapers and journals on campus.</p>	<p>available to consult with the unit on opportunities to showcase student research and experiential learning experiences.</p>
6		<p>“The U of T St. George campus has not cultivated connections to other U of T campuses—a good starting place to do some of this would be to bring student researchers/ assistants together in informal conference presentation roles, perhaps holding a small online roundtable, where undergraduate students could share experiences about writing and faculty/community partnerships, or about creating online publications...”</p>	<p>While programs of study in A&amp;S are not open to undergraduate students registered at UTM or UTSC, W&amp;R will continue to seek ways to increase the visibility and accessibility of these courses to students from across A&amp;S.</p> <p>However, as we expand our community-engaged learning courses, we will pursue additional opportunities for students to showcase their community experiences. This is a medium-term timeframe commitment, given that in addition to our current CEL course (Professional Communication with Environmental Groups), instructors are interested in creating additional CEL course; even so, building community relationships is a lengthy process.</p>	<p>The Dean’s Office applauds the efforts to enhance community-engaged learning opportunities in Writing &amp; Rhetoric. The A&amp;S Office of Experiential Learning &amp; Outreach Support is available to work with the unit on building external partnerships for community-engaged learning offerings.</p>

			The program houses a student-led creative writing journal, <i>The Spectatorial</i> , which appears in digital and print format. The journal is now in its ninth year.	
Noting the small number of contributing faculty, and related concerns regarding program sustainability, the reviewers highlighted the importance of developing a strategic faculty complement plan to aid with the development of a more robust and stable curriculum. They further observed that prioritizing coverage in EDI-related areas, multimodal communication, and/or additional technical communication specialties could be beneficial to the program.	7	“Targeted hires in growth areas will not only allow the Program to enhance its offerings to address areas of need, such as multimodal communication / digital writing or additional technical communication specialties (especially in relation to science writing and communication) but it would also allow Program leadership to plan a more robust and stable curriculum.”	We plan to request a teaching-stream faculty position in BIPOC Writing & Rhetoric in the 2024 cycle.	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. All FAC requests must include discussion of EDI. 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.
	8	“While well positioned to enrich Program curriculum design and delivery, the Director has a heavy schedule of secondments and some reduction might allow more time for Program management and outreach.”	This situation was anomalous. The incoming director (2024-25) will be exclusive to the program.	The issues of secondments or teaching reduction will be discussed once the formal search for a new Director has concluded in 2025.
	9	“...our view is that a thriving Program requires hiring more full-time faculty and pivoting away from over-reliance on sessional faculty.”	See number 7.	See number 7.
	10	“The current unevenness among these appointments (from 2 full-time members drawn away from W&R with secondments, to the .75 and the .25) means that no one is positioned to fully attend to Program needs (and as noted secondments detract from actual HCEs). With more dedicated and even appointments, faculty might have opportunity and incentive to tackle collaborative research questions related to local student interests or Program development issues. The variety of teaching loads also means that administrative and committee work cannot be equally shared. We would support converting the .75 appointment to fulltime.”	The unevenness of faculty appointments has mostly been addressed. One of the two full-time members with significant secondments external to W&R now teaches exclusively in the program. The second full-time faculty member now has only a 0.5 HCE secondment outside W&R. We support creating a 1.0 appointment in place of the 0.75 appointment in the area of BIPOC writing and rhetoric or Indigenous knowledge to meet the curricular needs of the program (see number 7).	See number 7.



	11	“Additionally, we support the request made in the “self-study “(p. 50) requesting additional full-time faculty hires. We recommend that another full-time faculty member be added as soon as possible—someone with expertise in science writing, who may also be able to meet EDIA (Equity/Diversity/Inclusion/Accessibility) standards (currently under-represented in a Program wherein modelling diversity has strong communicative impact.) If the hiring structure requires less desirable split appointments, then we recommend two hires, shared between a science department (such as Biology) and perhaps English.”	See numbers 7 and 10.	See number 7.
	12	“The current curriculum addresses social justice and technology concerns and with an EDI hire could move forward to fuller integration of issues of Indigenous knowledge and EDI into course content.”	As stated above, we agree with this suggestion and plan to implement it.	The Dean’s Office will facilitate consultation and guidance for the unit with the Director of Equity, Diversity & Inclusion to support the program’s ongoing curricular EDI priorities.
The reviewers noted opportunities to enhance the program’s workings by carefully considering its relationships with other U of T areas and entities, in particular Creative Writing, Book and Media Studies, English, Rotman, and the Innis College Writing Centre. They also strongly urged the program to strategically consider “the philosophy behind and practicality of replicating courses offered in other areas of the University” and cautioned that “the Program should not aim at enrollment expansion as a key goal (at the expense of other units).”	13	“Reviewers also noted an opportunity to enhance program workings by considering relationships with other units. On the one hand, both reviewers thought the relationship to the Writing Centre provided an opportunity to consider the ways in which the articulation of these missions might improve student writing culture. On the other, the Reviewers thought it worth reviewing the philosophy behind and practicality of replicating courses offered in other areas of the University as with Creative Writing.”	<p>The W&amp;R program has always offered creative writing, which we regard as essential to teaching <i>multiple genres of writing and rhetoric</i> – our core vision. We recognize the enormous benefit that learning expressive narrative forms brings to both writing and thinking, and the synergy that occurs when students engage with multiple genres of prose writing (i.e., academic, professional, creative).</p> <p>The Writing &amp; Rhetoric program had a strong history of teaching creative writing before it was offered in other units. New courses have been carefully added throughout the years to provide students with a logical progression from second-year to upper-year courses.</p> <p>Alumni of the program’s creative writing courses have a distinguished record of publication and admission to graduate programs in creative writing.</p>	<p>The Dean’s Office confirms the reviewers’ observation regarding Creative Writing Courses. A Minor in Creative Writing is currently provided by the Department of English.</p> <p>The Dean’s office will support strengthening Writing &amp; Rhetoric’s unique offerings that are attractive to a wide range of students.</p> <p>As the Innis College Writing Centre offers its services to all Innis College students, its mandate does not direct it to align with specific College programs including its own Writing and Rhetoric minor program.</p>

			There is no rivalry between W&R courses and the other units listed by the reviewers. In a faculty as large as Arts & Science, synergies often emerge between units, and they are appreciated by students who need diverse offerings from different perspectives.	
	14	“[One] reviewer suggests that the Centre could attempt (if incrementally) to offer more services: perhaps writing science workshops or writing groups that convene to discuss assignment prompts, writing strategies, and interpreting instructor feedback. Making the Centre in Innis more vibrant than Centres in other colleges is a distinction that makes sense given its link to the Writing & Rhetoric Program. The reviewer who dissents from this opinion would argue for a program review of all the Writing Centres, either individually in the context of their colleges or in an integrated fashion that allow the University to consider their cumulative impact and future potential as agents of change in University writing culture.”	The Writing Centre is an entirely separate entity from W&R. W&R does not have the capacity to provide the recommended offerings. The reviewers were divided on this recommendation because one of them understood that Writing Centres are outside of the purview of a College program.	The A&S Dean’s Office agrees that college Writing Centres are separate academic support entities that fulfill an A&S priority of providing equitable academic services to all A&S students in all seven colleges. The Writing Centres do not fall under the purview of a UTQAP review and there is no plan for a program review of the College Writing Centres at this time.
	15	“There may be more opportunities for cross-listing courses with Book and Media Studies and English, yet representatives were more neutral than enthusiastic.”	We remain in conversation with these other units about the cross-listing opportunities, notifying each other of new course offerings. We agree that closer collaboration and course-building could be of great benefit to both programs.	The Dean’s office will facilitate discussions between the program and other potential units to investigate potential mutually beneficial partnerships and synergies in course offerings of other A&S units.
The reviewers suggested that the program should work to consolidate resources and expand strategically. They provided examples of writing programs with models that might be especially relevant in considering and addressing challenges, and determining potential future directions.	16	The U of T W&R Program can stand alongside [offerings at other Canadian universities] if it pursues some of the developments suggested here aimed at consolidation of resources, along with strategic expansions: primarily more full-time faculty with a hire responsive to EDI criteria; more courses focused on disciplinary fields (Science and Business); and courses responsive to community life and cultural change and that take up the role of oral and digital communication.”	We agree and have responded to these comments in 1,3,7,10, and 11	See # 1,3, 7-10, and 11.
	17	“Writing programs at such elite institutions as Pomona College, Swarthmore College and, perhaps most relevantly, the New College of Florida have	We will review these elite American programs to ascertain their relevance to our program. We are aware that our cultural and	The Dean’s Office recognizes the potential utility of the review of comparator programs such as the ones named by the reviewers. A

		programs that provide analogues to the possibilities and challenges faced by the Program.”	institutional contexts, as well as our resources, are different.	scan might surface exciting and feasible new opportunities for the program.
Other recommendations not prioritized in the Request for Administrative Response	18	“There may also be a case for more administrative support. A half-time admin assistant could be shared between the Program and the Writing Centre... Without such paid admin support, an alternative might be to hire students to serve as program mentors and “admins,” who might open the Centre for drop-ins or as a student workspace and meetings or for doing Program social media (paying students via work study funding or other support money).”	College resources are constrained, and more administrative support is not possible now.	The unit may want to consider hiring U of T Co-op students, including students from the Arts & Science Internship Program to support this work.
	19	“The program might seek several work-study positions to support student work on social media outreach or students in mentor or ambassador roles.”	Agreed, as stated in 4 and 5.	In addition to work study, the unit may want to consider hiring U of T Co-op students, including students from the Arts & Science Internship Program to support this work.
	20	“Now that students are back in person, more resources need to be directed to liven up the physical infrastructure... The space is exciting and unique—and more can be done to welcome students by showcasing it as a meeting and study hub. Without spending a lot, there could be increased signage and attention to details to promote a welcoming atmosphere.”	The College is under renovation for the next two years. When the construction is complete in September 2025, signage will be designed with accessibility in mind.	The Dean’s Office recognizes the current state of renovations and is open to discussions with Writing & Rhetoric regarding signage design.

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

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*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

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The reviewers praised the Writing and Rhetoric program as very impressive, observing that it favorably compares to offerings at selective liberal arts colleges in both size and mission; and is particularly good at supporting the FAS goals of achieving research excellence, enhancing programming and student experience, and building partnerships, particularly with local communities. The curriculum is innovative in its interdisciplinarity and flexibility, and addresses contemporary social justice and technology concerns. Course delivery is grounded in best practices in teaching and learning, and courses are all writing intensive, and engage in high-impact learning. Contributing faculty are committed teachers, productive scholars and cooperative colleagues; and students are high-achieving and enthusiastic about the program. The program aligns with best practices in the field of Writing Studies, and its Director provides strong and innovative administrative leadership. Within Innis College, the Program has access to several generous and unique spaces, including meeting rooms, an auditorium for film screenings, an outdoor atrium, a library and a writing centre.

The reviewers recommended that the following issues be addressed: strengthening the Writing and Rhetoric curriculum by enhancing offerings focused on disciplinary fields, such as Science and Business; exploring the development of courses that are responsive to community life and cultural change, and that engage with the roles of oral and digital communication; and addressing student desire for increased opportunities to develop oral rhetorical skills; prioritizing enhancements to the Minor over the potential development of a Major program; exploring approaches to enhancing and/or increasing student research opportunities; and identifying ways to encourage and support interaction between students from across all three campuses; developing a strategic faculty complement plan to aid with the development of a more robust and stable curriculum; enhancing the program's workings by carefully considering its relationships with other U of T areas and entities, in particular Creative Writing, Book and Media Studies, English, Rotman, and the Innis College Writing Centre; and working to consolidate resources and expand strategically.

The Dean's Administrative Response describes the division 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

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The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than midway between the February 2023 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 2030-31.

## 6 Distribution

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On June 30<sup>th</sup> 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

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<b>Program Reviewed:</b>	Master of Science in Biomedical Communications (MScBMC)
<b>Unit Offering Program:</b>	Institute of Medical Science
<b>Commissioning Officer:</b>	Dean, Temerty Faculty of Medicine
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"> <li>• Professor Pamela Brett-Maclean, Associate Professor, Dept. of Psychiatry and Program Director, Arts &amp; Humanities in Health &amp; Medicine, Dept. of Psychiatry, University of Alberta</li> <li>• Professor Corinne Sandone, Professor and Director, Dept. of Art as Applied to Medicine, John Hopkins University</li> <li>• Professor David Secko, Professor and Chair, Dept. of Journalism, Concordia University</li> </ul>
<b>Date of Review Visit:</b>	January 16, 2023 (conducted remotely)
<b>Date Reported to AP&amp;P:</b>	April 10, 2024

## Previous UTQAP Review

**Date:** February 25-26, 2015

### Summary of Findings and Recommendations

#### Significant Program Strengths

- Excellent, interdisciplinary professional program that fills a key niche
- Effective program structure and curriculum
- Faculty are fully engaged in innovative program delivery
- Good student funding for a professional program
- Excellent student completion rate at par with or better than comparator programs
- Satisfied alumni find interesting, well-paid employment, become entrepreneurs, and hire program graduates
- High level of faculty scholarly output and collaborative research
- Very strong morale among all stakeholders

#### Opportunities for Program Enhancement

- Aligning assessment methods with learning outcomes
- Enhancing the Program's research culture
- Strengthening information technology support for the program at UTM
- Maintaining the program's presence within the Faculty of Medicine
- Seeking additional advancement opportunities

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

Confirmation/agreement Letter; terms of reference; self-study report; faculty CVs; course descriptions; virtual tour; schedule; previous review report (2014-15), the joint decanal and Chair's responses, and FAR-IP; Dean's Report 2022; Temerty Faculty of Medicine's Strategic Plan (2018-2023); UTM Strategic Framework; University of Toronto Towards 2030; University of Toronto Quality Assurance Process.

### Consultation Process

Temerty Faculty of Medicine

1. Vice Dean, Strategy & Operations
2. Director, Institute of Medical Sciences
3. Program Director, MSc in Translational Research, Dept. of Laboratory Medicine & Pathobiology

MSc in Biomedical Communications

4. Director
5. Graduate Students
6. Alumni
7. Administrative Staff

#### University of Toronto Mississauga

8. Interim Vice-Principal, Academic & Dean
9. Chair, Dept. of Biology
10. Faculty
11. Sessional Lecturer

#### Master's Research Project Consultants (Basic + Clinical Scientists)

12. University of Toronto Faculty from Depts. Of Anatomy, Biochemistry, Biology, Immunology and Laboratory Medicine & Pathobiology
13. Director, Molecular Visualization, Centre for Molecular & Cellular Dynamics, Harvard Medical School
14. Senior Lecturer, Dept. of Evolution & Ecology, College of Biological Sciences, UC Davis Health

## Current Review: Findings and Recommendations

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

### 2. Graduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Unique in Canada, MScBMC degree is an “exemplary professional degree program” bridging art, science, medicine, and communication
  - ▶ Excellent, interdisciplinary professional program that fills a key niche
  - ▶ Ongoing assessment of program effectiveness helps to ensure the program remains responsive to the needs of stakeholders
  - ▶ Self-Study report provides evidence of sound ongoing review and committed, responsive evolution reflecting changes in society and the profession
- Objectives
  - ▶ MScBMC provides outstanding educational training preparing graduates to enter the field of biomedical visualization



- ▶ Program is well aligned with values and commitments of the University and the strategic priorities of the Institute of Medical Science, and guided by goals informed by the UTM Academic Plan
- ▶ Graduating students are well prepared to meet entry-level professional competencies appropriate for the field of medical illustration
- ▶ Curriculum prepares students to become a Certified Medical Illustrator (CMI) and meets the Standards and Guidelines of the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Accreditation Review Committee for the Medical Illustrator (ARC-MI) of the Association of Medical Illustrators (AMI)
- ▶ Program competencies, including analytical and critical thinking, communication, knowledge of basic and clinical sciences, problem-solving and organizational skills, visual design, storytelling, and mastery of digital and traditional depiction techniques, prepare students for the current state of the field
- ▶ Excellent approach to mapping of curricular objectives, content, and skills/ outcomes, aligned with professional competencies appropriate to the field
- Admissions requirements
  - ▶ Admissions requirements are appropriate to the learning outcomes of the program
  - ▶ Students are admitted from a wide variety of interdisciplinary backgrounds; recent changes in admissions requirements acknowledge and validate the value of a strong art background for the program
- Curriculum and program delivery
  - ▶ Program's applied research emphasis and curriculum provide excellent preparation for developing visualizations of scientific data and concepts for professional and public healthcare audiences
  - ▶ Opportunities for engaging and supporting students in research continues to be a focus of curricular development
  - ▶ Learning activities map with learning outcomes "as clearly and beautifully depicted in the full-color infographic on the cover of the [self-study]"
  - ▶ Curriculum is intensive, innovative, and appropriate to program length
  - ▶ Effective use of a variety of modes of delivery and coursework structures
  - ▶ Program provides many diverse opportunities for learning beyond the classroom, including the applied research emphasis which brings students together with those working in industry, educational, and community settings
  - ▶ Faculty research projects provide opportunities to gain research experience
  - ▶ Excellent variety and quality of course offerings; courses evolve to meet industry requirements and advancements in science and healthcare
- Innovation
  - ▶ MScBMC is at the forefront of complex molecular visualization, pushing the frontiers of interactive media design, and emphasizing patient education and science communication for lay audience education
  - ▶ Students master foundational skills in their early coursework, with creative and innovative applications encouraged in the Master's Research Project (MRP)

- Accessibility and diversity
  - ▶ Program continues to responsively evolve in alignment with the expanding, explicit commitments to EDI on the part of UofT, Temerty Faculty of Medicine (TFoM), and UTM, and has introduced approaches and initiatives aimed at “empowering faculty and students as leaders who will effect positive change and drive health equity”
  - ▶ Diversity considerations inform the Program's hiring and admissions practices
  - ▶ Recruitment and promotion strategies are increasingly informed by EDI considerations and have yielded significant increases in the number of inquiries and serious applications from diverse, high-quality applicants; one such initiative is an outreach program that introduces students in underserved schools in Ontario to medical illustration as a potential career path
  - ▶ The BMC-ARC, an anti-racism coalition involving faculty, students, and alumni, was formed to decolonize the curriculum and promote anti-racist educational practices; BMC-ARC efforts led to the creation of a publicly accessible anti-racism resource repository, aimed at empowering learners and practitioners to promote diversity and inclusivity in medical illustration
  - ▶ MScBMC has integrated EDI concerns into the curriculum, and encourages and prioritizes MRPs that address EDI concerns
  - ▶ Course syllabi include statements welcoming students with disabilities or other diverse learning styles and needs, offering responsive support on the part of the instructor and/or Accessibility Services Office
- Assessment of learning
  - ▶ Since the previous review, assessment methods have been better aligned with program learning outcomes
- Student engagement, experience and program support services
  - ▶ Extracurricular events and activities organized by faculty and alumni offer opportunities for student learning beyond the classroom, including a speaker series, a professional development program, involvement in the alumni association, and an annual graduate showcase in which students’ work is displayed for potential future employers
  - ▶ Current students are happy in the program, value their interactions with faculty, and appear confident with their employment potential
  - ▶ Many program-level initiatives exist to support student success and wellness
  - ▶ Faculty members’ commitment to mentoring and high-quality graduate supervision were evidenced by their availability for one-on-one meetings with students
  - ▶ Tour of local medical illustration studios is included in the first-year business practice course
  - ▶ Program regularly monitors students' well-being and concerns through monthly surveys, administered and reported by class representatives
  - ▶ Students are encouraged to participate in Association of Medical Illustrators (AMI) webinars and events, attend an annual conference, and contribute to EDI initiatives
  - ▶ Students actively contribute to the publication of Toronto Notes (a reference used by medical students to prepare for their licensing exams), as well as the IMS and Department of Immunology magazines (which are all student-led initiatives)

- ▶ Student exchanges with other accredited medical illustration programs in the United States enable interaction with future professional peers; exchanges were paused during the COVID-19 pandemic but are expected to resume in the near future
- Quality indicators – graduate students
  - ▶ Program attracts high-quality applicants and admits engaged, talented, enthusiastic students
  - ▶ Many students are successful in attracting external funding and awards
  - ▶ Number of applications, admit/yield rates, student satisfaction, positive course evaluations, program completion rates, and average time to completion are strong indicators of program quality
  - ▶ Program completion rate confirms the alignment of the admissions requirements with the established learning outcomes
  - ▶ Extremely low rates of withdrawal from the program and of students requiring more than two years to complete the program
  - ▶ Students achieve high rates of success at an annual international competitive Salon hosted by the Association of Medical Illustrators (AMI), receiving 45% or more of the total student awards each year, including 67% in 2022; “this is impressive external validation of the quality of student work”
  - ▶ MScBMC students have been very successful in annual AMI competitions for grants and scholarships, receiving the most combined awards over the past seven years and sharing the lead in receiving prestigious named awards
- Quality indicators – alumni
  - ▶ Overall experience and preparation to enter the field are consistently highly rated by program alumni
  - ▶ Satisfied alumni find interesting, well-paid employment, become entrepreneurs, and hire program graduates
  - ▶ Graduates of the program are highly rated by employers
  - ▶ “Postgrad employment is over 90%, with 77% of graduates in the past 5 years employed full-time at companies or institutions; an additional 19% are self-employed”
  - ▶ “It needs to be stated here that [the BMC Alumni Association] is the strongest alumni network of any of the graduate programs in this field”
  - ▶ Graduates of the program contribute to a strong and growing biomedical communications community in the GTA that benefits both society and the region's economy
- Student funding
  - ▶ Good student funding for a professional program
  - ▶ BMC faculty actively seek research funding which provides stipends for student research; additional student funding opportunities include stipends paid by academic partners, summer internships, and student awards
  - ▶ Fundraising efforts over the next five years will focus on scholarship funding for students who come from socio-economically disadvantaged backgrounds, and tuition relief for international students

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

- Accessibility and diversity
  - ▶ Low rates of enrolment among domestic students from socio-economically disadvantaged backgrounds
  - ▶ High tuition rates for international students have limited the diversity of the international student pool
- Assessment of learning
  - ▶ Students expressed interest in more timely feedback as they develop projects rather than receiving the majority of comments upon completion
- Student engagement, experience and program support services
  - ▶ Students expressed concern regarding concentration of course deadlines, receiving quicker turnaround on project feedback, improved communication regarding the process for selecting a MRP, and clearer communication of faculty availability
  - ▶

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ Reviewers note discussion of potential curriculum changes to remove the two program streams in order to allow for more flexibility for individual student learning and better prepare students for an increasingly diversified profession; “While this would require time and careful planning, students expressed support for this potential curriculum change”
  - ▶ Reviewers observe that several course-specific curriculum initiatives identified in the Self-Study merit consideration when evolving the curriculum
  - ▶ Continue with responsive approach to ensuring excellent curriculum content and program delivery
  - ▶ Continue to seek and develop opportunities to help research-oriented students prepare for doctoral-level study
- Assessment of learning
  - ▶ Explore opportunities to add interim, in-progress critique formats to supplement the current term-end critiques of student work
- Student engagement, experience and program support services
  - ▶ “It was noted that it would be valuable to formalize a summer internship experience between first and second year (which currently happens informally) to provide an additional opportunity for meaningful student-professional interaction”
- Student funding
  - ▶ Reviewers note student comments suggesting that the program consider hiring second-year students as TAs in software-based classes offered for first year students
  - ▶ Explore opportunities for reducing international student tuition, and enhancing scholarship funding to applicants from socio-economically disadvantaged backgrounds

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Faculty in the program are active in the Association of Medical Illustrators (AMI) serving in leadership roles and delivering outstanding presentations at conferences
  - ▶ Faculty hold memberships in a diverse range of professional organizations related to research interests and professional practice
  - ▶ Faculty have developed a broad range of formal and informal collaborations in the US, Europe, Australia, and elsewhere
  - ▶ Faculty report feeling well supported in research, teaching, and professional development by program, unit, and divisional leadership
  - ▶ Strong sense of collegiality and enthusiasm for teaching and contributing to the MScBMC Program
- Research
  - ▶ Quality, quantity, and variety of faculty research ensures the intellectual quality of students' experience
  - ▶ Faculty maintain active involvement in research, including Tri-Council funding
  - ▶ Strong levels of faculty research activity and funding relative to national and international comparators
  - ▶ Reviewers comment that the Self-Study “describes a clear, unified focus for research” with themes that are appropriate in scope and in relevance to both the expertise of current faculty and to a desire to support the future of the field
  - ▶ Self-study notes recent faculty success in securing Tri-Council funding; reviewers observe that “it is clear the MScBMC faculty recognize the importance of peer-reviewed funding for new knowledge generation
  - ▶ Reviewers were impressed with internal and external faculty collaborations
  - ▶ Unit is successfully undertaking research activities for graduate students as part of faculty research
  - ▶ Diverse expertise and research programs of faculty, combined with expert research advisors from TFOM and elsewhere, ensure excellent, enthusiastic MRP mentorship to students
  - ▶ “We were impressed by the number of expert research advisors who made time to meet with us during the site visit to share their enthusiastic support for the MScBMC graduate program”
- Faculty
  - ▶ Faculty remain current with technology infrastructure and endeavour to stay current with professional norms
  - ▶ Reviewers commend program faculty for willingness to provide mentorship to junior colleagues on their research programs and note that this will be important as senior faculty retire
  - ▶ Faculty complement comprises an appropriate mix of tenure-stream and teaching-stream in faculty

- ▶ Faculty retreats provide opportunities for open discussion regarding the program's strengths and areas for further development, leading to reorganization of course material and other changes to best support student learning

The reviewers made the following **recommendations**:

- Research
  - ▶ Provide graduate students who are interested in research with more intensive opportunities to prepare for advanced studies or research careers
  - ▶ Continue to explore ways to publish/disseminate student MRP work
  - ▶ Reviewers “see potential of deeper connections to MRP consultants, as well as the creation of an intensive research environment in the form of a Science Communication Institute with external linkages to others studying science communication in Canada”
- Faculty
  - ▶ Engage in planning for program leadership succession, faculty renewal, and diversity commitments
  - ▶ Faculty retirement and renewal will present opportunities to enact program’s commitments to further diversify the faculty complement
  - ▶ Consider maintaining balance of faculty complement between tenure-stream and teaching-stream faculty as long-range planning continues

#### 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
  - ▶ Dedicated and fully-engaged program leadership, faculty, and staff members
  - ▶ Reviewers observed positive morale and dynamics at all virtual visit meetings
  - ▶ Strong relationships between students, including collaboration, knowledge sharing, and seeking and providing peer feedback
  - ▶ Student-faculty relationships are a strength of the program; students commented that faculty are approachable, available, supportive of creative ideas, and receptive to student feedback
  - ▶ Each student cohort has an internal representative who reports on student concerns at regular faculty meetings and an external representative who liaises with other university graduate student organizations
  - ▶ Regular staff/faculty/student meetings support open discussions where students' ideas and concerns are listened to and taken seriously

- ▶ BMC faculty and staff strive to support students' professional development and to cultivate a safe, respectful, and welcoming environment
- ▶ Library services staff provide a valuable service in assisting with the curation of, and broader access to, student and faculty projects
- ▶ Small size of program combined with dedicated faculty and structured intensive curriculum contribute to a "collegial, collaborative, and supportive learning environment"
- ▶ Program is committed to creating an environment and culture that values and promotes equity, diversity, and inclusion among faculty, students, and staff
- Organizational and financial structure
  - ▶ Organizational and financial structure of the program "is not without tensions but is appropriate to the functioning and goals of the program"
  - ▶ Current structure provides direct access to the bioscience research community; affiliation with TFoM lends legitimacy and credibility
  - ▶ Innovative partnership between UTM and TFoM has ensured a broad network of relationships with faculty from cognate departments and related disciplines
  - ▶ Program's financial resources appear well managed and Self-Study notes that the budget is "currently adequate to its needs"
  - ▶ Good physical space and resources, with up-to-date technology
  - ▶ "UTM location supports continuum of education from the undergraduate to the graduate level; space at UofT's St. George campus ensures connection to biomedical and biocommunication institutions, companies, and opportunities within the GTA via a strong alumni network"
- Long-range planning and overall assessment
  - ▶ Strategic academic plan aligns well with the Institute of Medical Science and the UTM academic plans, including commitments to providing a positive student experience, supporting a research-intensive culture, and expanding the diversity of the student body
  - ▶ Effective quality enhancement processes support ongoing, responsive planning for curriculum change
  - ▶ Program is planning for future needs in terms of refreshing its technology and equipment
- International comparators
  - ▶ Good level of research activity compared to international comparators
  - ▶ MScBMC is one of only five programs in North America offering a master's degree in the field of medical illustration; curricula are comparable, and all are accredited by the Commission on Accreditation of Allied Health Education Programs
  - ▶ Reviewers observe that MScBMC compares favorably to international graduate training programs due to its long history, dynamic faculty, reputation, and impressive graduate outcomes; MScBMC has solidified its stature as a leading program worldwide through these attributes as well as its increasing contributions to the field and expanding network of exchange and collaborations with other medical illustration programs

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

- Relationships
  - ▶ Reviewers note minor comments regarding a desire to explore how to have students re-engage with the BMC space post-pandemic
- Organizational and financial structure
  - ▶ “Program enrollment is at capacity and increases do not appear feasible”
  - ▶ Regarding the possibility of creating an undergraduate program in Biomedical Communications, reviewers note that the potential for additional tuition revenue would need to be considered in relation to the necessary resources to support the program; reviewers also raise concern that an undergraduate program could possibly create confusion regarding the value of the graduate program, with negative impacts for the MScBMC
  - ▶ Reviewers note students’ desire for quiet space or posted “quiet work hours” in shared spaces
  - ▶ Faculty frequently manage software updates and other technology issues themselves, with support complications due to faculty being present on two campuses
  - ▶ Faculty and staff workloads are at capacity and “leaning towards overextension”
- Long-range planning and overall assessment
  - ▶ Reviewers note issues related to international student tuition and “losing qualified students due to lack of funding”

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Continue to collaborate with other parts of the University, including IMS and other cognate professional Master's programs
- Organizational and financial structure
  - ▶ Reviewers endorse the dual reporting structure with UTM and TFoM as important for the program’s success and recommend that it not be changed
  - ▶ Clarify tenure and annual review policies as they apply to program faculty members in light of the program’s dual reporting structure
  - ▶ Explore ways to optimize IT support for faculty to ensure that they can effectively dedicate themselves to teaching and research
  - ▶ Consider a review of human resources related to program-specific administrative support, given heavy teaching, supervisory and informal mentorship loads
  - ▶ Strong recommendation to consider funding support for an additional administrative staff position to support the program
  - ▶ Reviewers note “suggestions that the long-term health of the program will require the directorship be held on a rotating basis”
- Long-range planning and overall assessment
  - ▶ Reviewers endorse stated goal to expand the diversity of the student body, and observe that doing so will require long-range planning and a year-over-year commitment to fundraising initiatives



- ▶ Develop a plan for fundraising, including achievable targets, to support scholarship funding for students from socio-economically disadvantaged backgrounds, and tuition relief for international students
- ▶ “Recognizing that ongoing energy will need to be committed to exploring advancement and other creative revenue opportunities, we strongly support the view that the MScBMC program is ‘a gem’ to be supported by the University”
- ▶ Reviewers “anticipate that faculty are currently assessing recent advances in computer technology and AI in relation to the program”



Patricia Houston, MD MEd FRCPC  
Interim Dean and Vice Dean, Medical Education  
Interim Vice Provost, Relations with Health Care Institutions

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March 8, 2024

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

Dear Susan,

[MSc, BIOMEDICAL COMMUNICATIONS](#)  
[Joint Decanal Cover Letter | University of Toronto Mississauga 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. Pamela Brett-MacLean, Dr. Cory Sandone, and Dr. David Secko—for their very comprehensive review of the Master of Science in Biomedical Communications (MScBMC) program on January 16, 2023. We would also like to thank Dr. Jodie Jenkinson, MScBMC Director, the administrative staff, and all those who contributed to the preparation of the outstanding self-study report. We also wish to thank the many staff, trainees, and faculty members who met with the external reviewers and provided thoughtful feedback. The reviewers noted that of the US and European comparators *“None has the long history, dynamic faculty, esteemed reputation, or impressive graduate outcomes of the MScBMC program at the University of Toronto. This, along with increasing contributions to the field and expanding network of exchange and collaborations with other medical illustration programs, has helped the MScBMC program solidify its stature as a leading visual scientific communication graduate program – one that its recognized worldwide.”* We are in complete agreement with the reviewers’ assessment that the MScBMC is a “gem”.

The thorough report provided by the reviewers is an invaluable guide for program enhancements and future strategic direction of the MScBMC. The reviewers identified a number of areas for enhancement including continuing to update the curriculum, providing students with research opportunities, exploring way to reduce financial barriers to entry, undertaking EDIIA-informed hiring for faculty renewal, ensuring annual faculty review and tenure expectations are clear, increasing administrative support, investigating creating an undergraduate major, and assessing the impact of technological and AI advances. Each of the recommendations has been addressed in the Program’s Response column in the accompanying table, and in Dr. Liu’s Director’s cover letter. We are in full agreement with the response of Dr. Liu and the MScBMC, and have provided additional comments addressing each of the recommendations in the Deans’ Responses column of the table.

Overall, the MScBMC has made excellent progress under the leadership of Drs. Jenkinson, Liu, and Short, and, the reviewers commented that *“Bridging art, science, medicine, and communication, the MScBMC program is unique in Canada...we consider the MScBMC to be an exemplary professional degree program.”* We congratulate the entire team on their outstanding leadership and look forward to continuing to work with them to ensure the continued success and growth of the MScBMC to attain its strategic and operational aspirations.

The next review of the MScBMC is scheduled in 2029-30. In 2026 we will follow up with the IMS Director 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,



Nicholas Rule, PhD  
Dean  
Vice-Principal Academic  
University of Toronto Mississauga  
Professor, Dept. of Psychology



Patricia Houston, MD, MEd, FRCPC  
Interim Dean  
Temerty Faculty of Medicine  
Interim Vice Provost, Relations with Health Care Institutions  
Professor, Dept. of Anesthesiology & Pain Medicine

cc: Justin Nodwell – Vice Dean, Research & Health Science Education, Temerty Faculty of Medicine  
Anastasia Meletopoulos – Academic Affairs Manager, Office of the Dean, Temerty Faculty of Medicine  
Tracey Bowen – Vice Dean, Teaching & Learning, University of Toronto Mississauga  
Martha Harris – Manager, Academic Programs, Reviewers & Quality Assurance, University of Toronto Mississauga  
Mingyao Liu – Director, Institute of Medical Science, Temerty Faculty of Medicine  
Steven Short – Chair, Dept. of Biology, University of Toronto Mississauga  
Jodie Jenkinson – Program Director, MScBMC, Temerty Faculty of Medicine  
Lachmi Singh – Director, Academic Programs, Planning & Quality Assurance, Office of the Vice Provost, Academic Programs

## 2022-23 UTQAP Review of MED Biomedical Communications Program (MScBMC) - Review Recommendations

<b>Request Prompt</b> <i>verbatim from the request</i>	<b>Rec. #</b>	<b>Recommendations from Review Report</b> <i>verbatim from the review report</i>	<b>Program's Response</b>	<b>Deans' Responses</b>
The reviewers recommended that the MScBMC program continue its responsive approach to ensuring excellent curriculum content and program delivery.	1	"Continue with responsive approach to ensuring excellent curriculum content and program delivery (that has led to plans to de-stream the current curriculum to provide more flexibility for student learning)."	Plans are underway to de-stream the MScBMC. Students will be introduced to proposed "pathways" through the program. We anticipate it will take <b>1 year</b> to implement this <i>minor modification</i> .	Both Temerty Medicine and UTM support the de-streaming of the MScBMC to provide a more flexible educational experience for students.  The MScBMC is encouraged to pursue Program Innovation Funding from VPAP to assist with this modification and the other curriculum-related improvements described below.
The reviewers recommended that the program continue to focus on providing opportunities for interested students to engage in research activities.	2	"Continue to focus on opportunities for research-oriented students to help prepare them for doctoral level studies elsewhere; by reinstating an evaluation and research paper in the graduate curriculum and creating additional research opportunities, and the proposed establishment of a Science Communication Institute (Appendix 14Cp)"	Research-oriented students who enroll in MSC2013Y have the opportunity to complete a human subjects research study and paper.  We will explore other options for engaging students in research. This may include the development of a half-course elective that offers an alternative to human subjects research.  The Science Communication Institute (SCI) is an initiative supported by two faculty members (Profs. Jodie Jenkinson and Marc Dryer). Pending approval of Prof. Jenkinson's request for research leave, she will continue to pursue the development of SCI that will doubtless provide many opportunities for collaborative research. This is a <b>long-term</b> initiative.	The MScBMC is investigating research opportunities for its students beyond the MSC2013Y course that focuses on human subjects research, including the possible addition of another half-course elective.
To ensure diverse student voices and perspectives, the reviewers recommended exploring opportunities for reducing financial barriers to entry to the MScBMC program.	3	"Explore opportunities for reducing tuition for international applicants (currently \$48K/year) and enhancing scholarship funding to applicants from socio-economically disadvantaged backgrounds."	International tuition for cognate professional programs in the Temerty Faculty of Medicine is significantly lower at \$39,860 for the MHS in Translational Research, Medical Genomics, and Laboratory Medicine Programs.  We will continue to advocate for a reduction in our international tuition and to seek funding in the form of bursaries and scholarships to offset tuition costs. This will be an <b>ongoing</b> endeavour.	The MScBMC is encouraged to pursue bursaries and scholarships for its international students in addition to exploring possible philanthropic opportunities in this area.

	4	<p>“Long-range planning to ensure academic partners can help fund students is wise, and we recommend developing a plan with UTM's development office for how the ‘next 5 years will be focussed on providing scholarship funding to those students who come from socio-economically disadvantaged backgrounds, and tuition relief for those students coming from outside Canada.’ This is directly related to the issue of international student tuition, and losing qualified students due to lack of funding, which was raised several times. No example of fundraising targets was given but an achievable target can help focus the efforts of the university.”</p>	<p>We agree that having a long-range plan for supporting both international and disadvantaged students will help to set an achievable goal for the program.</p> <p>We will seek the advice of Temerty Medicine’s Office of Advancement and work with our Alumni Association to explore potential sources of funding.</p> <p>We anticipate that this initiative will take upwards of <b>2 years</b> to set in motion.</p>	<p>The external reviewers commended the MScBMC’s alumni engagement efforts, noting that this “is the strongest alumni network of any of the graduate programs in this field”. The Program will consult with Temerty Medicine’s Office of Advancement to explore both short- and long-term strategies to encourage philanthropic support for international and economically disadvantaged students.</p>
<p>The reviewers recommended that the MScBMC engage in careful faculty complement planning with consideration of directions for program renewal and opportunities for EDI-informed hiring.</p>	5	<p>“Develop planning process for faculty renewal - four faculty members are within 10 years of retirement. This will provide an opportunity to consider directions for renewal, including additional opportunities for EDIIA-informed diversity hiring that is reflective of the communities the UofT/UTM and the Program serve. Additional considerations include the question of maintaining the current breadth of skills and interests of faculty or specializing more.”</p>	<p>Faculty renewal has been an ongoing concern for the program and we are in the process of mapping out a strategy for ensuring both consistency of instruction and potential areas for growth in the biomedical visualization domain.</p> <p>This will be the focus of our upcoming faculty retreat in Spring 2024 which will help to inform a 5-year plan for faculty renewal and future directions. The plan will be completed in <b>6 months</b>.</p>	<p>Faculty renewal will be the focus of the MScBMC retreat being held this spring. <a href="#">Excellence Through Equity</a> is a pillar of the Temerty Medicine’s strategic plan. The Office of Inclusion &amp; Diversity provides <a href="#">resources</a>, including the <i>Temerty Medicine Guidelines for Excellence Through Equity – Appointments of Faculty &amp; Academic Administrators</i>, to assist units with EDIIA-informed hiring. UTM reviews new faculty requests through a faculty complement planning process across all UTM units. The program may request appointments through this process in keeping with UTM being the budgetary appointment for MScBMC faculty.</p>
<p>The reviewers noted comments that the dual reporting structure involving both the UTM Department of Biology and the Temerty Medicine Institute of Medical Science is important for the success of the program, and recommended that this arrangement remain in effect; they observed that it may be fruitful for the two departments to discuss tenure and annual review policies and ensure that</p>	6	<p>“We agree with this assessment and recommend the current dual reporting structure remain. Nonetheless, it may be fruitful to discuss whether program-specific tenure and annual review policies need to be developed in collaboration with the Department of Biology at UTM to ensure these processes and expectations for productivity are clear to new faculty (if no current policies exist).”</p>	<p>The Dept. of Biology has instituted annual PTR workshops and new faculty will be encouraged to participate in these.</p> <p>Additionally, the MScBMC Director will draft guidelines for evaluating PTR in our discipline. This will include, for example, the evaluation of creative professional activity and other non-traditional research outputs.</p>	<p>In accordance with the reviewers’ recommendation, the Dept. of Biology has established workshops to guide faculty on the preparation of their annual PTR review documents. Further, the MScBMC Director is developing specialized guidelines both for biomedical communications faculty and those serving on the Dept. of Biology’s PTR Committee. These guidelines can likewise be provided to</p>

these are clearly communicated to faculty.			The guidelines will be shared with MScBMC faculty and the Dept. of Biology PTR committee in the next <b>6 months</b> .	tenure committees to ensure a common understanding of expectations in this field.
The reviewers noted that the administrative staff complement has not grown in relation to significant increases in program enrolment; they recommended considering ways to strengthen supports for the ongoing growth and evolution of the MScBMC program.	7	“It is strongly recommended that consideration be given to providing the funding needed to support an additional administrative staff position to help ensure ongoing growth and evolution of the MScBMC graduate program in line with the UofT's mission - given its doubling in size from 18 to 36 students over the past two decades.”	<p>We agree with this assessment. Our Graduate Program Administrator &amp; Writer fulfills many duties and is working at full capacity. Additional administrative support is needed to pursue further opportunities for the MScBMC's growth and evolution.</p> <p>As an example, we have long-recognized the need to establish a formal internship program for students but do not presently have the capacity to do so.</p> <p>A part-time administrative hire would ensure that initiatives like this can be implemented. The MScBMC will submit a request, and pending approval, will complete the hire within <b>1 year</b>.</p>	The addition of a part-time administrator could afford the MScBMC the capacity to establish a formal internship program and undertake other initiatives. UTM has a formal process for requesting additional funding for new staff positions. This process launches in late spring and submissions are reviewed in the fall by the Vice-President & Principal and the Strategic Planning Advisory Committee (SPAC). The program may submit a request for consideration by this committee.
Other recommendations not prioritized in the Request for Administrative Response	8	“Creating an undergraduate major could generate additional tuition revenue, but this would need to be considered in relation to the resources that would need to be invested (e.g., faculty and administrative staff hires).”	<p>Since the UTQAP review we have examined the feasibility of creating an undergraduate major and have established that this would not benefit the Dept. of Biology, nor would it generate additional revenue.</p> <p>The additional course offerings required for a major would, by necessity, involve integrating existing curricular offerings from other departments. Significant resources would be required to establish new course offerings.</p> <p>We have elected over the next <b>2 years</b> to focus our energy on redesigning our minor to better integrate with biology.</p>	The MScBMC has investigated the possibility of creating an undergraduate major and have determined that would not be academically or economically beneficial to do so. Instead, the MScBMC and Dept. of Biology will work together to strengthen the Department's undergraduate minor.
	9	“While not covered in the MScBMC Self-Report we anticipate that faculty are currently assessing recent advances in computer technology and AI in relation to the program.”	<p>We consider generative AI to be of great relevance to the instruction of our graduate students.</p> <p>To this end we have authored a policy on the acceptable uses of AI in biomedical visualization.</p> <p>We have also begun integrating AI exercises in instruction so that students may gain practice in the responsible use of AI. Activities include, for example,</p>	<p>The MScBMC is working to develop policies in response to the rapidly changing advances in computer technology and AI.</p> <p>The Program is encouraged to explore potential opportunities for collaboration with the Temerty Center for AI Research &amp; Education in Medicine (T-CAIREM) at Temerty Medicine.</p>

			using generative AI to ideate concepts and using AI to translate narrative scripts or captions for audiences at varying literacy levels. This will be an <b>ongoing</b> endeavour.	
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### **3 Committee on Academic Policy & Programs (AP&P) Findings**

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*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**

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The reviewers praised the Master of Science in Biomedical Communications as an exemplary professional degree program that is unique in Canada and recognized worldwide, noting that the program is “at the forefront of complex molecular visualization, [and] pushes the frontiers of interactive media design.” They commented that MScBMC students are engaged, talented, and enthusiastic, noting that many are successful in attracting external funding and awards; they also praised the program’s faculty for their strong sense of collegiality, enthusiasm for teaching, and active involvement in research. They commended the MScBMC alumni network, noting their success in securing employment within the field and their ongoing contributions to learning opportunities for current students. Finally, they highlighted the program’s commitment to creating an environment and culture that values and promotes EDI among faculty, students, and staff, a commitment that includes admissions processes which support acceptance of diverse, interdisciplinary applicants and integration of EDI concerns into the MScBMC curriculum.

The reviewers recommended that the following issues be addressed: continuing the program’s responsive approach to ensuring excellent curriculum content and program delivery; continuing to focus on providing opportunities for interested students to engage in research activities; exploring opportunities for reducing financial barriers to entry to the MScBMC program to ensure diverse student voices and perspectives; engaging in careful faculty complement planning with consideration of directions for program renewal and opportunities for EDI-informed hiring; maintaining the dual reporting structure involving both the UTM Department of Biology and the Temerty Medicine Institute of Medical Science, while also encouraging the two departments to discuss tenure and annual review policies and ensure that these are clearly communicated to faculty; and considering ways to strengthen supports for the ongoing growth and evolution of the MScBMC program.

The Dean’s Administrative Response describes the 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**

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In 2026 the Dean will follow up with the Director of the Institute of Medical Science on the implementation of the external reviewers’ recommendations and will provide an interim report to the Vice-Provost, Academic Programs no later than December 2026 on the status of the implementation plans.



The next UTQAP review of the Master of Science in Biomedical Communications will be commissioned in 2029-30.

## 6 Distribution

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

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

## 1 Review Summary

<b>Program(s) Reviewed:</b>	<b>Undergraduate programs</b> ( <i>offered in association with the Faculty of Arts and Science</i> ): Immunology, HBSc: Specialist, Major, Minor  <b>Graduate programs:</b> Immunology, MSc, PhD
<b>Unit Reviewed:</b>	Department of Immunology
<b>Commissioning Officer:</b>	Dean, Temerty Faculty of Medicine
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"> <li>• Professor Deborah Burshtyn, Dean, College of Graduate and Postdoctoral Studies, University of Saskatchewan</li> <li>• Professor Aaron Marshall, Head, Department of Immunology, University of Manitoba</li> <li>• Professor Gwendalyn Randolph, Department of Pathology &amp; Immunology, Washington University in St. Louis</li> </ul>
<b>Date of Review Visit:</b>	March 8-9, 2023
<b>Date Reported to AP&amp;P:</b>	April 10, 2024

## Previous UTQAP Review

Date: February 1 – 2, 2017

### Summary of Findings and Recommendations

#### Significant Program Strengths

- Timely and relevant undergraduate program that is intensive and flexible in its course and program offerings, with graduates who are sought after by many national and international graduate programs
- PhD graduates are now positioned in research leadership roles across Canada and internationally “World class” faculty research, with tenure-and teaching-stream faculty working together effectively in the delivery of the undergraduate program

#### Opportunities for Program Enhancement

- Increasing coordination and collaboration to address duplication in undergraduate course offerings to ensure courses complement one another, to develop new offerings (e.g., computational biology/bioinformatics), and to improve integration of the curriculum; considering curriculum and content mapping to help enhance the program
- Increasing research experiences and opportunities for undergraduate students
- Enhancing undergraduate teaching by supporting faculty development opportunities in new technologies
- Supporting cohort building and career exploration amongst undergraduate students
- Addressing graduate time to completion; enhancing the structure, checkpoints and outcomes of the PhD and mechanisms to manage student progress
- Enhancing support for graduate student travel to academic meetings
- Prioritizing efforts to address the asbestos and recurring water damage on the 7th floor in the Medical Sciences Building

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

Confirmation/agreement Letter; terms of reference; self-study report; faculty CVs; course descriptions; schedule; previous review report (2016-17), the joint decanal and Chair's responses, and FAR-IP; Dean's Report 2022; 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. Vice Dean, Strategy & Operations
2. Vice Dean, Research & Health Science Education
3. Executive Director, Office of Advancement and Assistant Vice President, Advancement Relations with Health Care Institutions
4. Chair, Dept. of Biochemistry
5. Chair, Dept. of Laboratory Medicine & Pathobiology
6. Chair, Dept. of Medicine
7. Chair, Dept. of Molecular Genetics
8. Director, Institute of Biomedical Engineering

#### Dept. of Immunology

9. Chair
10. Associate Chairs
11. Faculty
12. Graduate Students
13. Postgraduate Fellows
14. Administrative Staff

#### Faculty of Arts & Science

15. Acting Vice Dean, Academic Operations
16. Acting Vice Dean, Undergraduate
17. Acting Associate Dean, Unit-Level Reviews
18. Undergraduate Students

#### Hospital Research Institutes

19. Chief of Research, The Hospital for Sick Children
20. Delegate for Vice President, Research & Innovation, Unity Health Toronto
21. Interim Director of Research, Lunenfeld-Tanenbaum Research Institute, Sinai Health
22. Vice President, Research & Innovation, Sunnybrook Health Sciences Centre

# Current Review: Findings and Recommendations

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## 1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Undergraduate offerings are aligned with the University's and Faculty's missions
- Admissions requirements
  - ▶ Reviewers remarked that admissions requirements are appropriate and rigorous
- Curriculum and program delivery
  - ▶ Learning outcomes align with degree-level expectations and are understood by students
  - ▶ The Minor program in Immunology has been well received
  - ▶ The Major is well established and draws pressure away from the Specialist program
  - ▶ Students are very pleased with the summer research program led by the department
- Assessment of learning
  - ▶ Students appreciate multiple modes of assessment and evaluation
- Student engagement, experience and program support services
  - ▶ "The undergraduate programs are clearly popular with undergraduate students"
- Quality indicators – faculty
  - ▶ The quality of teaching, supervision, and training is very high. "The department should be very proud of the feedback for the quality of the undergraduate teaching"

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

- Curriculum and program delivery
  - ▶ There appears to be a large leap in expectations from third- to fourth-year courses when students are confronted with primary scientific literature; Specialist students appear to have an advantage
  - ▶ "The most significant concern is regarding access to research experience, as the growth in the Major program is likely outstripping the capacity to provide summer and senior project research opportunities."
  - ▶ Students shared some criticism of course evaluations for required courses taught through other departments where modes of evaluation were more traditional

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ Reviewers commented that the program learning outcomes appear to be framed identically at both the undergrad and graduate level and recommend the department consider further differentiation

- ▶ Consider teaching capacity for the Minor program in order to align with demand
- ▶ Evaluate the resources needed for the Specialist to ensure they continue to align with the size of the program
- ▶ Reviewers encourage examining course content to avoid potential overlap, particularly between IMM250, IMM340 and IMM350
- ▶ Consider differentiating between Major and Specialist versions of fourth-year courses to support offering a greater variety of courses at senior levels and smaller class sizes to enhance the student experience
- ▶ Explore adding a third-year laboratory course or converting an existing fourth-year lab course to a third-year offering to better align with other undergraduate immunology and microbiology 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 are aligned with the University's and Faculty's missions.
- Admissions requirements
  - ▶ Reviewers remarked that admissions requirements are appropriate and rigorous
  - ▶ The department is experimenting with ways to "level the playing field for applicants" by introducing a standardized set of questions to replace typical statements of research interest and interviews
- Curriculum and program delivery
  - ▶ The learning outcomes are in alignment with degree-level expectations
  - ▶ PhD curriculum is current and has evolved to meet the changing landscape
  - ▶ PhD courses appear to have evolved appropriately over time to reflect the field
  - ▶ Immunology has incorporated professional skills and career development into its programs, implementing professional skills courses tailored to the MSc that speaks to a commitment to build professional and transferable skills
  - ▶ Students enjoy a tremendous depth of immunology course offerings
- Innovation
  - ▶ The creation of the course (project)-based MSc In Applied Immunology is "highly innovative"
- Accessibility and diversity
  - ▶ The recently created EDI committee is making progress towards a more inclusive environment
- Assessment of learning
  - ▶ Students appreciate the multiple evaluation methods in Immunology programs
- Student engagement, experience and program support services
  - ▶ MSc in Applied Immunology students expressed satisfaction with supports in the program and recent adjustments to professional development courses
  - ▶ The PhD is "well structured to achieve a high quality of student experience"

- ▶ Students appreciate the current structure of graduate supervision that allows for private conversations with committee members as well as feedback on supervision through a form that affords a safe space for feedback and to raise concerns
- Quality indicators – graduate students
  - ▶ The department has undertaken several measures to address PhD time to completion since its last review, though reviewers acknowledge it may take several years to feel the impact
  - ▶ PhD students publish at high levels
  - ▶ Outcomes for the PhD program remain strong “with high levels of external funding relative to comparable programs within the Temerty Faculty of Medicine and to other programs in Canada”
- Quality indicators – alumni
  - ▶ Employment outcomes for the MSc align with the stated goals of the program
  - ▶ Employment outcomes are strong amongst PhD students that graduated over the review period
- Quality indicators – faculty
  - ▶ “The quality of the teaching, training and supervision are extremely high.”
  - ▶ Reviewers remarked that the department should be very proud of the support it offers its MSc students
- Student funding
  - ▶ Plans by the Faculty to increase standard PhD funding to address the high cost of living in Toronto is very positive and should assist students and future recruitment

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

- Curriculum and program delivery
  - ▶ First-authored publications are critical for students desiring to obtain postdoctoral fellowships which can result in tensions between expectations for publications and the desire to finish their PhD in a timely manner
  - ▶ Student feedback suggests the Scientific Skills for Immunologists course for MSc and PhD students needs revamping to reflect the advent of large data
  - ▶ Faculty attendance and engagement in the student seminar series has not returned to pre-pandemic or prior levels
  - ▶ An individual student concern was raised regarding instructor conflict of interest in a book reflection assignment
- Accessibility and diversity
  - ▶ Students noted a lack of sufficient diversity in invited speakers
- Student engagement, experience and program support services
  - ▶ “There is a sense that some students might be floundering in the PhD once they have completed their qualifying exam and that often there is a long period (greater than the one year) between supervisory committee meetings.”
- Quality indicators – graduate students

- ▶ While improvements have been made since the last review, time to completion for PhD students remains a concern. The department is undertaking several initiatives to try to address this matter.
- Student funding
  - ▶ MSc students have funding supports to equal tuition payments but do not receive a stipend until the final term, despite working long hours in research labs alongside PhD students who receive greater financial support

The reviewers made the following **recommendations**:

- Admissions requirements
  - ▶ Monitor recent changes to admissions requirements and provide EDI training to the graduate admissions committee to ensure they are addressing goals to ‘level the playing field’ in evaluating applicants from diverse backgrounds and differently abled
- Curriculum and program delivery
  - ▶ Further differentiate between program learning outcomes at the undergraduate and graduate level
  - ▶ Continue to engage in further fine-tuning of the relatively new MSc in Applied Immunology to ensure it continues to meet the goals of the department
  - ▶ Consider developing a rotation of committed faculty attendance in the student seminar series to ensure sufficient levels of participation
  - ▶ “It is necessary to raise here that [in] increasing the core course requirements to add courses such as biostatistics to ensure a solid foundation, it is also important to balance with removing outdated requirements to guard against creating too many course requirements and placing too many demands on students that will interfere with making progress in research”
- Accessibility and diversity
  - ▶ “Continue to invest in EDI and Indigenization initiatives and support faculty, staff and students to consider EDI for all aspects of teaching and research events.”
  - ▶ Articulate goals concerning diversity, such as a graduate student body reflective of the Toronto population and strategies to achieve that objective
- Quality indicators – graduate students
  - ▶ Reviewers advise careful consideration of the well-being of students and the expectations for a thesis, scope of publications when addressing time to completion
  - ▶ Explore a more granular approach to data on student publication levels to ensure expectations for the number of first-authored papers evolves appropriately and aligns with time to degree expectations
- Quality indicators – alumni
  - ▶ Reviewers advise assessing a larger cohort of alumni “to illustrate where graduates end up following postdoctoral fellowships”
- Student funding
  - ▶ Consider managing MSc-level expectations for stipends while ensuring expectations for project components “are in line with programs that do not offer full stipends”
  - ▶ Continue to support the valuable funds to cover rotations for PhD students



### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
  - ▶ “The quality and quantity of researchers and research outputs is outstanding and place the Department as one of the leaders in Immunology research in North America.”
  - ▶ The department has several areas of research strength, including developmental immunology, adaptive immunity, innate immunity, autoimmunity and cancer immunology
  - ▶ Researchers are highly collaborative, fostering collaborations and partnerships within and outside of Toronto
  - ▶ Both undergraduate and graduate programs greatly benefit from and help drive faculty research programs
- Faculty
  - ▶ Reviewers praised the department’s response to the last review that addressed the majority of recommendations, including investments in the MSB core faculty complement
  - ▶ Immunology faculty cover a broad scope of research activity with a strong core group at MSB as well as throughout the hospital-based research institutes
  - ▶ The department has utilized effective strategies to promote relevant recruitment and engagement of “status only” faculty who make substantial contributions to the Toronto Immunology research community

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

- Research
  - ▶ Human Immunology is a critical research area that requires additional development and resources as well as patient-oriented Immunology research
  - ▶ Computational biology/informatics is a priority area to be strengthened
- Faculty
  - ▶ “The involvement of multiple institutions in recruitment and development of Immunology’s Faculty complement can however present planning challenges regarding diversity and research area coverage.”

The reviewers made the following **recommendations**:

- Research
  - ▶ Explore the creation of a leadership structure and formalized framework to support human immunology research, such as the proposed Centre for Human Immunology Research and Education
  - ▶ Consider developing additional strategies beyond joint recruitments with other departments to support acknowledged priority areas of computational biology/informatics and human immunology

- ▶ “In line with the previous program review, we agree that strategic integration of Immunology and relevant Medical Genetics/Biomedical Engineering researchers on the 7th floor of MSB to generate a core of complementary expertise in immunology, infectious disease and computational biology would generate substantial synergies, and could be facilitated in part by joint hiring.”
- Faculty
  - ▶ “Continue to ensure the faculty in the MSB are supported and replenished as the core continues to be instrumental in the success of the department”

## 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
  - ▶ Overwhelmingly positive assessment of the department in discussions with faculty, staff, and students
  - ▶ The department has done an extraordinary job of maintaining and building relationships among faculty and students physically located in various buildings and institutes
  - ▶ Strong culture that values excellence in mentorship
  - ▶ The department is well recognized nationally, with faculty members taking leadership roles in grant panels and relevant professional organizations. Toronto is recognized as a “major hub for Immunology research and leadership”
  - ▶ Reviewers commend the department’s steps to ensure the well-being of graduate students noting it has led the way in identifying reasons for why students do not necessarily take advantage of leaves and by establishing a fund for said students
  - ▶ “The department displays dedication to its students, both undergraduate and graduate.”
  - ▶ Positive working relationships with cognate units and hospital research institutes
  - ▶ The department has leveraged its vibrant, engaged student body in unique outreach initiatives such as its undergraduate research day, IMMpress Magazine, numerous talks at Toronto high schools
- Organizational and financial structure
  - ▶ Positive organizational changes since the previous review, including the appointment of an Associate Chair for research and postdoctoral studies
  - ▶ The successful recruitment of teaching faculty has been key in supporting the rapid growth of the undergraduate major in Immunology, and the collaborative work between the Associate Chairs for Undergraduate and Graduate Studies and the manager of the MSc in Applied Immunology is exemplary
- Long-range planning and overall assessment

- ▶ The department appears “healthy at the core, which positions it well for meeting its future goals.”
- ▶ The robust undergraduate major has resulted in a strong revenue stream. Its stellar and impactful teaching stream faculty have “effectively used their positions to set a pattern that positions the teaching stream as a strong element in the department”
- International comparators
  - ▶ “The University of Toronto is one of the leading Departments of Immunology in the world. It is one of the few Departments in North America focused on fundamental Immunology and spanning its broad scope in molecular/cell biology, physiology and many areas of medical science.”
  - ▶ Its programs measure up well to international comparators and reviewers praise its research and education outputs as “excellent and unique”
  - ▶ “Its stewardship for future growth is such that it can be anticipated that its prowess and leadership will hold for the foreseeable future. Many of its practices are those that international competitors could benefit from learning.”

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

- Relationships
  - ▶ Postdoctoral fellows report a sense of isolation and few opportunities to connect with peers beyond their own supervisors, particularly those housed in institutes
  - ▶ Cohesion has suffered to some extent during the pandemic, and is still being rebuilt
  - ▶ Reviewers observed challenges relating to groups being dispersed into many locations, with many members of the department being employees at various hospitals
- Organizational and financial structure
  - ▶ “The quality of research space, lack of suitability for biosafety level 2+ work and repeated damage due to flooding are known problematic issues adversely affecting Immunology researchers based in the MSB, and have not been fully addressed by past renovations.”
  - ▶ There is a significant need for core research facilities support. Long term maintenance of core facilities based solely on researcher user fees is not a feasible model
  - ▶ “The rapid growth in the undergraduate major in Immunology program has put substantial pressure on the Department’s teaching resources”
  - ▶ Appears to have been limited progress on plans since the last review to coordinate with the Advancement Office in generating new sources of review, though reviewers acknowledge this is likely due to the pandemic
- Long-range planning and overall assessment
  - ▶ “The department does not yet fully leverage its basic immunology prowess to take advantage of moving into translational immunology that can tap into Toronto’s incredible patient population. There is unfulfilled potential in meeting the department’s future objective to progressively move into clinically relevant immunology by increasing engagement with clinical institutes.”

- ▶ “Most core facilities are 100% charge-back facilities and this strains the grants of laboratories, especially during a time when automatic budget cuts are instituted in CIHR grants. Some equipment that has been placed in laboratories is reaching beyond lifespan and requires replacement. Space is lacking for growth in central locations. Some facilities have infrastructure issues, including roof leaks that have destroyed infrastructure.”

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Create a dedicated “postdoctoral fellow information/resources” section on the department website that would provide relevant information and have a contact form for postdocs to self-identify and join listservs, take part in department events
  - ▶ Consider integrating postdoc presentations into the student seminar series to promote their inclusion within the department
  - ▶ “Build upon the postdoctoral fellow leadership and professional development activities to include postdocs located in institutes.”
  - ▶ Foster stronger relationships between leadership at various research institutes to facilitate alignment of future recruitment and maximize opportunities to build infrastructure
  - ▶ Explore creative tweaks to incentivize and encourage in-person activities to restore the department’s exceptionally high levels of engagement
  - ▶ “Build upon existing links [in] therapeutics in development with industry and continue to foster and celebrate entrepreneurship within the Department.”
- Organizational and financial structure
  - ▶ Reviewers recommend that the future chair of Immunology address the issue of space
  - ▶ Develop a sustainable funding model to support core facilities in a cost-effective way
  - ▶ Ensure laboratory spaces in the core are “sufficient for the size of the research programs and well maintained to retain and recruit faculty”
  - ▶ Continue to evaluate the current faculty complement in light of rapid growth in undergraduate programming; additional teaching faculty may be needed to cope with teaching load going forward
  - ▶ Reinvigorate targeted fundraising goals with the assistance of the Advancement Office to help support key priorities within the department
- Long-range planning and overall assessment
  - ▶ The Immunology major appears to be at capacity at the Faculty of Arts & Science; reviewers stress the importance of the department’s strategic management of the upcoming period “in a way that best serves the students, while preserving this revenue stream for the department”
  - ▶ Reviewers observe that strategic University investment will be critical to address infrastructure concerns and encourage investments that “creatively consider optimizing use and state-of-the-art features of chargeback core facilities and overall infrastructure”



Patricia Houston, MD MEd FRCPC  
Interim Dean and Vice Dean, Medical Education  
Interim Vice Provost, Relations with Health Care Institutions

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March 6, 2024

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. Deborah Burshtyn, Dr. Aaron Marshall, and Dr. Gwendalyn Randolph—for their very comprehensive review of the Department of Immunology on March 8-9, 2023. We would also like to thank Dr. Zúñiga-Pflücker, who served as the Chair of Immunology at that time, the administrative staff, and all those who contributed to the preparation of the outstanding self-study report. We also wish to thank Dr. Gommerman, Chair of Immunology, the many staff, trainees, and faculty members who met with the external reviewers and provided thoughtful feedback. The reviewers noted *“The University of Toronto is one of the leading Departments of Immunology in the World. It is one of the few Departments in North America focused on fundamental Immunology and spanning its broad scope in molecular/cell biology, physiology and many areas of medical science. Outputs in terms of research and education are excellent and unique...Many of its practices are those that international competitors could benefit from learning.”*

The thorough report provided by the reviewers is an invaluable guide for program enhancements and future strategic directions of the Department of Immunology. The reviewers identified a number of areas for enhancement including reviewing undergraduate curricular and research offerings, expanding administrative support for programs, implementing time-to-completion measures, ensuring faculty participation in student seminars, engaging postdoctoral fellows, ensuring research capacity in key areas, increasing commitments to EDIIA, strengthening relationships with research institutes and expanding laboratory infrastructure. Each of the recommendations has been addressed in the Programs' Responses column in the accompanying table, and in Dr. Gommerman's Chair's cover letter. We are in full agreement with the responses of Dr. Gommerman 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 Immunology has made excellent progress under the leadership of Drs. Zúñiga-Pflücker and Gommerman and, as noted by the reviewers it *“has enormous strength in terms of the breadth and quality of the faculty, postdoctoral fellows and students. The vast majority of the faculty are internationally known and leaders in their areas of research. A major strength of the department is the sense of community despite the location of the researchers in so many pods with the campus and hospital-based institutes and the involvement of many adjunct appointees. The institutes provide a critical link to clinical research and development of therapies.”* We congratulate both the past and current Chair on their outstanding leadership. We look forward to continuing to work with Dr. Gommerman and members of the Department of Immunology to ensure the continued success and growth of the Department to attain its strategic and operational aspirations.

The next review of the Department of Immunology 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, Department of Cell & Systems Biology  
Faculty of Arts & Science



Patricia Houston, MD, MEd, FRCPC  
Interim Dean  
Temerty Faculty of Medicine  
Interim Vice Provost, Relations with Health Care  
Institutions  
Professor, Dept. of Anesthesiology & Pain Medicine

cc: Justin Nodwell – Vice Dean, Research & Health Science Education, Temerty Faculty of Medicine  
Randy Boyagoda – Vice Dean, Undergraduate, Faculty of Arts & Science  
Gillian Hamilton – Vice Dean, Academic Planning, Faculty of Arts & Science  
Suzanne Wood – Interim Associate Dean, Unit-Level Reviews, Faculty of Arts & Science  
Andrea Benoit – Academic Planning & Review Officer, Office of the Dean, Faculty of Arts & Science  
Anastasia Meletopoulos – Academic Affairs Manager, Office of the Dean, Temerty Faculty of Medicine  
Lachmi Singh – Director, Academic Programs, Planning & Quality Assurance, Office of the Vice Provost, Academic Programs  
Jennifer Gommerman – Chair, Dept. of Immunology, Temerty Faculty of Medicine

## 2022-23 UTQAP Review of MED Department of Immunology - Review Recommendations

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Programs' Responses	Deans' Responses
The reviewers made a number of recommendations and suggestions related to the undergraduate curriculum, including reviewing course content to identify areas of overlap and addressing concerns regarding a large leap in expectations between third- and fourth-year courses.	1	“... the potential of too much overlap in course content should be reviewed – specifically overlap between IMM250 and IMM340 and IMM350. On the other hand, there was some concern there was a large leap in expectations between third- and fourth-year courses when suddenly confronted with primary scientific literature in fourth year in a number of courses and that the Specialist students had a clear advantage in this respect with the tutorial portion in IMM341/351... Perhaps differentiation between the Major and Specialist versions for the 4 <sup>th</sup> year courses might address both of the concerns noted above.”	<p>We will be holding a teaching retreat on April 17, 2024 that will include our Undergraduate and Graduate course Coordinators, Education Program Officer, Applied Immunology MSc &amp; Research Programs Manager, the Associate Chairs in Graduate Education and Undergraduate Education, and the Chair. This day-long retreat will review the Specialist, Major and Minor undergraduate programs, examine course offerings for gaps and overlaps and assess continuity with our graduate education offerings.</p> <p>Following this exercise, we will make changes to curricula and program requirements as necessary. Our strategic planning exercise (see #8 below) will map out the undergraduate <u>classroom</u> teaching mission changes that will take place over the next 5 years. Some changes will be submitted for governance in the 2024-25 cycle for implementation in the 2025-26 academic year.</p>	<p>The Program notes that they will be undertaking a strategic planning exercise that will include proposals for changes in the undergraduate teaching mission of the Department. The A&amp;S Dean's Office looks forward to working closely with the program leadership on any proposals for program change, at an early stage. The Vice-Dean, Academic Operations and Vice-Dean, Undergraduate would be pleased to meet with the program leadership to discuss the strategic planning exercise. The executive Life Sciences Planning meeting also provides an important forum for discussing course and program changes that may affect other programs in A&amp;S. More generally, the A&amp;S Dean's office looks forward to expanding its current unit-level planning process to include programs administered through Temerty Medicine departments, including Immunology, to ensure alignment with broader A&amp;S academic planning.</p> <p>For support with any curriculum mapping exercises, the Department is encouraged to reach out to the Curriculum Development Specialist in the Office of the Vice-Provost, Innovations in Undergraduate Education.</p>
Highlighting access to research experience as a significant concern, the reviewers observed that undergraduate enrolment growth may be outstripping the capacity to provide summer and senior project research opportunities, and recommended exploring ways to provide research	2	“The most significant concern is regarding access to research experience, as the growth in the Major program is likely outstripping the capacity to provide summer and senior project research opportunities. Students noted that since the laboratory course is a fourth-year course, students do not get exposure to immunology techniques until 4 <sup>th</sup> year, which was seen as a barrier when approaching faculty for research positions. Given the value of experiential learning, and to address the	<p>At the teaching retreat, we will brainstorm alternative mechanisms to deliver experiential learning to our undergraduate students. Our strategic planning exercise (see #8) will map out the undergraduate <u>experiential</u> teaching mission changes that will take place over the next 5 years.</p> <p>We have also engaged with international partners, including the Cleveland Clinic and Trieste University, to host undergraduates for summer experiences. Strategic initiatives such as EPIC provide additional opportunities for undergraduate research.</p>	<p>The Department's upcoming teaching retreat and strategic planning exercises will afford occasions to assess, explore, and expand the important experiential learning opportunities available to students.</p> <p>The A&amp;S Office of Experiential Learning &amp; Outreach Support is available for consultations and support on the development of experiential learning opportunities for undergraduate students.</p> <p>The Department may also wish to discuss the possibility of participating in the Arts &amp; Science</p>

experience for students earlier in the program.		students desire to acquire practical skills, the department should consider adding a third-year laboratory course or converting the existing 4 <sup>th</sup> year to a third-year course which would be aligned with many undergraduate immunology and microbiology programs”		<p>Internship Program, which offers students the opportunity to complete 12-20 months of paid work experience, together with professional development training.</p> <p>In addition to continuing to find undergraduate research opportunities through initiatives like EPIC, the Department is building relationships with international partners to offer students experience abroad.</p>
The reviewers observed that rapid growth in the Immunology Major has put substantial pressure on the Department’s teaching resources, and highlighted the need to ensure sufficient faculty and administrative support to maintain the quality of the program.	3	“The rapid growth of the major in Immunology program has stretched the Department teaching resources to the limit; recruitment of additional teaching faculty and administrative support may be needed to maintain the quality of the program.”	<p>We are in the process of recruiting an educational assistant to support the Education Program Officer (Q2 2024).</p> <p>We are currently re-visiting teaching load assignments for all salaried MSB-based faculty as some teaching staff are teaching more than their workload policy agreement while others are teaching less. We will begin to make adjustments that will take effect in the 2024-25 academic year.</p> <p>We will ultimately recruit new research-stream faculty to the MSB location (2 FTE); however, we are pausing recruitment until our strategic plan is complete (see #8).</p>	<p>Additional support for the Education Program Officer will facilitate undergraduate-related operational processes and services for students.</p> <p>Re-evaluating faculty workload will make for a more equitable distribution of teaching responsibilities. The hire of two tenure-stream faculty will also help with teaching and student supervision.</p>
	4	“The growth of the immunology major, however, seems to be at capacity at Arts & Sciences. It will be important to manage the next period in a way that best serves the students, while preserving this revenue stream.”	One of the topics for consideration at our education retreat (April 17, 2024) will be to restrict enrollment for our Major and Minor programs given that our revenues from teaching have been capped by A&S. This will be raised with the incoming Dean at Temerty Medicine for discussion with A&S toward making immunology accessible to all undergraduate students.	<p>While there has been an increase in enrollment for the Major, there has been a very large increase in the Minor, which is currently an open enrollment program. This has resulted in correspondingly large increases in the second- and third- year courses. The Associate Dean of Undergraduate Education review the full slate of Immunology courses with the Associate Chair, Undergraduate and discussed with her and the Chair the impact this growth has had on Temerty Medicine in light of the Inter-Divisional Teaching framework. A mutual agreement was reached to reduce caps where possible, considering the needs of the program. Caps were reduced by a little over 600 for 2023-24 compared to the prior year.</p> <p>Temerty Medicine’s Associate Dean of Undergraduate Education will discuss with A&amp;S the options available to</p>



				limit enrollment in programs and courses while considering waitlists, student interests, and both faculties' priorities.
The reviewers noted tension between reducing PhD time-to-completion and increased pressure on students to produce research and publications. They recommended careful consideration of student well-being in engaging with and addressing challenges related to these dual objectives.	5	"first authored publications remain the currency for students to obtain postdoctoral fellowships and build their track record toward a career in research and therefore increased expectations for publications in terms of scope and depth will continue to be in tension with the desire for PhD students to finish in a timely fashion. On this front, careful consideration of the expectations for a thesis (number and scope of publications) and the well-being of students should be factors."	We are working with HR to craft a full-time Learning Strategist position, akin to what has been initiated in the Dept. of Molecular Genetics. This role would start in Q3 2024. All of our students will have regular "check-ups" with the Learning Strategist to trouble shoot problems with their project, lab, mentor, etc., meeting a minimum of once a year.  Complementing other wellness measures already in place, this is an experimental approach that we hope will alleviate student stress, help deal with some of the roadblocks students face in a non-evaluation setting, and to flag issues early to reduce time to completion.	By creating an administrative role dedicated to helping students with common challenges that could cause unnecessary delays, the Department hopes to reduce students' time to completion. With the Learning Strategist's assistance, committee meetings will occur in a timely fashion and problems will be identified and addressed at an earlier stage.
The reviewers recommended exploring ways to provide additional support for postdoctoral fellows and promote their inclusion within the Department.	6	"Build upon the postdoctoral fellow leadership and professional development activities to include postdocs located in institutes."	We have 2 Associate Chairs of Postdoctoral Engagement. They are currently organizing post-doctoral events for Q1 and Q2 2024.	The Department has appointed two Associate Chairs to facilitate postdoctoral engagement, with events already underway.
The reviewers observed the need to increase departmental research capacity in a number of critical disciplinary areas; they supported the Department's current strategy of pursuing joint hires with other units, and recommended increased engagement with clinical institutes as well as additional points of integration with other cognate units.	7	"Pursue creation of a leadership structure to facilitate human immunology research."	The Chair is currently in discussions with candidates to serve as the inaugural Associate Chair, Translational Immunology. This position will be filled by Q3 2024. The Associate Chair, Translational Immunology will be from one of the hospital research institutes and will "matchmake" basic scientists with ongoing clinical trials. This key person will coordinate their activities with the Sanofi Pasteur Chair in Human Immunology.	An Associate Chair, Translation Immunology is being established by the Chair with the goal of increasing capacity in human immunology research. As the Associate Chair will come from one of the hospital research institutes, this appointment also serves as an opportunity to further strengthen the Department's relationship with research institutes.
	8	"An acknowledged priority area to be strengthened is computational biology/informatics, which is now an integral part of the immunology field, and particularly important for high dimensional analyses of human immunity. The present strategy to build expertise through joint recruitment with other Departments and Institutes is reasonable but	Our strategic planning exercise, which cannot commence until the new Dean of Medicine has completed the Temerty Faculty of Medicine strategic plan, will prioritize this as an important gap. Strategic Planning for new hires will begin (tentatively) in Q4 2024.	The incoming Dean, Dr. Lisa Robinson, will be prioritizing the creation of a new strategic plan for Temerty Medicine. (Her term begins July 1, 2024.) Once in place, the Department can then formulate its strategic plan, with computational biology/informatics as a key area in need of development.

		may continue to limit the Department in this critical area; development of additional strategies, perhaps in conjunction with a human Immunology framework, is recommended.”		Developing research capacity both computational biology/informatics and the immunology of infectious diseases (#9 below) may also afford new opportunities in the curriculum. The Department is encouraged to explore the possibilities for enhancing student learning in these areas.
	9	“Another area with potential opportunities for growth is Immunology of Infectious diseases, which could leverage future developments such as a new biosafety level 3 research space and fund-raising for an HIV Immunology endowed chair. In line with the previous program review, we agree that strategic integration of Immunology and relevant Medical Genetics/Biomedical Engineering researchers on the 7th floor of MSB to generate a core of complementary expertise in immunology, infectious disease and computational biology would generate substantial synergies, and could be facilitated in part by joint hiring.”	See #8 above regarding strategic planning.  We have made progress on finding shared space with Biomedical Engineering to recruit into this important area. This is a long-term strategy that will require milestone-based planning to be included in our 5-year plan. However, there have been some immediate developments: first, the Department has submitted an LOI to the New Frontiers in Research Fund Transformation program on the topic of vaccine design. Results for the LOI will be revealed in Q3 2024. Second, along with Dr. Scott Gray-Owen (Dept. of Molecular Genetics) the Dept. Immunology Chair is the co-academic lead of the Canada Biomedical Research Fund hub HI3 and on the advisory board for EPIC. This provides early insight into opportunities for infectious disease research funding.	See #8 above.  With regard to the field of infectious disease immunology, the Department has had success in working with the Institute of Biomedical Engineering to ensure space for new recruits.  The Department is also working towards securing funding for infectious disease research.
	10	“Continue to ensure the faculty in the MSB are supported and replenished as the core continues to be instrumental in the success of the department by creating a central hub to gather to keep the community strong.”	See #8 regarding strategic planning.	See #8 above.
	11	“There is unfulfilled potential in meeting the department’s future objective to progressively move into clinically relevant immunology by increasing engagement with clinical institutes.”	See #7 regarding the implementation of an Associate Chair, Translational Immunology. This person will come from one of the research institutes and will likely form a committee that brings in other RIs. This committee will be operational by the 2025-26 academic year.	As noted in #7 above, the appointment of an Associate Chair, Translational Immunology, will facilitate engagement with research institutes.
The reviewers recommended that the Department continue to invest in EDI and Indigenization initiatives; they suggested articulating	12	“Continue to invest in EDI and Indigenization initiatives and support faculty, staff and students to consider EDI for all aspects of teaching and research events.”	We are revisiting the terms and leadership of the Immunology Wellness, Inclusion, Diversity, and Equity (WIDE) committee in Q3 2024 to ensure the continued development of existing initiatives and the identification of new opportunities for growth.	In addition to revisiting the terms and building upon the work of the WIDE committee, the Department encouraged to consider EDIIA in the context of its teaching retreat and as a core component of its new strategic plan.

departmental goals in relation to the diversity of the graduate student body as well as invited guest speakers.	13	“Students noted that there was not sufficient diversity in the invited speakers and this is an area that can be readily addressed so that diverse students see themselves in successful scientists.”	We have begun to address this by ensuring that one of the two seminar coordinators is female, and the Chair has had preliminary discussions with the two coordinators about diversity in the 2024-2025 speaker roster (solicitation for speaker suggestions happens in the spring). We are also opting for more local scientists in our speaker series with whom students can build relationships.	The Department is actively seeking a broader diversity of local speakers to better reflect its student body.
	14	“The graduate chair and admissions committee are experimenting with new ways to level the playing field for applicants to the graduate programs by introducing a standardized set of questions to replace the typical statement of research interests and an interview step. As these changes are new, they will need to be monitored to ensure they are meeting the goal particularly regarding evaluation of applications from students with diverse backgrounds and differently abled.”	We have included a member of the WIDE committee on our admissions committee to help ensure that the changes being made are achieving the Department’s goals to be inclusive of students from underrepresented groups and the differently abled.	By replacing the standard research statement and interview with a series of questions, the Department is providing space for applicants with different lived experiences to demonstrate their passion for immunology. The hope is to identify strong candidates who may have been missed as a result of the limitations of the previous process. The WIDE committee now has representation on the admission committee to help ensure a diverse student population. The Department will continue to monitor the effectiveness of this new approach and will make modifications as needed.
The reviewers recommended strengthening relationships with research institutes to “facilitate alignment of future recruitment and to maximize opportunities to build infrastructure.”	15	“Build stronger relationships with leadership in the various research institutes to facilitate alignment of future recruitment and to maximize opportunities to build infrastructure.”	The Chair is a member of the Search Committee for the Schroeder Arthritis Centre at University Health Network. The search conducted in Q4 2023 did not result in a hire and will soon be relaunched.  To further build upon our relationships with research institutes, we will include key research institute members in our strategic planning exercise once we are given the go-ahead to begin (see #8).	See #7 above.  The Chair is participating in a UHN recruitment effort and will endeavor to serve on research institute search committees where possible.  Research institute members will be included in the Department’s upcoming strategic planning process to build relationships and identify opportunities for collaboration going forward.
The reviewers highlighted a number of concerns regarding laboratory space as well as core research facilities and equipment. They noted that additional space will be needed to accommodate growth in new and existing research programs, and recommended that a	16	“Ensure laboratory spaces in the core are sufficient for the size of the research programs and well maintained to retain and recruit faculty.”	The Chair is in discussions with Temerty Medicine’s Chief Administrative Officer to start rectifying this situation (Q1-Q2 2024); however, this will be a long-term issue that will not be resolved quickly.  The Chair has initiated monthly faculty meetings with those in MSB to come up with creative space and equipment solutions in the meantime. She also has a monthly calendar slot with the Director of Facilities Management & Space Planning.	Temerty Medicine is committed to investing in our research facilities and equipment to ensure the long-term success of our research mission. In the short-term we have invested in additional dedicated staff resources to support the operational and facility related needs of our researchers to help address issues and timewasters that are impacting researchers’ productivity. We have hired a data analytics expert to prepare an inventory of our research lab space (wet and dry) to understand how the space is being used

sustainable funding model be developed to support maintenance of these facilities and spaces.				<p>and to assess the quality of the lab space our PIs occupy. This will allow us to maximize the use of the space and to prioritize where to invest funds.</p> <p>Over the medium to long-term, Temerty Medicine is developing a plan to implement a funding model to ensure that appropriate resources are invested annually to upgrade our facilities and equipment, to build out key infrastructure such as shared high computing and storage clusters, and to recruit and retain top talent.</p>
	17	<p>“Support for core research facilities based in MSB was identified as a significant need. Long term maintenance of core facilities based solely on researcher user fees is not a feasible model, and a strategy to sustain key facilities needs to be developed.”</p>	<p>We have submitted a Canada Foundation for Innovation (CFI) – Innovation Fund application to Temerty Medicine that contains infrastructure for core facilities, and we have one CFI Biosciences Research Infrastructure Fund application under review (result in Q3 2024).</p>	<p>The Department is applying for infrastructure funding to support its core research facilities.</p>
	18	<p>“Develop a sustainable funding model to support core facilities which will ensure faculty are well positioned to continue to have access to state-of-the art techniques in a cost-effective way.”</p>	<p>This will require buy-in from the Vice Dean, Research &amp; Health Science Education, and the incoming Dean for the Temerty Faculty of Medicine. It is important to note an inequitable lack of subsidy for research facilities for our MSB-based faculty as compared to those at the research institutes.</p> <p>Some other models to consider are support from Central UofT since there are core facility users beyond Temerty Medicine. Another idea is to come up with a match program whereby funds brought into the Division of Comparative Medicine by CFI grants could be matched by Temerty Medicine.</p>	<p>Funding model decisions will need to be made by the incoming Dean in consultation with the Vice Dean, Research &amp; Health Science Education.</p> <p>The Department should investigate seeking contributions from those outside of Temerty Medicine seeking to use its facilities.</p>
Other recommendations not prioritized in the Request for Administrative Response	19	<p>“Develop and pursue targeted fund-raising goals (working with Advancement) to help achieve key priorities.”</p>	<p>The Chair has met twice with Advancement to strategize fundraising priorities. These include stipendiary support for our graduate students in the form of studentships, and support for burgeoning collaborations between Immunology and Biomedical Engineering to generate next generation vaccines. We have also identified our 40<sup>th</sup> anniversary event (Q2, 2024) as a fundraising opportunity.</p>	<p>Working with Temerty Medicine’s Advancement team, the Department has developed goals and priorities. The Department’s 40<sup>th</sup> anniversary will provide an excellent fundraising opportunity.</p>

	20	“Currently there are a few opportunities for mobility to spend the last practicum term abroad. An area for improvement is to create more opportunities for [MSc in Applied Immunology] students to link to work in industry for their final project or alternately not suggest that linking to industry is a goal of the program.”	Our Associate Chair International Partnerships has engaged with international partners, including the Cleveland Clinic, Trieste University, and Helmholtz-Zentrum für Infektionsforschung, to host MSc students. As of Q1 2024, MSc students have not signed up, but we continue to offer these opportunities.	The Department might consider holding an information session with students to discuss international practicums and what might encourage participation (i.e., earlier information sessions, changes to application process, etc.).
	21	“It would be helpful to assess a larger cohort to illustrate where graduates end up following postdoctoral fellowships.”	By hiring an assistant for the Education Program Officer, she will be able to devote more attention to the Alumni Engagement aspect of her portfolio beginning in Q4 2024 (after the reunion).	Hiring an additional staff to support the Education Program Officer will allow for the collecting of more information regarding alumni career paths.
	22	“One area that requires attention is faculty engagement in the student seminar series...Given the relatively large size of the faculty complement and the logistics for faculty members who are not in the MSB to attend, the program could consider developing a rotation of committed attendance to ensure sufficient levels of participation.”	We are experimenting with a different time and format to be implemented 2024-2025 academic year. Specifically, we are looking to shift the student seminar series to occur <i>after</i> the invited speaker series with a nutritional break in the middle to potentially lure more attendees. We are also including a <i>proviso</i> to renewed appointment that department faculty must participate in 25% of Monday seminar offerings.	To ensure adequate faculty engagement, appointments now include a requirement that faculty participate in the student seminar series. The Department is experimenting to find the optimal conditions for faculty and student involvement.
	23	“Build upon existing links therapeutics in development with industry and continue to foster and celebrate entrepreneurship within the Department.”	See #7 regarding the implementation of an Associate Chair, Translational Immunology. With the help of a clinician-scientist committee, this leader will play a role in “match-making” basic scientists with clinician scientists running investigator-led trials. Many of these trials are supported by industry.	See #7 above.

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

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*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

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The reviewers praised the Department of Immunology as a world leader in the field, noting that it is “one of the few Departments in North America focused on fundamental Immunology and spanning its broad scope in molecular/cell biology, physiology and many areas of medical science.” They applauded the Department’s “enormous strength in terms of the breadth and quality of the faculty, postdoctoral fellows and students.” They commended the Department’s dedication to both undergraduate and graduate students, and observed that the quality of the teaching, training and supervision are extremely high. They praised the Department’s faculty, noting that most are “internationally known and leaders in their areas of research”, and noted that the undergraduate and graduate programs “both greatly benefit from and help drive faculty research programs.” They highlighted that faculty, students, and staff expressed an “overwhelmingly positive assessment of the Department as a place to work, research and learn,” and noted the sense of community in the Department as a major strength. Finally, they highlighted the recent creation of a Departmental EDI committee, noting that progress is being made toward a more inclusive environment.

The reviewers recommended that the following issues be addressed: reviewing undergraduate course content to identify areas of overlap and addressing concerns regarding a large leap in expectations between third- and fourth-year; exploring ways to provide research experience for undergraduate students earlier in the program; ensuring sufficient faculty and administrative support to maintain the quality of the program; considering student well-being in engaging with and addressing challenges related to these dual objectives; exploring ways to provide additional support for postdoctoral fellows and promote their inclusion; increasing engagement with clinical institutes as well as additional points of integration with other cognate units; continue investing in EDI and Indigenization initiatives; strengthening relationships with research institutes to “facilitate alignment of future recruitment and to maximize opportunities to build infrastructure”; developing a sustainable funding model to support maintenance of facilities and spaces.

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

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

The next UTQAP review of the Department of Immunology will be commissioned in 2027-28.

## 6 Distribution

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

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

## 1 Review Summary

<b>Program(s) Reviewed:</b>	Speech-Language Pathology, MHSc
<b>Unit Reviewed:</b>	Department of Speech-Language Pathology
<b>Commissioning Officer:</b>	Dean, Temerty Faculty of Medicine
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"> <li>• Prof. Jack Damico – Chair, Dept. of Speech, Language, and Hearing Sciences, College of Arts &amp; Sciences, University of Colorado Boulder</li> <li>• Prof. Lucie Ménard – Vice Dean of Research, Faculty of Humanities, University of Quebec at Montreal; Adjunct Professor, School of Communication Sciences and Disorders, McGill University</li> <li>• Prof. Laura Murray – Associate Dean of Graduate and Postdoctoral Studies, Faculty of Health Sciences, Professor, School of Communication Sciences &amp; Disorders, Western University</li> </ul>
<b>Date of Review Visit:</b>	May 31, 2023 (conducted remotely)
<b>Date Reported to AP&amp;P:</b>	April 10, 2024



## Previous UTQAP Review

Date: January 25, 2019

### Summary of Findings and Recommendations

#### Significant Program Strengths

- Impressive research achievements of the Speech-Language Pathology (SLP) faculty
- Highly impressive commitment and dedication of the SLP community, with faculty expressing a deep sense of belonging and dedication to the unit and optimism for the future, and a positive and constructive rapport with the Chair
- MHSc has highly innovative curriculum, and attracts strong students

#### Opportunities for Program Enhancement

- Improving current faculty-student ratios
- Increasing tri-council applications and tri-council funding
- Finding and supporting high quality clinical placements
- Capitalizing on opportunities for collaborative teaching with Linguistics through Undergraduate Course Development Fund (UCDF) courses, and for offering continuing education to clinicians
- Addressing unresolved challenges related to moving the MSc and PhD into the Rehabilitation Sciences Institute
- Improving the student experience in the MHSc, including improving remediation for students in academic difficulty, ensuring access to appropriate mental health supports, and pursuing fundraising opportunities for student scholarships

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

Confirmation/agreement Letter; terms of reference; self-study report; faculty CVs; course descriptions; schedule; previous review report (2018-19), the Dean's and Chair's responses, FAR-IP, and Interim Monitoring Report; Dean's Report 2022; 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
2. Vice Dean, Clinical & Faculty Affairs
3. Executive Director and Assistant Vice President, Advancement Relations with Health Care Institutions

4. Chair, Dept. of Linguistics
5. Chair, Dept. of Occupational Science & Occupational Therapy
6. Chair, Dept. of Physical Therapy
7. Co-Director of Education, International Centre for Disability & Rehabilitation
8. Director, Rehabilitation Sciences Institute

#### Dept. of Speech-Language Pathology

9. Chair
10. Coordinators of Clinical Education
11. Coordinator of Graduate Studies
12. Site Coordinators
13. Clinical Educators
14. Faculty
15. MHSc Students
16. Co-Presidents of Alumni Association
17. Administrative Staff

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program(s) – n/a

### 2. Graduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Program provides first-rate didactic and clinical preparation
  - ▶ “[T]here are sufficient quality indicators that highly recommend this program as an excellent academic and clinical enterprise designed to educate and prepare the next generation of qualified speech-language pathologists”
  - ▶ Program has attracted excellent students and gained a reputation for curricular innovation
- Objectives
  - ▶ MHSc program requirements and learning outcomes are appropriate and meet national standards for clinical certification and competency in the field
  - ▶ Program’s purpose and objectives, excellent professional training, and focus on research-directed clinical practice are very relevant to the discipline
  - ▶ Program was recently awarded 7-year Council for Accreditation Canada University Programs (CACUP) accreditation renewal on March 20, 2023
- Admissions requirements
  - ▶ Department has strong and viable recruitment and admissions plan, with excellent student criteria for admission

- ▶ Admission requirements are appropriate and comparable to other Canadian graduate SLP programs
- ▶ Large number of students vying for approximately 60 admission slots (20% acceptance rate) compares favorably with other SLP programs
- ▶ Admission requirements for clinical experience were waived during the pandemic due to the lack of available opportunities, and the unit is considering permanently waiving or adjusting these going forward
- Curriculum and program delivery
  - ▶ Department offers a comprehensive and creative SLP curriculum and program structure, and has engaged in recent curriculum reviews and revisions
  - ▶ SLP program meets CACUP accreditation standards, which ensures coverage of foundational knowledge and specific content and skills, and assures that graduates meet requirements for professional registration across Canada
  - ▶ Program structure and curriculum align well with the Department's vision, mission, and values and address National Competency Profiles for SLP
  - ▶ Program has developed strategies for more closely linking academic learning with clinical practice
- Innovation
  - ▶ Program is highly innovative and has gained international recognition, reflecting a commitment to staying at the forefront of the field
  - ▶ Program's sequential pairing of academic and clinical units in related disorder areas noted as particularly innovative
  - ▶ Course development approach is innovative, and incorporates students and non-university SLP professionals as full members of the process
  - ▶ Incorporation of the University's Interprofessional Education (IPE) curriculum, inclusion of Integrated Learning Experiences, and inclusion of Teaching Clinics noted as creative aspects of the program
- Accessibility and diversity
  - ▶ Department is dedicated to increasing the diversity of its student body, and employs several strategies to promote diversity in the admissions process
  - ▶ Program might consider the possibility of reserving 1-2 seats for international applicants, to enhance equitable admission practices and diversity of the student cohort
  - ▶ Department is committed to supporting students with disabilities; students have access to wellness counseling, learning skills services, and faculty advisors
  - ▶ Toronto's diverse, international population enhances the possibility that students will engage with clients from a variety of backgrounds during clinical placements
- Assessment of learning
  - ▶ Department has updated learning assessment practices since last review, working to enable a close match between academic and clinical learning outcomes
  - ▶ Assessment process and criteria are generally innovative, transparent and well-communicated to students

- Student engagement, experience and program support services
  - ▶ Clinical educators and coordinators are highly dedicated and engaged, and provide valuable support and guidance to students
  - ▶ Current students and graduates express satisfaction with the quality of their academic and clinical experiences in the program
  - ▶ Students highly praise their professors for their dedication to mentorship
  - ▶ Strong measures are in place for monitoring student progress
  - ▶ Population density in GTA is sufficient for viable clinical sites to provide innovative clinical placements
  - ▶ Opportunities available for student research experiences beyond their academic coursework
  - ▶ Students have access to professional development workshops and seminars through the School of Graduate Studies
- Quality indicators – graduate students
  - ▶ Admission process is highly competitive, and results in a very strong set of students
  - ▶ All students tend to complete the program in 21.5 months (unless personal circumstances cause delays)
  - ▶ Students are successful in obtaining a variety of internal and external awards
- Student funding
  - ▶ Department has a number of internal awards and scholarships available to students in the program

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

- Curriculum and program delivery
  - ▶ Faculty report that additional Teaching Assistant supports would be appreciated
  - ▶ “Academic coursework is a bit too oriented to how to do research rather than its being oriented to consumer-usage”
  - ▶ Increasing enrolments coupled with faculty departures have had a negative impact on faculty-student ratios (1:6.5 in 2003 to 1:12.6 in 2022), and has resulted in changes to teaching and interactions between faculty and students; U of T ratio is considerably larger than other Canadian SLP programs
- Innovation
  - ▶ Growing challenges noted around the sustainability of the current model of pairing academic coursework with clinical placements, which requires much effort from Coordinators of Clinical Education and puts pressure on the clinical community
- Accessibility and diversity
  - ▶ More effort should be devoted to promoting EDIIA and documenting such efforts, particularly within curriculum and course activities and materials
  - ▶ Unit has reserved only one admission slot for an Indigenous student, and does not accept applications from international students (because the program’s funding model does not support non-Canadian students)
  - ▶ Some students report the existence of barriers to obtaining accommodations

- Assessment of learning
  - ▶ Clinical educators express concern regarding remediation of poor student clinical performance in a timely manner
- Student engagement, experience and program support services
  - ▶ Students sometimes feel unprepared for certain aspects of the clinical units, and some students express concerns about the balance between research and clinical knowledge taught in classes
- Student funding
  - ▶ Insufficient funding noted for research students with Rehabilitation Sciences Institute (RSI)
  - ▶ Success rates for highly competitive awards, such as the Ontario Graduate Scholarship program, have declined in the past 10 years, due to changes in allocation criteria and process; this poses challenges in attracting the top students to U of T SLP

The reviewers made the following **recommendations**:

- Admissions requirements
  - ▶ Potential adjustments to clinical experience requirements would foster equity for applicants living in geographic regions with limited SLP services, and would reduce demands on the SLP clinical community
- Curriculum and program delivery
  - ▶ “Strike a better balance between clinical knowledge and research methods in academic units, emphasizing the importance of developing critical appraisal skills and cultivating a strong foundation as research consumers”
  - ▶ “[I]ndices like a large teacher-student ratio will have a negative effect on the functioning of the Department and should be improved”
- Innovation
  - ▶ Program may need to revisit its novel approach to pairing academic coursework with clinical placement, due to growing pressure on clinical placement sites and related sustainability concerns for the current model
  - ▶ Program may consider further advocating for pairing students on their clinical placements, as is done in some other North American SLP programs
- Accessibility and diversity
  - ▶ Encourage greater Indigenous student representation in the program, and explore the possibility of recruiting non-Canadian applicants
  - ▶ Increase efforts to reflect the cultural diversity of the GTA/surrounding areas in the student body, such as by targeted recruitment to specific underrepresented groups
  - ▶ Department to identify barriers for students seeking accommodations and explore ways to enhance accessibility
- Assessment of learning
  - ▶ Curriculum committee, in consultation with clinical educators, should clarify understandings of the clinical assessment process, and develop measures for addressing student challenges in the clinical outplacement process

- Student engagement, experience and program support services
  - ▶ Investigate strategies for creating clinical accommodations for students experiencing challenges during their four clinical units
  - ▶ Explore approaches to encouraging student peer support and facilitating learning experiences during clinical placements
  - ▶ Ensure that students are well-informed about clinical placement details, enhancing communications on issues such as funding and location
  - ▶ Address student concerns about the slow response to accommodation requests, ensuring prompt and effective support for students with specific needs
  - ▶ Stakeholders suggested the need to consider Education within IPE content and activities, to enhance student preparation for clinical placements and future careers in school settings
- Student funding
  - ▶ Consider alternative ways to attract the best students, who may be tempted to choose another program due to financial constraints
  - ▶ “[C]ontinued focus on student financial aid is necessary and recommended”

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Impressive research productivity and knowledge dissemination of faculty members in both the tenure and teaching streams
  - ▶ Department ranks very favorably compared to North American peers, in terms of faculty quality indicators related to publications and citations
  - ▶ Several faculty members have received prestigious teaching and mentorship awards
- Research
  - ▶ Department boasts a team of stellar researchers, who are internationally renowned and contribute to advancing knowledge
- Faculty
  - ▶ All new faculty are assigned a mentor to assist in transitions and activities, such as research, and student mentoring and advising
  - ▶ RSI programs are in place to assist new and starting faculty
  - ▶ Teaching assignments for academic faculty appear reasonable

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

- Faculty
  - ▶ “Despite recent faculty hires, the Department may face challenges with sufficient academic and clinical personnel due to retirements and balancing administrative leaves/positions, sabbaticals, etc.”
  - ▶ Coordinators of Clinical Education report feeling overloaded, given increasing challenges in identifying and maintaining clinical placement sites

The reviewers made the following **recommendations**:

- Faculty
  - ▶ Develop a proactive, strategic faculty complement plan, in anticipation of expected retirements, and as an opportunity to enhance diversity
  - ▶ “[W]ith impending retirements of several faculty members (including one Coordinator of Clinical Education), it will be imperative to maintain these faculty positions to assure that the program can retain its standing as a national and international leader in speech, language, and swallowing sciences research”
  - ▶ Current three-year full time contract Assistant Professor, Teaching Stream role, which also serves as a Coordinator of Clinical Education, noted as important to the continued success of the program; reviewers urge the Dean’s Office to convert it into a continuing teaching-stream position.

#### 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
  - ▶ Excellent relationships observed between Department students, faculty and staff
  - ▶ Unit has implemented several initiatives to foster a strong sense of community
  - ▶ Strong rapport noted between Department chair and students
  - ▶ Department Chair’s leadership qualities are highly appreciated, as are his strong commitment to the program's success and the well-being of its members (particularly during the pandemic)
  - ▶ Program has established strong ties to the Rehabilitation Sciences Institute and its clinical programs, as well as the Department of Linguistics
  - ▶ Coordinators of Clinical Education collaborate with peers in Occupational Science and Occupational Therapy, and Physical Therapy
  - ▶ SLP faculty contribute to activities in the Temerty Centre for Faculty Development
  - ▶ Department has successfully cultivated and maintained productive partnerships with numerous universities and organizations, primarily through research endeavors
  - ▶ Department contributes to internal and external organizations such as the Council of Health Sciences, the Centre for Advancing Collaborative Healthcare & Education, the Rehabilitation Sciences Sector Clinical Education Group (RSSCEG), and the Canadian Academic Coordinators of Clinical Education
  - ▶ SLP collaborates with professional associations at the provincial and national levels to support its education program

- ▶ Department provides clinical placement opportunities in Canada beyond the GTA, and internationally
- ▶ Department boasts a very active Alumni association who are developing plans for fiscal assistance
- Organizational and financial structure
  - ▶ Evidence of strong support from upper administration regarding departmental budgets and procedural issues
  - ▶ Current budget appears to be reasonable
  - ▶ Faculty human resources are well utilized and largely sufficient to cover needs
  - ▶ Resource allocation, management of space and infrastructure support at the Rehabilitation Sciences Building have been appropriately handled; the building offers state-of-the-art classrooms, administrative offices, and meeting spaces for all units in the sector
  - ▶ Faculty have well-equipped laboratories with basic infrastructure
  - ▶ Modifications of existing spaces “demonstrate a proactive approach to resource allocation, adapting to the evolving requirements of the departments and their students”
  - ▶ Coordinator of Clinical Education serves on the Executive Committee, encouraging a clinical lens directed toward all departmental and curricular business
  - ▶ Unit has established a U of T SLP EDI Committee
  - ▶ In the past, continuing education programs offered by SLP represented a possible stream of modest revenue
- Long-range planning and overall assessment
  - ▶ The department’s vision, mission, values, and strategic plan are clear and concise, and align with those of U of T and Temerty Medicine
  - ▶ Department has addressed many concerns raised in the previous review
  - ▶ Implementation actions have been undertaken in past five years to achieve the goals of the unit’s strategic plan
  - ▶ “Since at least 2003, the faculty have embraced a series of strategic plans and have employed quality enhancement to transform the program”
  - ▶ Unit understands the importance of inclusion, diversity, and equity to its teaching, research, and clinical activities; has a strong history of research and teaching in the areas of multi-lingualism, multi-culturalism, and diversity in communication; and routinely attracts students from diverse backgrounds
  - ▶ “The review team expects that this program will continue to innovate and explore additional ways to build an effective training and educational program that prepares SLP professionals and then sends them into the world to help meet the needs of those living with communication and/or swallowing challenges”
- International comparators
  - ▶ The Department is well-placed relative to national and international competitors: a leading research department in the discipline of SLP, positioned in one of the leading universities in the world (Top 2% of all universities), and in a medical setting that is constantly rated within the top five rehabilitation sites in the world



- ▶ “The accomplishments of this department are especially impressive when it is compared to other SLP programs that have larger faculties and fewer students to educate than this department”
- ▶ Department has a “sterling and well-earned” international research reputation, and consistently ranks at the top of Canadian programs, and in the top 10 international programs, in terms of research productivity
- ▶ Unit ranks in the top 40 programs in the world in terms of research funding, “indicative of an elite research program”
- ▶ “[T]he SLP program is comparable to the best educational programs internationally when curriculum is considered”

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

- Relationships
  - ▶ Status-only faculty note a sense of alienation from / lack of inclusion in the program
  - ▶ “There is less collaborative interaction between the Department and educational settings than with medical settings”; “there is limited collaboration with the Department of Education, particularly with the renowned Ontario Institute for Studies in Education (OISE)”
- Organizational and financial structure
  - ▶ “[T]here appear to be some challenges at the university in terms of its across-Faculty funding model for offering [undergraduate courses]”
  - ▶ Requests have been made within the Department to increase the budget allocation specifically for teaching assistants and student stipends
  - ▶ Looking ahead, the Department faces challenges in maintaining a balanced budget due to factors like salary commitments, cost-containment operations, and limited revenue sources
  - ▶ Given the workload and resources associated with running continuing education offerings, and growing competition of offerings by national professional associations, the program may find developing and marketing a continuing education program challenging
- Long-range planning and overall assessment
  - ▶ “While the Department appears to recognize the value of EDIIA, the unit has not employed various strategies that could further enhance the importance of EDIIA”

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Explore approaches to more actively involving adjunct and status-only faculty in the day-to-day life of the Department
  - ▶ Explore opportunities for strengthened relationships and enhanced collaboration with cognate units and areas such as RSI, Linguistics, Occupational Science and Therapy, and Physical Therapy, to foster interdisciplinary connections and knowledge exchange

- ▶ Explore opportunities to enhance connections with OISE and other relevant internal and external entities, to enhance the Department's profile with school boards, and address clinical placement challenges in educational settings
- ▶ "There may be potential opportunities to generate new revenues through strengthened collaborations with donors and alumni"
- Organizational and financial structure
  - ▶ Explore the feasibility of developing additional in-house clinic opportunities within the Department
  - ▶ "While the current space arrangements appear to be sufficient for the needs of the Department, potential expansion and collaboration can be achieved by increasing engagement with the hospital research institutes and researchers"
- Long-range planning and overall assessment
  - ▶ Develop a plan for appointing a new chair to ensure smooth leadership transition
  - ▶ Pursue opportunities to strengthen departmental engagement with and emphasis on EDIIA matters: reviewers provide for consideration a number of related suggestions around enhancing communications, resources and outreach; developing diversity goals; reviewing course curricula; and adjusting admissions practices
  - ▶ "Having expanded student enrollment within the SLP program over the past 20 years...there appears to be no need for further student expansion within the MHSc program," due to current faculty workloads and faculty-student ratios
  - ▶ "Once the departmental faculty initiates the process for development of another 5-year strategic plan, consideration of a modified enrollment strategy to increase enrollment in the SLP stream within the RSI should be discussed based upon personnel and budgetary needs"



Patricia Houston, MD MEd FRCPC  
Interim Dean and Vice Dean, Medical Education  
Interim Vice Provost, Relations with Health Care Institutions

March 6, 2024

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

Dear Susan,

[DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY](#)  
[Dean's Cover Letter | Temerty Faculty of Medicine](#)

On behalf of the Temerty Faculty of Medicine at the University of Toronto, I would first like to thank the reviewers—Dr. Jack Damico, Dr. Lucie Ménard, Dr. Laura Murray—for their very comprehensive review of the Department of Speech-Language Pathology (SLP) on May 31, 2023. I would also like to thank Dr. Pascal van Lieshout, Chair of SLP, the administrative staff, and all those who contributed to the preparation of the outstanding self-study report. I also wish to thank the many staff, trainees, and faculty members who met with the external reviewers and provided thoughtful feedback. The reviewers noted that SLP is *“a leading research department in the discipline of SLP, and it is positioned in one of the leading universities in the world (Top 2% of all universities) and in a medical setting that is constantly rated within the top five rehabilitation sites in the world. The demonstration of this Department’s high-quality accomplishments are evident in research, curricular innovation, and student qualifications.”*

The thorough report provided by the reviewers is an invaluable guide for program enrichments and future strategic directions of SLP. The reviewers identified areas for enhancement including continuing curriculum development, improving clinical placement accommodations and experiences, creating a faculty complement plan, enhancing communications, strengthening EDIIA engagement especially regarding admissions practices, exploring opportunities to further relationships with cognate units, and improving student funding to secure top applicants. Each of the recommendations has been addressed in the Program’s Response column in the accompanying table and in the Chair’s cover letter. I am in full agreement with the responses of Dr. van Lieshout and the Program, and have provided additional comments addressing each of the recommendations in the Dean’s Response column of the table.

Overall, SLP has made excellent progress under the leadership of Dr. van Lieshout and as noted by the reviewers, *“The Department Chair is highly appreciated for his leadership qualities, demonstrating a strong commitment to the program’s success and the well-being of its members.”* I congratulate Dr. van Lieshout on his outstanding leadership. I look forward to working with the incoming Chair and members of SLP to ensure the continued success and growth of the Department to attain its strategic and operational aspirations.

The next review of SLP is scheduled in 2028-29. In 2026, the incoming Dean will follow up with the new Chair on the implementation of the external reviewers’ recommendations and, later that year, provide you with an interim report on the status of the implementation plan.

Sincerely,

Patricia Houston, MD, MEd, FRCPC  
Interim Dean and Vice Dean, Medical Education, Temerty Faculty of Medicine  
Interim Vice Provost, Relations with Health Care Institutions, University of Toronto  
Professor, Dept. of Anesthesiology & Pain Medicine

## 2022-23 UTQAP Review of the MED Department of Speech Language Pathology - Review Recommendations

<b>Request Prompt</b> <i>verbatim from the request</i>	<b>Rec. #</b>	<b>Recommendations from Review Report</b> <i>verbatim from the review report</i>	<b>Program's Response</b>	<b>Dean's Response</b>
<p>The reviewers made a number of recommendations related to enhancing the MHSc, with particular emphasis on strengthening student experience in clinical placements:</p> <ul style="list-style-type: none"> <li>• Working to ensure an appropriate balance between clinical knowledge and research methods in academic units;</li> <li>• Improving the clarity and transparency of available information regarding clinical placements (for example around funding and location), to ensure that students are well-informed and able to plan appropriately;</li> <li>• Exploring approaches to encourage student peer support and facilitate learning experiences during clinical placements;</li> <li>• Exploring the development of additional in-house clinical opportunities.</li> </ul>	1	<p>“Strike a better balance between clinical knowledge and research methods in academic units, emphasizing the importance of developing critical appraisal skills and cultivating a strong foundation as research consumers.”</p>	<p>Our goal and mandate are to prepare students for competent entry-level practice in a wide variety of fields. Our curriculum meets our discipline specific Accreditation Standards; SLP again received the maximum 7-year accreditation renewal on March 20, 2023.</p> <p>We believe that our curriculum strikes an appropriate balance between theoretical background and applied clinical knowledge. We ensure students have the appropriate foundational knowledge. Instructors evaluate and update their courses every year based both on feedback from students and their own assessment of the current state of their field. They ensure that relevant and evidence-based information is covered in their courses. The program cannot incorporate all speciality SLP tests and therapy techniques that students may encounter in their placement sites. Though it does prepare students to have a broad and solid foundation in SLP, some clinical educators expect more specialized knowledge; unfortunately students may then misconstrue this as a deficit in the program.</p> <p>After a recent extensive curriculum review, which included a detailed mapping of entry-to-practice competencies to our curriculum, a new course was added (SLP1509) that will incorporate several elements of the current curriculum, including IPE sessions, research lectures, and portfolio requirements in a new format that will run throughout the entire 2-year program. We will continue to monitor course evaluations, clinician feedback, CETP exam results, and general developments in our field to make necessary adjustments to keep our program up to date.</p>	<p>The Department is to be commended for its comprehensive curriculum review which occurred from 2017 to 2019. In 2023, the Department's curriculum met the requirements set by the Council for Accreditation of Canadian University Programs in Audiology &amp; Speech-Language Pathology (CACUP-ASLP). The standards address both foundational knowledge and clinical skills.</p> <p>The National Competency Profile for SLP (2018) includes the Scholar Role as an essential competency. As Scholars, SLPs demonstrate a lifelong commitment to excellence in practice, with the ability to evaluate evidence from research and other resources included as a key competency. As part of the Department's recent curriculum review and mapping exercise, SLP-1509 – Integrating Client, Practitioner &amp; Research Knowledge in Practice has been added. This approach will integrate critical appraisal of research, along with coursework, clinical practical education, and the IPE curriculum, into the curriculum across 2 years.</p>

	2	<p>“Improve the clarity and transparency of information provided to students regarding clinical placements, including potential funding delays and remote locations, to ensure they are well-informed and can plan accordingly.”</p>	<p>Students receive the necessary information as soon as it becomes available to our Coordinators of Clinical Education. Without timely site information, delays can occur.</p> <p>Considerable updates were recently made to the Clinical Education Guide with additional information and greater clarity around funding options to support students in placements. We continue to improve the placement management system, rolling out new features to improve functionality and transparency for students.</p>	<p>The Clinical Education Coordinators provide information to students as soon as it is received from the clinical sites.</p> <p>To improve the information provided concerning clinical placements, including funding and location details, the Department has updated its Clinical Education Guide for students. The Department is also making ongoing improvements to its placement management system to provide information to learners in a timely and easily accessible manner.</p>
	3	<p>“Implement a student pairing system during clinical placements to enhance peer support and facilitate learning experiences.”</p>	<p>Our Clinical Education team is working diligently with our clinical colleagues to ensure that students receive the right amount of support at their clinical placements. Additionally, peer support is provided by means of facilitated teaching clinics, peer reviews in clinical courses, and other activities. The team also encourages sites to engage in a Group Model of Clinical Education by taking on more than one student to facilitate peer support. This is also supported by a financial incentive program. Sites are becoming more responsive to alternate models for clinical education, and our clinical coordinators work with them to develop new placement options.</p>	<p>The Department is advocating for a Group Model of Clinical Education, wherein clinical placement sites take more than one student to facilitate peer learning and support. Financial incentives are being offered to encourage sites to adopt this model that is beneficial to learners.</p> <p>This model has been discussed at the University of Toronto’s Health Professions annual site visits with our associate-affiliated teaching hospitals over the past academic year.</p>
	4	<p>“Explore the feasibility of establishing additional in-house clinic opportunities within the Department (like the HANEN program).”</p>	<p>We currently have two community sites using in-house locations in exchange for enhanced clinical opportunities. The efficacy of this model is reviewed annually. The approach or arrangements can be altered if providers do not meet conditions of their agreement. We do not plan to add more of these activities because of resource constraints; our building at 500 University Avenue has limited space and we do not have the financial resources to pay clinicians to supervise students for in-house placements.</p>	<p>The Department has enhanced clinical training opportunities for its learners by providing space and collaborating with 2 community clinics. Presently the Department has reached its maximum capacity for in-house clinical opportunities due to physical space and financial resource limitations.</p>
<p>The reviewers recommended developing a strategic faculty complement plan, with an eye to proactively managing anticipated leaves and/or departures, enhancing</p>	5	<p>“Establish a proactive strategy for recruiting new faculty members in anticipation of upcoming retirements and as an opportunity to enhance diversity.”</p>	<p>The Department is in the process of hiring for a continuing teaching-stream position to avoid any problems when a clinical coordinator’s contract expires at the end of July 2024. Our present financial situation precludes us from recruiting new faculty members. We are in negotiations with Temerty Medicine to address this important issue. We have</p>	<p>The Chief Administrative Officer and I met with the Chair in November 2023 and provided assurance that we will work with him and SLP’s Business Manager to ensure that the Department had the funds to meet their short-term financial obligations as well as to</p>

<p>faculty diversity, and facilitating smooth leadership transition.</p>			<p>successfully recruited two new faculty members in the past 2 years. The new Chair will determine the best strategy to replace recent and future retirements. A stable and sustainable budget will be critical in this regard.</p>	<p>work on developing a plan that will provide long-term financial stability.</p> <p>The Department is in the process of hiring for a 1.0 continuing teaching-stream position as an 1.0 FTE contract will be expiring July 31, 2024.</p> <p>The Department anticipates 2 phased retirements in the near future, one tenure and one teaching stream. In addition, Prof. Elizabeth Rochon retired in June 2023 and the Department received verbal approval to conduct a search to fill this position.</p> <p>These upcoming hiring opportunities will enable the Department to increase its diversity. This is a priority for all Temerty Medicine searches.</p>
	6	<p>“Develop a plan for appointing a new chair to ensure smooth leadership transition.”</p>	<p>Temerty Medicine is currently conducting a search for a new Chair. It is expected to be completed before June 30, 2024, which is the end of my second term.</p>	<p>A search is presently underway that has been timed so that the new Chair will be secured in advance of the present Chair’s end of term. The Dean’s Advisory Committee includes SLP learners, faculty, a staff member, and cognate university and hospital leaders. The search is being conducted in accordance with <a href="#">Temerty Medicine’s Guidelines for Excellence Through Equity: Appointments of Faculty &amp; Academic Administrators</a>. <a href="#">Excellence Through Equity</a> is a pillar of Temerty Medicine’s strategic plan.</p>
<p>The reviewers recommended enhancing communications with status-only and adjunct faculty, and exploring approaches to more consistently involve these groups in regular departmental meetings and day-to-day operations.</p>	7	<p>“Address communication issues between adjunct/status-only faculty by actively involving them in monthly meetings and integrating them into the day-to-day life of the Department.”</p>	<p>All are invited to our annual meeting. The Department now invites instructors to our monthly faculty meetings.</p> <p>Our many status and adjunct faculty (close to 300) are all encouraged to participate in teaching and to serve on committees, and many of them do. We also invite them to special events, like our awards ceremony and town halls. As part our new course (SLP1509), these faculty will also be invited to the SLP1509 presentation day in May, which will become a yearly event. The majority of our adjunct faculty are clinical coordinators at our partner sites who do not have the capacity to be involved in the Department’s day-to-day operations or meetings. All status and adjunct faculty have a UofT e-mail address to which relevant communications are</p>	<p>The Department’s status only and adjunct faculty are currently invited to attend the annual meeting and special events such as award ceremonies and the new SLP1509 annual presentation day. The Department has responded to this recommendation by extending an invitation to instructors to also join the monthly faculty meeting. All status only and adjunct faculty have University of Toronto email addresses and receive the Department’s communications for faculty. They are continually welcomed to participate as teachers and departmental committee members.</p>

			sent. We will explore other opportunities to engage status and adjunct faculty as part of the strategic planning process to be conducted by the new Chair.	
The reviewers recommended addressing student concerns regarding slow responses to accommodation requests, and exploring approaches to ensuring prompt and effective supports for students with specific needs.	8	“Investigate potential strategies for being able to create clinical accommodations for weak clinical students during their four clinical units.”	We are working diligently with Accessibility Services to provide the necessary accommodations for students at clinical sites. There are, however, limitations to what placement sites can allow in the context of patient safety and workflow. We create learning plans with all parties for those students who are struggling in a placement. Of course, not all students requiring accommodations are necessarily struggling.	The Department works closely with learners experiencing difficulties in their clinical placements to develop a plan to help them succeed in partnership with Accessibility Services and the clinical site.  See also #9 below.
	9	“Address student concerns about the slow response to accommodation requests, ensuring prompt and effective support for students with specific needs.”	Accessibility Services is overwhelmed with requests. The Department informs all newly accepted and returning students to register in time if they require accessibility services. Even when they do, the wait times are long. Regrettably, this issue is beyond our control.  The Department continues to work with Accessibility Services and has made progress as the office now better understands the differences between accommodations for clinical placements versus academic courses. This will remain an ongoing discussion for some time.	Accommodation requests are handled by the University’s Accessibility Services office. While the response time of the central office is outside of the Department’s purview, SLP continues to liaise with Accessibility Services to improve their understanding of the clinical context and thus the assistance they provide to MHScSLP students.  The section on Accessibility Services in the SLP Student Handbook can be expanded to ensure that students are aware that due to the high volume of requests received the response time can be as long as several weeks, and that requests are triaged by urgency. Students should be encouraged to register promptly.
	10	“Despite these initiatives, some students have reported the existence of barriers regarding accommodation measures for certain conditions, such as delays in obtaining letters from the University or lack of communication between the University and the Department. We encourage the Department to identify these barriers and seek ways to enhance accessibility.”	Students may perceive barriers regarding accommodations because they do not always understand all aspects of the process. Especially for clinical sites, there are limitations to how accommodations can be implemented (see #8). The Department is in close contact with Accessibility Services about students who have registered for accommodations. Instructors are informed about such accommodations in writing by Accessibility Services. In general this system works well and we continue to work with Accessibility Services to improve the process and communications. Further, in an effort to improve communication with students, we have launched a Communication Hub on our teaching platform	The Department works closely with Accessibility Services to address student accommodation needs as quickly as possible and is continually working to improve the system.  A Communication Hub has been established to facilitate the smooth and timely flow of information to students.

			that allows posts about these policies to be immediately disseminated.	
The reviewers broadly recommended that the unit pursue opportunities to strengthen departmental engagement with and emphasis on EDIIA matters. They further recommended that the department review admissions practices with an eye to encouraging greater Indigenous student representation in the program, as well as exploring the possibility of recruiting non-Canadian applicants.	11	“The Department should focus on EDIIA to a greater extent by incorporating several of the recommendations discussed in Section 1.D”	<p>The Department created an EDIIA committee two years ago and has recently joined the Diversity Mentorship Program organized by Temerty Medicine. We have been participating in the annual summer program for high-school students from racialized communities for over 20 years.</p> <p>We are limited in our resources (financial and human) and have to rely on Faculty initiatives and resources to address EDIIA matters.</p> <p>We have a reserved spot for qualified Indigenous applications, which unfortunately is rarely filled. The addition of a spot would, therefore, probably not be an effective strategy but it will be up to the new Chair to revisit this policy.</p> <p>Furthermore, it is cost prohibitive for the Department to recruit non-Canadian applicants because the net budget we receive currently would be less than that for domestic students. Perhaps more importantly, clinical sites require students meet a high level of English proficiency.</p>	<p>In their report, the reviewers recognized the Department’s:</p> <ol style="list-style-type: none"> <li>1) strong history of research and teaching in the areas of multi-lingualism, multi-culturalism, and diversity in communications;</li> <li>2) creation of a dedicated EDIIA Committee;</li> <li>3) promotion of diversity in its admissions process;</li> <li>4) link to Temerty Medicine’s Office of Inclusion &amp; Diversity on its website and inclusion of “social responsibility, equity, diversity, and professionalism” as a core value;</li> <li>5) establishing the objective to “show respect for diversity” as a pivotal aspect of competency;</li> <li>6) Toronto context offers students experience with diversity in their clinical placements.</li> </ol> <p>The Department will continue to incorporate EDIIA content in its course materials and seek diverse clinical experiences for its students. To further support its students, the Department recently joined Temerty Medicine’s Diversity Mentorship Program, which connects students from minoritized groups with faculty mentors.</p> <p>Further details on the Department’s incorporation of the recommendations made in Section 1.D of the External Review Report are provided in the responses to #12a-h below.</p>
	12	“To further enhance the EDIIA focus and to increase departmental awareness, it is recommended that the Department:...”		
	a.	“Establish a EDIIA Portal on the first page of the departmental website with various descriptions and links to other EDIIA sites and information [...]”	Due to financial and human resource constraints, we are not in a position to develop and maintain this kind of portal on our website. We are also using a web platform that has specific limitations. This kind of information is provided and	Presently, the Department does not have the resources to source EDIIA materials and develop a new portal on its website. It does, however, provide a link in its revolving top banner to Temerty Medicine’s Office of Inclusion & Diversity (OID). The OID website



			maintained at the Temerty Faculty level through the Office of Inclusion & Diversity (OID) to which we refer students.	serves as a central resource for EDIIA-related programs, events, organizations, reports, and resources. OID provides support to all Temerty Medicine departments, including Speech-Language Pathology.
	b.	“Several explicit diversity goals should be established by the EDIIA committee, and these should be communicated to all students and potential students as well as the faculty so that all know what these departmental initiatives are.”	Our EDIIA Committee has made several recommendations and, at our last annual meeting, it became clear that many of our faculty are already implementing them. As mentioned in #11, we are participating in a diversity mentorship program for students of racialized background or otherwise disadvantaged communities. We share relevant information from our EDIIA Committee and from other sources by email with our students and faculty. We also incorporate this information in our student handbook, clinical education guide, and faculty handbooks. The Department has a dedicated Public Outreach & Communications Committee that develops strategies around communication. The new Chair may use a strategic planning process to integrate these initiatives and develop new ones in the future.	<p>The reviewers noted that the EDIIA Committee is tasked with increasing awareness of EDIIA in the Department, promoting actions supporting EDIIA, advising on how the curriculum can prepare graduates to meet the needs of diverse communities, and review current EDIIA practices to ensure continued alignment with broad Temerty Medicine and UofT initiatives.</p> <p>The new strategic planning process to be undertaken by the incoming Chair will afford an opportunity to establish further Departmental priorities and goals that are aligned with Temerty Medicine’s strategic domain of ‘Excellence through Equity’. The EDIIA and Public Outreach &amp; Communications Committees should collaborate in communicating EDIIA priorities and activities to its constituencies.</p>
	c.	“The Department or the EDIIA committee should seek out webinars, lectures, books, and articles that address issues related to diversity. Providing access to these should be accomplished by putting in the material (or their schedules) within the diversity portal on the departmental website.”	As stated in #12a, Temerty Medicine has a dedicated office to which departments turn to for this purpose; OID makes such information accessible to all units in the Faculty. In addition, several of our faculty do independently make this kind of material available on their Quercus course site.	See #12a above.
	d.	“The Department should review all courses and create clear delineations about how each course will address the issues of diversity and inclusiveness within	Many instructors build EDIIA content into their teaching and the Department will continue to do so. EDIIA was also a consideration in our recent Curriculum Review and features in several aspects of our new course (SLP1509); see also #1.	The Department will continue its efforts to incorporate EDIIA content into its course materials. With the assistance of the Curriculum Committee, the incoming Chair should oversee a thorough review of the curriculum and course syllabi to identify any gaps or additional opportunities for the inclusion of EDIIA

		the various disorders, resultant behaviors, and expectations.”		content and to ensure alignment with the Department’s new strategic plan. See #12f below.
	e.	“The Department should increase the presence of EDIIA discussions and regulations in the Student handbook and on the syllabi for any specialized courses on diversity and across all curricular syllabi.”	We are already working on several initiatives (described above under #12b at the departmental and individual instructor level. The new Chair as part of a strategic planning process may look at these aspects in more detail where needed.	In preparing the 2024-25 edition of the Student Handbook, the Department is encouraged to connect with Temerty Medicine’s Office of Inclusion & Diversity for relevant EDIIA-related content to be included.  See #12d above.
	f.	“The departmental vision, mission, and values statements should place greater focus on EDIIA as a value and a mission criterion.”	This will be part of a strategic planning process to be conducted by the new Chair.	Under the incoming Chair, the Department will be developing a new strategic plan, affording an excellent opportunity for revisiting and rearticulating the role of EDIIA in all aspects of the Department’s mission. Temerty Medicine has placed EDIIA front and centre in its strategic planning, and the Department will benefit from stronger alignment with the plan.
	g.	“The Department should foster communication on EDIIA issues with the clinical status-only professionals in the community to seek more and better diversity opportunities for the graduate students in the MHSc program. Additional opportunities for outreach will be located and employed.”	This is a topic that can be expanded on in the strategic planning process, to be conducted by the new Chair.	The new Chair will be encouraged to explore the roles that clinical status-only faculty can play in expanding the diversity experiences available to students.  Adequate representation of status-only faculty on the EDIIA Committee should be ensured. Opportunities to discuss these issues can also occur at monthly Departmental meetings.
	h.	“The Department should consider increasing the number of seats for Indigenous applicants to two or three, which would align with other SLP programs (e.g., University of Alberta).”	This issue was addressed above (#11). If as part of a future strategic planning process adding more seats for Indigenous applicants is deemed useful and practical, this can be considered. One of the biggest barriers to applying for our program is the high costs of living in Toronto. Adequate financial support for Indigenous applicants will be critical.	The Department previously expanded the undergraduate degrees accepted for application to its MHSc program to allow a greater diversity of students to apply.  Towards creating a pipeline of students, the Department has for decades been participating in Temerty Medicine’s Summer Mentorship Program, which offers high school students of Indigenous or African ancestry the chance to explore their interests in the health sciences. It is the hope that in the long

				<p>term, the Department will be able to consistently fill the spot reserved for an Indigenous student and be able to expand the number of dedicated seats.</p> <p>We suggest that the Department increase the number of Indigenous seats to at least 2, as it can be intimidating for students to be identified as the only person from a particular community.</p> <p>The Department's ability to recruit Indigenous learners will likely improve in the near future given Temerty Medicine's addition of UTSC as a health professions training site. There are approximately 10,000 Indigenous people living in the area and considerable effort will be made to reach out to this community in terms of attracting applicants to a variety of health professions programs at UofT, including SLP.</p>
13	"Provide more than one slot within the admissions process for Indigenous students and consider seats for international applicants."	See response to #11 and 12h.		See #11 and 12h above.
14	"The program may consider...reserving 1-2 seats for international applicants as they consider approaches to enhancing and assuring equitable admission practices and diversity in their student cohorts, and considering the unique life and health care experiences that international applicants may bring to the program."	See response to #11.		There are currently financial challenges posed by reserving seats for international students as the Department would receive less funding than for domestic students.
15	"The Department has attracted students from diverse backgrounds, but more should be done to reflect the cultural diversity of Toronto and surrounding areas (such as targeted	Our student population is indeed diverse and, as mentioned above, we continue to participate in special initiatives like the summer program that targets Black and Indigenous high school students to make them aware of SLP. The limits of our financial and human resources constrain us in many ways.		<p>See #11 and #12h above.</p> <p>Temerty Medicine's Office of Access &amp; Outreach connects underrepresented high school students with health science faculty members and professionals and leads a community of support for university</p>

		recruitment to specific underrepresented groups).”		<p>students. The Department is encouraged to reach out to this office to explore further opportunities to foster interest in speech-language pathology among underrepresented groups.</p> <p>The Department is also encouraged to review the demographic profile of students that is acquired through the biannual Voice of the Learners Survey.</p>
<p>The reviewers recommended exploring opportunities to strengthen relationships with cognate areas and units such as Linguistics, Occupational Therapy and Physiotherapy, to foster interdisciplinary collaborations and knowledge exchange. They further noted opportunities to enhance connections with OISE and other relevant internal and external entities, to enhance SLP’s profile with school boards, and address clinical placement challenges in educational settings.</p>	16	<p>“Explore opportunities for collaboration and partnerships with other departments such as Linguistics, Occupational Therapy (OT), and Physiotherapy (PT) to foster interdisciplinary connections and knowledge exchange.”</p>	<p>We work closely with the other sector departments (PT, OSOT, and the Rehabilitation Sciences Institute) on administrative issues. There is, however, little content overlap in our curricula, so there have been no real opportunities to set up joint courses. This year, there has been a joint initiative among Graduate Coordinators in the Rehab Sector to plan for a workshop to address mental stress among our collective students, and a grant has been submitted to support this initiative. We continue to strengthen our relationships with our health science program colleagues across the University, such as through the IPE Interfaculty Curriculum Committee.</p> <p>We have a good working relationship with Linguistics. We recommend instructors for specific courses they offer to their senior undergraduate students that are related to speech-language pathology. In the past we had a more formal agreement (based on a funding opportunity created by UofT) but that program was cancelled by the University. The current arrangements do not provide a sustainable and feasible financial basis for us to participate more. If Temerty Medicine in the future decides to create a general health sciences undergraduate program that would prepare students for applying for health science programs including SLP, the new Chair could revisit a more formal relationship with the Dept. of Linguistics and perhaps other units, like OISE. The new Chair will have to determine if a more formal relationship with OISE is feasible and helpful in securing more schoolboard placements.</p>	<p>The Department will continue to collaborate with cognate departments on mutually beneficial opportunities.</p> <p>The incoming Chair is encouraged to investigate the possibility of creating a formal partnership with OISE towards increasing the number of student schoolboard placements.</p> <p>Additionally, the Department may also consider connecting with the Temerty Centre for AI Research &amp; Education in Medicine (T-CAIREM) to explore the potential for collaboration.</p>

	17	“Develop and strengthen relationships with the Department of Education and the Ontario Institute for Studies in Education (OISE) to enhance credibility with school boards and facilitate collaboration in addressing clinical placement challenges in educational settings.”	See #16 above. Some efforts in building stronger relationships with OISE have been made in the past and can be explored further in the future.	See #16 above.
Other recommendations not prioritized in the Request for Administrative Response	18	“We suggest considering alternative ways to attract the best students who may be tempted to choose another program due to financial issues.”	The cost of living in Toronto is prohibitive to many. See #12h above. We have allocated several funding sources. Students can apply for financial support (bursaries). We continue to seek donor support to create more scholarships, which can help attract top students. For many applicants from outside Toronto, the city can seem intimidating in terms of costs and scale.	In addition to provision of student bursaries and scholarships, including the Ontario Graduate Scholarship Program, the University of Toronto is committed to supporting students by increasing student housing.

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

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*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

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The reviewers praised the program as highly innovative and internationally recognized, reflecting a strong commitment to staying at the forefront of the field; it provides first-rate didactic and clinical preparation; and the density of the Toronto area provides innovative clinical placement opportunities. Its purpose and objectives are very relevant to the discipline, as are its excellent professional training, and focus on research-directed clinical practice; and its comprehensive learning objectives meet all necessary requirements for certification and licensing. They highlighted the department's strong, viable recruitment and admissions plan; strong commitment to student mentoring, with measures established to monitor student progress; and available internal awards and scholarships. The department boasts stellar researchers who make significant contributions to advancing knowledge in the field; clinical educators and coordinators who are highly dedicated and engaged; and a strong mentorship program for new faculty. SLP's management of resource allocation is appropriate and facilitates effective departmental functioning; and there is evidence of strong support from upper administration regarding budget and procedural issues. The Chair's leadership and strong commitment to the program's success and well-being of its community are very much appreciated by department members; and the unit enjoys excellent relationships between students, faculty, leadership and alumni.

The reviewers recommended that the following issues be addressed: enhancing the MHSc, with particular emphasis on strengthening student experience in clinical placements, including: strengthening the balance between clinical knowledge and research methods in academic units; further improving the clarity and transparency of available information regarding clinical placements; Exploring approaches to encourage student peer support and facilitate learning experiences during clinical placements; and exploring the development of additional in-house clinical opportunities; they also recommended developing a strategic faculty complement plan; enhancing communications with status-only and adjunct faculty; addressing student concerns regarding slow responses to accommodation requests, and exploring approaches to ensuring prompt and effective supports for students with specific needs; pursuing opportunities to strengthen departmental engagement with and emphasis on EDIIA matters, including a review of current admissions practices; and exploring opportunities to strengthen relationships with cognate areas and units.

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

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In 2026 the Dean will follow up with the Chair of the Department of Speech-Language Pathology on the implementation of the external reviewers' recommendations and will provide an interim report to the Vice-Provost, Academic Programs no later than December 2026 on the status of the implementation plans.

The next UTQAP review of the Department of Speech-Language Pathology will be commissioned in 2028-29.

## 6 Distribution

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

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

## 1 Review Summary

<b>Program(s) Reviewed:</b>	Geography, HBA (Specialist, Major, Minor) Geography, HBSc (Specialist, Major, Minor) Geographical Information Systems, HBSc (Major, Minor) Environmental Management, HBA (Specialist, Major, Minor) Environmental Science, HBSc (Specialist, Major, Minor) Environmental Geoscience, HBSc (Specialist) Sustainability, HBA (Minor) Environmental Law & Policy, HBA (Minor)
<b>Unit Reviewed:</b>	Department of Geography, Geomatics and Environment
<b>Commissioning Officer:</b>	Vice-Principal, Academic & Dean, University of Toronto Mississauga
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"> <li>• Professor K. Bruce Newbold, McMaster University</li> <li>• Professor Cynthia A. Brewer, Penn State University</li> </ul>
<b>Date of Review Visit:</b>	October 27-28, 2022
<b>Date Reported to AP&amp;P:</b>	April 10, 2024



## Previous UTQAP Review

**Date:** January 7-8, 2015

### Summary of Findings and Recommendations

#### Significant Program Strengths

- Department is at the leading edge both internationally and nationally with respect to teaching innovation and experiential learning
- Excellent work by faculty in assessment of learning and in related pedagogical research
- High levels of student satisfaction
- Great student interest and rapid enrolment growth in GIS programs
- World-class research being conducted by human geographers
- Positive and effective internal and external relationships

#### Opportunities for Program Enhancement

- Strengthening the GIS curriculum, facilities, and supporting the faculty complement to better develop student knowledge and skills, and further develop excellence in the physical geography program
- Addressing challenges with respect to entering students' writing, numeracy, and spatial analytical skills
- Examining impact of enrolment growth on positive teaching delivery
- Enhancing access to student advising to aid students with program planning
- Attending to laboratory facilities to support faculty research in physical geography
- Further developing external relationships to support and showcase research and teaching activities
- Conducting additional strategic planning to identify research clusters and priority areas for hiring

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

Terms of Reference; Department of Geography, Geomatics & Environment 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; Acting Chair, Associate Chair, Academic, Acting Associate Chair, Research, Dept of Geography, Geomatics & Environment, UTM, and 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 Geography, Geomatics & Environment, UTM.

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Very strong undergraduate programs, with large and increasing enrolments
- Objectives
  - ▶ The programs are consistent with UTM's mission, in developing students in becoming "engaged global citizens" while also providing learning that invites them to engage with the Mississauga region
- Admissions requirements
  - ▶ Enrolment in the major has increased significantly; overall student enrolment has also increased
  - ▶ Admission requirements seem appropriate, "allowing all students to seek geographic and environmental knowledge, but limiting advanced seminar, lab, and research experiences to qualified students"
- Curriculum and program delivery
  - ▶ Clear curriculum and learning outcomes are combined with a strong commitment to teaching
  - ▶ Unit has continued to emphasize and refine its undergraduate offerings
  - ▶ Programs are well-linked to department's research emphases and faculty expertise
  - ▶ Department has done intensive work to map GGE curriculum to Learning Outcomes; the curriculum is well-structured to support student success in meeting program outcomes
  - ▶ GGE programs include course options from many fields, such as Physics, Chemistry, Biology, Earth Sciences, Statistics, Economics, Computer Science, History, Anthropology, Political Science, Sociology and Philosophy
  - ▶ No indication during site visit discussions of concerns related to an over-reliance on sessional instructors

- Innovation
  - ▶ “In general, the curriculum is creative and innovative”
- Assessment of learning
  - ▶ Assessment methods are appropriate and correspond to degree level expectations
- Student engagement, experience and program support services
  - ▶ High level of success noted among undergraduate students in GGE programs
  - ▶ Students feel professors are accessible, attentive, and engaged
  - ▶ Department offers multiple experiential learning opportunities
  - ▶ “The strong advising and openness of GGE faculty to undergraduate student interaction fosters student success, collaboration, and belonging”
  - ▶ Student course evaluations reveal a high level of satisfaction
  - ▶ Several GGE programs are accredited, which helps to ensure the robustness and recognition of the programs in question, and increase the likelihood that students will find employment in their field after graduation
  - ▶ “The ability for students to receive professional certification through organizations such as APGO and EcoCanada is also critical for success in the labour force”
- Quality indicators – alumni
  - ▶ Undergraduate students secure employment following graduation in areas that are relevant to their degrees (such as planning, environmental areas, and GIS)

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

- Admissions requirements
  - ▶ Decline in enrolment in the Human Geography program noted (although reviewers note that this is consistent with trends at other North American universities)
- Curriculum and program delivery
  - ▶ “[S]plit appointments and administrative roles among the GIS faculty...reduces their number below the needs for this growing program”
  - ▶ Reviewers note some challenges/inefficiencies with the process for allocating TA hours, making it difficult for faculty members to plan course structure and evaluations in advance
- Student engagement, experience, and program support services
  - ▶ Reviewers note some lack of clarity in how program courses are listed online
  - ▶ Communicating with students noted as a challenge, with some struggling to access information about awards, ROPs and internships; and others feeling “inundated” by University communications

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ Opportunities noted for greater overlap and interaction between the Physical Geography and Environmental Science program streams
  - ▶ Reviewers recommend modernizing naming of the GIS programs/courses
  - ▶ Human Geography curriculum may benefit from some refocusing, to better align with current faculty expertise and numbers

- ▶ Reviewers observe that renaming introductory courses with “catchier” titles could be an effective means of attracting enrolments and increasing majors, offering relevant examples of approaches to course naming from peer institutions
- ▶ Consider adding a 100-level overview course in Geomatics
- ▶ “If teaching load is re-evaluated within the department (and teaching load is reduced), the delivery of courses will need to be carefully monitored to avoid increasing the reliance on sessional instructors”
- Innovation
  - ▶ “We recommend innovating on instructional modes moving forward, combining resident, online, and hybrid experiences for students”
- Student engagement, experience and program support services
  - ▶ Experiential learning opportunities offered are critically important to the program and should continue to be encouraged
  - ▶ Review online course listings and revise for clarity/accuracy where appropriate
  - ▶ Monitor how the new Writing Course for first year students is received, and how it promotes literacy and academic rigour in students moving forward
  - ▶ Students note desire for additional networking information related to career opportunities (though reviewers acknowledge the pandemic’s impact on group events)
  - ▶ Guiding students on where to access relevant information, and enhancing student advising supports are noted as future challenges to address
  - ▶ Undergraduate students note that they would benefit from access to more information about becoming graduate students
- Quality indicators – undergraduate students
  - ▶ Noting that approximately half of GGE students take more than four years to graduate, reviewers observe that it could be helpful to examine how this compares to UTM as a whole, and to U of T more broadly; and that it could be important to identify any financial implications for UTM associated with these completion times

## 2. Graduate Program(s) – n/a

## 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Faculty are productive, enjoy success in grant funding, and publish steadily in significant journals
  - ▶ Tenure stream faculty CVs are “truly impressive”
  - ▶ Teaching stream faculty CVs exhibit innovations in learning and program administration

- Research
  - ▶ Tri-campus graduate programs help to support the GGE undergraduate teaching agenda, while also raising awareness of opportunities for students to pursue graduate education
  - ▶ Faculty research is published in refereed journal and book chapters at a “brisk pace”
  - ▶ Faculty are advising graduate students, and mentoring them to publication
  - ▶ Faculty are attractive as graduate supervisors within the tri-campus structure
- Faculty
  - ▶ Teaching stream faculty are valued and supported
  - ▶ Faculty are generally well-distributed among research subfields and ranks

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

- Overall quality
  - ▶ Department’s current set of research clusters “ignores some of the exciting interdisciplinary opportunities among their emphases”
- Research
  - ▶ Faculty note concerns that teaching loads reduce their ability to be competitive with granting agencies
- Faculty
  - ▶ Teaching loads, class and student contact hours, and research agendas compete for faculty time and efforts
  - ▶ Faculty members emphasize a “desire for lower teaching loads and a desire to have equal teaching loads across all faculty among the tenure-line professors”, perceiving a disparity between loads for GGE and for other science programs
  - ▶ Some sessional instructors expressed concerns about a lack of access to past syllabi for existing courses that they are teaching, and indicated a lack of awareness about accessing TA supports and Skills Centre resources
  - ▶ Cross-appointed faculty members indicated a lack of clear guidance on how their tenure evaluation processes would be shared across units
  - ▶ Reviewers note some “churn” with GGE faculty moving in and out of leadership roles, some of which are quite demanding

The reviewers made the following **recommendations**:

- Overall quality
  - ▶ Consider re-envisioning department’s current research clusters to take better advantage of interdisciplinary opportunities, ensuring that newer professors are involved in these discussions. Reviewers cite examples of how research clusters are organized at peer institutions as potential models for consideration.
- Faculty
  - ▶ Reviewers supportive of departmental desire to prioritize hiring in geomorphology and environmental science, but note that these requests “must be considered in the context of other emergent needs, access to lab space, and budgetary restraints”

- ▶ Prioritize hiring at the Assistant Professor level in the Physical subfield, when opportunities permit
- ▶ “There is a need to clearly and equitably address the teaching load question faced by faculty members *without* compromising course offerings or increasing the reliance on sessional instructors”
- ▶ Reviewers recommend taking a “nuanced” approach to addressing faculty workload concerns, including exploring the potential calibration of teaching credit for activities such as leading field expeditions and undergraduate research experiences, and the lecture and lab portions of a course
- ▶ Reviewers recommended reviewing the departmental workload policy, and making adjustments if appropriate
- ▶ Responsibilities and expectations should be clearly partitioned between units and explained for pre-tenure cross-appointed faculty members
- ▶ Opportunity noted to enhance consistency of mentorship for new instructors, in particular graduate student instructors

#### 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
  - ▶ Students, staff, and faculty all report high morale, despite pandemic challenges
  - ▶ Faculty are well-supported by staff, including a lab technician and IT specialist
  - ▶ GGE’s undergraduate society is strong, and spoke highly of support from the Department
  - ▶ Department is engaging with its students in innovative ways
  - ▶ GGE enjoys strong relationships with other academic units (e.g., biology, chemistry, computer science) where there is overlap in teaching instruction and/or research
  - ▶ GGE administrative staff are excellent and committed, work well as a team, and are greatly appreciated by students and staff
- Organizational and financial structure
  - ▶ Departmental structure is clear, consistent with similar units, and includes regular faculty and staff meetings
- Long-range planning and overall assessment
  - ▶ Department overall appears strong: the faculty is productive and responsible, and an emphasis is put on the undergraduate experience
  - ▶ Unit closely considered recommendations from previous review, and have taken steps to improve programs

- ▶ The department's plan to embrace its range of programs is clear from its 2020 name change that added 'Geomatics and Environment', "to clarify and broaden their Geography identity"
- International comparators
  - ▶ Reviewers highlighted the recent National Survey of Student Engagement (NSSE) findings, where GGE programs generally compare favourably with similar Canadian offerings (particularly at U15 institutions)

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

- Organizational and financial structure
  - ▶ Staff support for student services has not kept pace with enrolment
  - ▶ Current workload associated with student advising in the GGE office appears unsustainable
  - ▶ Departmental space issues have persisted since the last review; wet lab space for Physical Geography faculty in particular is "shared and limited"
  - ▶ Lack of lab space limits the ability to recruit new faculty
  - ▶ Challenges noted around computer lab space for GIS programs
  - ▶ Self-study notes a need for additional graduate student office space

The reviewers made the following **recommendations**:

- Relationships
  - ▶ GGE student society is encouraged to continue organizing events to promote inclusion and community within GGE, with Departmental support
  - ▶ Enhance connections with companies, agencies, and organizations to foster opportunities for undergraduates
  - ▶ "Maintaining connection with UTM alumni is also an effective path to further placements"
  - ▶ Explore approaches to ensuring staff retention, and encouraging professional development
- Organizational and financial structure
  - ▶ Department should work closely with UTM administration to explore securing new lab space, in light of ongoing campus renovations
  - ▶ Consider options for enhanced student advising supports, including additional staff within GGE and/or a centralized, Faculty-wide student advising system
  - ▶ Unit should consider flexible, hotelling-style space for its graduate students
  - ▶ Noting faculty desire to develop additional online offerings, reviewers encourage the unit to work with the University to identify where offering courses in an online environment could be "both innovative and successful"
  - ▶ Reviewers recommend ensuring that faculty are protected from "headaches" such as inadequate IT services and a lack of online-accessible or personal-computer GIS licenses
  - ▶ GGE encouraged to include representatives from undergraduate and graduate student bodies in departmental meetings (if this is not already normal practice)

- ▶ Consider approaches to providing enhanced student advising and mentoring, including exploring the possibility of strengthening central, division-wide advising supports
- ▶ Unit should continue to work with the Dean's office to assess current space utilization, and consider creative, flexible solutions to address needs
- International comparators
  - ▶ Reviewers note for the unit's consideration that other large geography departments are currently pursuing opportunities that include "online professional programs, describing distinctive integrative research emphases in plain language, and describing undergraduate study in plain language to attract students to Discovery Majors"
  - ▶ Reviewers list examples of how peer national and international geography programs describe themselves on their public-facing websites, to serve as inspiration in GGE's consideration of potential future directions (eg. re-envisioning current research clusters)



## 2 Administrative Response & Implementation Plan



Vice-Principal Academic and Dean

March 7, 2024

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

**Re: Request for Administrative Response – External Review of the Department of Geography, Geomatics and Environment and its programs, University of Toronto Mississauga**

Dear Susan,

Thank you for your letter of November 14, 2023 requesting the decanal administrative response to the review of the Master of Management in Innovation (MMI), which was held on October 27-28, 2022. I thank the review team (Professor Cynthia Brewer, Penn State University, and Professor Bruce Newbold, McMaster University) for meeting with faculty, students and staff in the program, and for their thorough report.

Overall, the reviewers found that the department is strong, with productive faculty, a high level of success among students, strong program enrolment and an emphasis on the undergraduate experience. They noted that the Department has “successfully emerged from the pandemic”, with good morale among students, staff and faculty despite the challenges of the previous three years. In their recommendations for the program, the reviewers suggest several ways to strengthen curriculum, improve communications related to faculty progression and tenure evaluation, enhance mentorship for new instructors, re-envision research clusters, support new faculty hires when opportunities permit, and enhance student advising and mentoring. They also noted some concerns around spaces and resources, and faculty workload planning.

In the enclosed table you will find a summary of responses to specific recommendations of the reviewers, which outlines the program and decanal responses, as well as an implementation plan identifying specific actions and timelines. This response was developed in consultation with the Chair of the Department, and with GGE faculty, staff and students in a Town Hall held on January 22, 2024. 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 Geography, Geomatics & Environment is scheduled to occur in the **2029-2030** academic year, with an interim report submitted to your Office in **2026-27**.

Sincerely,

A handwritten signature in black ink, appearing to read "Nicholas Rule".

Nicholas Rule  
 Vice-Principal, Academic & Dean

Encl: 2022-23 UTQAP Review of the UTM Department of Geography, Geomatics & Environment - Review Recommendations (table)

CC: Laura Brown, Chair, Department of Geography, Geomatics and Environment, University of Toronto Mississauga  
 Daniella Mallinick, Assistant Dean, University of Toronto Mississauga  
 Martha Harris, Manager, Academic Programs, Reviews & Quality Assurance, University of Toronto Mississauga

## 2022-23 UTQAP Review of the UTM Department of Geography, Geomatics & Environment - Review Recommendations

**NOTE\* GGE has five programs: Physical Geography (PG), Human Geography (HG), Geographical Information Science (GIS), the Environment Program (ENV), which consists of Environmental Management and Environmental Science.**

Request Prompt <i>verbatim from the request</i>	Re c.#	Recommendations from Review Report <i>verbatim from the review report</i>	Department Response	Dean's Response	Implementation Plan
<p>The reviewers made a number of recommendations related to strengthening the Geography, Geomatics &amp; Environment programs:</p> <ul style="list-style-type: none"> <li>Encouraging greater overlap and interaction between the Physical Geography and Environmental Science program streams;</li> <li>Consider refocusing curricula to correspond with current faculty expertise and numbers (particularly given declining enrolments in Human Geography);</li> <li>Consider renaming introductory courses with more appealing titles, to attract students;</li> <li>Encouraging the unit to work with the Dean's Office and University to appropriately determine where additional online offerings might be innovative and successful.</li> </ul>	1	<p>"...there could be greater overlap and interaction between the Physical Geography and Environmental Science program streams. The world is facing crucial, existential challenges that fall within the domain of the department, and contemporary science and evidence-based policy to address these challenges require convergent perspectives that span any single discipline." (p.3)</p>	<p>Environmental Science and Physical Geography (PG) are two distinct programs offered in GGE. ENV Science currently has a strong integration of physical geography courses within the ENV science stream, with nearly all ENV Science program requirements, including PG course options. The PG program does not require ENV courses, as it represents a more traditional discipline-oriented program that parallels our Human Geography (HG) program.</p>	<p>The Office of the Vice-Principal, Academic and Dean (OVPAD) supports the Department's review of the curriculum. The Programs and Curriculum Unit (PCU) is available to guide the program through curriculum changes in this area if needed. The Academic Planning and Policy (APP) unit is also available to assist the unit with enrolment planning.</p>	<p><b>Short-term [1 - 6 months]:</b> The Physical Geography Program Advisor and the Environment Director will review the programs for additional course requirements/electives that can be shared between programs.</p>
	2	<p>"With the numbers of majors and minors in the Geography Arts programs (Human Geography) declining, from 200s to mid 100s, and other departmental programs growing, the curriculum may benefit from further refocusing to match current faculty expertise and numbers." (pp.6-7)</p>	<p>The department acknowledges the declining enrollments in some program streams and is proud of the growth in others. Considering the distinctive nature of our programs, faculty members often possess expertise specific to one program (like those in social science), making it challenging for them to effectively teach in other programs (such as science programs).</p> <p>When faculty join the department, they develop course(s) that align with their research interests and complements the existing curriculum of their program. Recent faculty hires in the GIS and ENV programs have developed courses that match their expertise and fill the crucial gaps in their program,</p>	<p>The Department can apply for Priorities funding which is available from the OVPAD to support strategic initiatives, as well as the Program Innovation Fund awarded through the Office of the Vice Provost, Academic Programs.</p> <p>If the Department chooses to pursue a Minor in Community Health, this can be pursued through the annual decanal call for Expression of Interest (EOI) for new programs and major modifications.</p>	<p><b>Short-term [6-12 months]:</b> GGE will apply to the Program Innovation Fund for RA support to improve the awareness of student opportunities in the Department – including experiential learning and our hands-on field and lab-based courses.</p> <p><b>Medium-term [1-2 years]:</b> All GGE programs will take part in mini-retreats to examine their curriculum, taking into account (PG) feedback from the student survey once complete; (HG) the inclusion of an upcoming faculty hire who will add 0.5 FCE to the HG</p>

			<p>leading to a transformation of the strengths and focus of the program (e.g., GGR444 Space Time Data Analysis, GGR381 Spatial Database, ENV435 Governing the Commons).</p> <p>The Department has an upcoming hire planned in HG (health geography). This will allow the HG program to refocus their curriculum and continue to develop plans for a Minor in Community Health which we hope will re-invigorate the HG program. Further to this, a new course debuting in 2024/25 focussing on Pandemics and Inequality (GGR301) is expected to draw wide interest.</p> <p>A strength of the PG program is the experiential learning components and the required hands-on training for program completion. However, enrollments have been declining in recent years. We propose a study of our undergraduate students to identify why there is lower engagement in our experiential learning opportunities and how to address that. The existing program 'streams' could be re-branded to better reflect the current curriculum, highlighting the faculty expertise and the relevant opportunities in the program (e.g. Northern ecosystems, Climate change, Urban hydrology).</p> <p>The GIS program recently updated their curriculum to include course offerings from computer science, which has contributed to the growth of the program. The ENV program needs to fill the voids in the faculty complement before a curriculum review/update could take place.</p> <p>Overall, GGE aims to increase awareness and perception of our programs. GGE has an</p>		<p>curriculum; (ENV) the inclusion of the needed faculty complement. <i>GGE will explore funding options for this implementation.</i></p> <p><b>Medium-term [1-2 years]:</b> GGE will explore introducing a Minor in Community Health through the EOI process.</p> <p><b>Medium-term [1-2 years]:</b> The GGE Outreach Committee will work with the Academic Advisor to develop material to highlight GGE's programs.</p>
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			<p>outreach committee that will work with the Academic Advisor to develop materials to bring attention to our courses/programs for students investigating university programs (e.g. adding lab tours during the UTM March Open House &amp; UTM Fall Fair, ensuring that registrar advisors have current information on GGE programs) and to encourage 100-level students into our programs. The Department will also continue to host environment-related high school student groups in the Department to increase awareness of our programs and courses (e.g., EcoSource and Peel Environmental Youth Alliance).</p>		
3	<p>“Renaming introductory courses with catchier titles that are meaningful to today’s first-year students is also effective in attracting enrollments which lead to increased majors.” (p.7)</p>	<p>The department had examined this option before and previously had several ‘catchy’ names for courses that have since reverted to titles that reflect the current content (e.g., ‘Trains, Planes and Automobiles’ is now ‘Transportation Geography’; ‘Where in Canada’ is now ‘Geography of Canada’, ‘Where in the World’ is now split into Human and Physical Geography). We did not find the name changes influenced enrollment; instead, the decrease in the 100-level enrollment seemed to begin around 2015/16. The current names are the basic descriptors of the courses. For example, the content in ‘Physical Geography’ (GGR112) is substantially different from ‘The Environment’ (ENV100) and taking a more ‘current’ approach and renaming Physical Geography with an ‘Environment’ related title would not be suitable, though HG may consider renaming the first-year course as part of their overall planned re-evaluation of the program.</p>		<p><b>Short-term [6-12 months]:</b> All GGE programs will examine their course titles and continue the overall rebranding of the department.</p>	
4	<p>“Faculty are encouraged to work with the university to offer online teaching at more advanced levels and where offering courses in an online</p>	<p>GGE has been at the forefront of online teaching pedagogy, offering the largest online course at UTM (ENV100) and now several others (e.g. ENV210, ENV311). A strong leader</p>	<p>Departments at UTM have been encouraged to review their curriculum for potential courses that may be offered online, to offer</p>	<p><b>Short-term [3-6 months]:</b> GGE will pilot an online version of the introductory Remote Sensing course (GGR337) this summer.</p>	

		<p>environment could be both innovative and successful. We suggest that a more flexible approach would benefit students, given travel constraints and the need to be prepared for life-long learning in all modes.” (p.6)</p>	<p>of our online teaching design was Prof. Barb Murck, whose passing in 2022 left a hole in our department.</p>	<p>a more flexible option for students (particularly in the Summer session when many students do not reside in Toronto). GGE has been a leader at UTM in innovations in online pedagogy including GGR111, which is one of the only introductory level courses at UTM that is offered online asynchronously.</p>	<p>More GGE courses that suit the online learning environment will be piloted/proposed for flexible delivery in the 2025/26 curriculum cycle (e.g. GGR202, GGR210, GGR305).</p>
	5	<p>“We recommend innovating on instructional modes moving forward, combining resident, online, and hybrid experiences for students.” (p.15)</p>	<p>Our GIS faculty agree that GIS courses are better taught in person due to the nature of interactions needed for problem-solving. There is concern around ensuring that the learning objectives are met equally whether online or in-person offerings. However, the GIS program expresses a willingness to explore online delivery for courses deemed feasible. Specifically, they have identified the introductory Remote Sensing course (GGR337) as a potential candidate for online adaptation, considering its emphasis on theory and concepts rather than intensive problem-solving.</p> <p>While many advanced-level PG and GIS courses are not suited to an online learning environment, GGE does offer some 200 and 300 level courses in HG and ENV that could be re-designed to run online if the faculty teaching them are interested in online pedagogical development.</p> <p>Recent policies at UTM allow for increased flexibility on how courses are offered, and we will be investigating these options for each program.</p>	<p>Proposals for changes to mode of delivery will be reviewed during the curriculum governance process. The OVPAD is mindful that online delivery should be prioritized for courses that are both suited to online delivery for pedagogical purposes and that will have the most impact for students.</p>	<p><b>Medium-term [2-3 years]:</b> GGE will explore the benefits and challenges of adding more upper-level courses for online/hybrid delivery.</p>
<p>The reviewers recommended that responsibilities and expectations around faculty progression and tenure evaluation be broadly communicated, in particular for pre-tenure cross-appointed faculty.</p>	6	<p>“GGE has more shared appointments for professors now, with institutes and other departments. These faculty members did not seem to have clear guidance on how their tenure evaluation processes would be shared across units. We recommend that responsibilities and expectations be clearly partitioned and explained</p>	<p>GGE has consistently organized an annual workshop within the department, featuring panellists from the administrative team and seasoned faculty members with valuable insights to guide junior faculty on tenure progress. These workshops effectively address common or unique questions and concerns from the junior faculty.</p>	<p>The OVPAD supports the Department’s approach to supporting their cross-appointed faculty and ensuring this faculty member receives details about the tenure process.</p>	<p><b>Short-term [3-6 months]:</b> GGE will proactively engage in discussions with all Departments that share faculty members with GGE. The objective is to establish clear, standardized guidelines for all academic HR processes. The Department will include these shared faculty members in the discussion to enable transparency.</p>

		for pre-tenure cross appointed faculty members.” (p.10)	<p>To date, GGE has successfully navigated two shared appointments, one with IMI and another with Political Science, both achieving tenure without any confusion. In the current year, a faculty member shared with CPS has been approved for continuing status, which also went smoothly.</p> <p>Currently, there is only one shared CS faculty member approaching the review process.</p> <p>A recent Memorandum of Agreement (MOA) has also been established with IMI, formalizing teaching and PTR arrangements between the two departments.</p>		
The reviewers observed opportunities to enhance the consistency of mentorship for new instructors; in particular, graduate student instructors.	7	“...consistency with mentoring new instructors, particularly graduate student instructors, could be improved.” (p.9)	<p>Sessional Lecturers/Course Instructors are critical for us to fill gaps in our program course offerings, and many of these instructors are new to GGE. <i>All new instructors in GGE are assigned a mentor.</i> In 2022, more direct communications between the mentors and the Associate Chair, Academic began to help encourage meaningful interactions between the mentors and the new instructors. Further, a new ‘Instructor Resources’ guide and workshop were developed, and all new instructors are strongly encouraged to attend. GGE-specific policies are covered, a list of ‘who does what role’ in the department is provided, and participants receive a tour of the department spaces. Feedback has been overwhelmingly positive, including comments about how supported they felt compared to sessional lecturing at other institutions.</p>	<p>The OVPAD supports the Department’s approach to mentoring sessional instructors. New sessional instructors are invited to new faculty orientations</p> <p>The Teaching Learning Collaborative (TLC) and the Robert Gillespie Academic Skills Centre are also resources for pedagogical development and instructor support.</p>	This has been <b>implemented</b> . The current approach has been successful, and the Department will continue to develop materials and provide a supportive community for new instructors.
The reviewers recommended that the department consider re-envisioning its current research clusters to take better advantage of interdisciplinary opportunities. They emphasized that newer	8	“The set of research clusters the department is currently using, however, seem redundant with the four subfields...This set ignores some of the exciting interdisciplinary opportunities among their emphases.	We acknowledge the need for reconsideration of the research clusters to reflect better the evolution of the disciplines and the developing research interests of faculty and opportunities for collaboration. Research clusters are developed primarily in the graduate division	The OVPAD supports the Department’s approach to assessing research clusters.	<b>Short-term [6-12 months]:</b> GGE Program Advisors (in consultation with their program faculty) will examine the unit-level research clusters on <del>our</del> the GGE website to include newer faculty better while

<p>professors should be involved in this process, and cited examples of how research clusters are organized at peer institutions as potential models.</p>		<p>A next step we recommend is to involve the newer professors in re-envisioning these to a reduced and enthralling set.” (p.11)</p>	<p>rather than in GGE. The Tri-Campus Geography Graduate program is undergoing a UTQAP Review in the coming year. Restructuring of the research clusters at that level may be factored in. GGE does have five related research clusters listed on our website, which can be updated to better include recent faculty hires.</p>		<p>still aligning at the Tri-campus level.</p>
<p>The reviewers were supportive of the unit’s desire to prioritize hiring in geomorphology and environmental science when opportunities permit, though noted that these requests should be considered “in the context of other emergent needs, access to lab space, and budgetary restraints.”</p>	9	<p>“The department expressed a desire to hire additional faculty with specialization in geomorphology and environmental science. These requests are important and would assist with rounding out the faculty profile, but also must be considered in the context of other emergent needs, access to lab space, and budgetary restraints.” (p.4)</p>	<p>This recommendation carries through from our 2014 External Review. The Department recognizes the limited number of positions available at UTM and the challenges of allocating a growth hire when program enrollments do not currently reflect the need (Geomorphology). While we are working to rebuild our PG enrollments, a geomorphology/GIScience faculty is an ideal solution to fill the gap in the PG program while alleviating some of the pressures on the GIS faculty.</p> <p>With the loss of a key faculty member in 2022 (Professor Barb Murck) we now have a critical need to replace that teaching-stream position in environmental science. We hope in the next five years both needs for the ENV faculty complement can be addressed as they are critical to supporting the growing ENV programs.</p>	<p>The OVPAD will work with the Department to monitor enrolment in the PG program. The forthcoming Vice-Dean, Undergraduate (to be appointed July 1, 2024) will work with the Department to review the PG and ENV for new courses or student opportunities that capitalize on existing teaching and research strengths of current faculty. Potential collaborations or shared resources in PG or other programs that will benefit GIS will also be explored.</p> <p>The Department may proceed through the faculty complement planning process to request new faculty positions that align with criteria set by the OVPAD complement planning advisory committee. In the interim, sessional faculty are available to support course teaching in geomorphology. The OVPAD will work with GGE to think through the advantage of a tenure stream hire in geomorphology vs. a sessional instructor</p>	<p><b>Short-term [1-6 Months]:</b> The Department will request a new faculty hire in ENV through the 2024 complement planning request process.</p> <p><b>Long-term [1- 5 years]:</b> GGE will continue to request environmental science and geomorphology (/GIScience) specialized faculty.</p>
<p>The reviewers recommended taking a nuanced approach to</p>	10	<p>“there is a need to clearly and equitably address the teaching load</p>	<p>We emphatically agree with the reviewers. We recently examined the number of required</p>	<p>The OVPAD agrees that the GIS program is intensive, and the high</p>	<p><b>Short-term [1-12 months]:</b> The 2024/25 timetable will be</p>

<p>engaging with faculty workload concerns (in developing your response, you may wish to work with the Office of the Vice-Provost, Faculty and Academic Life).</p>		<p>question faced by faculty members <i>without</i> compromising course offerings or increasing the reliance on sessional instructors.” (p.3)</p>	<p>courses for each program if we were to align workload with other hybrid SSc/Sci Departments while continuing to offer the courses required for students to complete their degree requirements.</p> <p>The student to faculty ratio is concerningly high for GIS faculty, with a current FCE:FTE ration of 153 for GIS courses. As our tenure-stream faculty also teach graduate courses, the FTE is further reduced. Many GIS courses have large enrollments, which impacts students’ learning experience. Upper-level GIS courses carry out group projects that require the instructors’ involvement beyond what TAs can handle. The Department will begin exploring options for multiple course offerings in the academic year. This will require Sessional Lecturers.</p>	<p>faculty engagement benefits the program. As a high demand program that aligns with UTM’s strategic goals, it is important that GIS remains supported with faculty. The OVPAD will work with the Department to review workload concerns and understand how teaching load will improve ability to offer better courses and programs.</p>	<p>submitted shortly with our first request for two offerings of a high-demand GIS course with a sustained waitlist (GGR321). Multiple offerings of other large GIS courses may be proposed for 2025/26.</p> <p><b>Short-term [6-12 months]:</b> All programs will conduct a detailed analysis of course offerings and curriculum against faculty workload. GGE will continue consultations with the cognate units regarding equitable workload at the graduate level as the Tri-Campus curriculum review occurs.</p>
	11	<p>“We recommend a more nuanced approach than one-load-fits-all. Rather than consider most courses as equal, we recommend increasing the amount of teaching credited for taking students into the field (e.g., perhaps 15 field students equals one course taught). The lecture and lab portions of a course could each accumulate teaching credits. To encourage and acknowledge the teaching involved with leading undergraduate research experiences (ROP), a set number of accumulated ROP credits, such as ten, could be set to equal a course. Very large courses could be further expanded in their teaching credit. These approaches would encourage and reward the intensive involvement of experiential</p>	<p>We acknowledge the pressing need to better account for the teaching contributions of faculty who teach courses’ lecture and lab components (e.g. upper-level GIS courses and intense field-based PG courses). These faculty teach substantially more hours than others.</p> <p>We agree that very large courses should be expanded. In particular, the model of one faculty member teaching 1200 students as in ENV100 is not sustainable. ENV100 is an essential breadth course at UTM that allows students from all disciplines to meet their science distribution requirement and aligns with UTM’s Sustainability Strategic Plan. The return to multiple section offerings of this course, with in-person and online delivery options, is planned. GGE will discuss with other Departments that offer large 100-level courses</p>	<p>The OVPAD will assist the unit with strategic enrollment planning through appropriate data.</p> <p>The Programs and Curriculum Unit (PCU) is available to guide the Department through curriculum changes in this area if needed. The Academic Planning and Policy (APP) unit is also available to assist the unit with enrolment planning.</p> <p>OVPAD will work with the Department to assist them in considering the academic rationale for a reduction in workload and how such a reduction will enrich the student learning experience and contribute to enhancing the quality of programs and courses.</p>	<p><b>Short-term [1-6 months]:</b> The ENV Director will propose new offerings for the 2025-26 calendar year, to revise the offering structure of ENV100.</p> <p><b>Medium-term [6-12 months]:</b></p> <p>OVPAD will work with the unit on long range planning to align program goals and complement planning.</p>



		learning in all areas of geography, not only the physical subfield, and would acknowledge the extra effort by the most research-active faculty.” (pp.11-12)	and formulate a more manageable approach to our ENV100 offerings.	OVPAD will work with the department to address enrolment challenges in physical geography and how the proposed new geomorphologist position will contribute to increasing enrolments and enhancing curriculum.	
The reviewers observed that staff support for student services has not kept pace with enrolment. They recommended considering ways to provide enhanced student advising and mentoring, including exploring the possibility of strengthening central, division-wide advising supports. They also noted student desire for more networking information related to career opportunities.	12	“The current workload associated with student advising in the GGE office that the Academic Counsellor handles is not sustainable. One option is to hire an additional office member that can relieve some of this pressure while providing additional support in the office. A second option is a centralized, faculty-wide advising system for students. More than likely, pieces of both options will be required (i.e., faculty-wide advising and additional Department advising given the large student enrollment and the need to provide program specific guidance). The department should consider the merits and costs of each but move quickly to avoid staff burn-out.” (p.4)	<p>The Department benefitted from a two-year term position (50%) as a ‘Student Support Assistant’ to help address immediate staffing concerns in 2023. This position will end in Spring 2025. With the primary focus on student support for our very large ENV100 course, the workflow for this position was also to include tasks to help alleviate the strain on the GGE Academic Advisor.</p> <p>The department will conduct a detailed evaluation of the term position after 1 year and develop a plan moving forward at the completion of the 2-year term. The need for a 100% staff position to support ENV100 (and ideally the other large courses, e.g. JGE378, ENV311) is becoming increasingly evident, as the 50% position in its current structure is not conducive for supporting students or assisting with the student-related administrative management of the course (e.g. no work hours some days to respond to student /TA concerns; limited hours during peak strain times of the course such as the in-person test). Continuity will become crucial between multi session and summer offerings of ENV100 where the Administrative TA Hours (Head TA) will not be beneficial as TA’s change term to term.</p>	<p>UTM has a formal process for requesting additional funding for new staff positions. This process launches in late spring and submissions are reviewed in the fall by the Vice-President and Principal, and the Strategic Planning Advisory Committee (SPAC). The Department may submit a request for consideration by this committee.</p> <p>In addition, UTM is actively considering ways to enhance student advising and mentoring, through its Advancing Academic Advising project, which launched in fall 2023. This is a coordinated, cross-portfolio effort to support student success, including improving retention and graduation rates; supporting students’ learning, wellbeing, belonging, and academic progress; centring equity and inclusion; and using evidence-based approaches that steward UTM’s resources. The project is led by the Office of the Vice-President &amp; Principal, with</p>	<b>Medium-term [1 year]:</b> The GGE Chair and ENV Director will consult with other Departments offering large 100-level courses to gain insight into course support practices and request a permanent staff position through the SPAC process.

				participation from Student Affairs, the Registrar's Office, OVPAD, and academic units.	
	13	<p>"While partially an outcome of the pandemic and the inability to have group events, students did note a desire for more networking information related to career opportunities." (p.9)</p>	<p>GGE has always had a very active student society, internship, networking nights, experiential learning – even during the pandemic. The students surveyed had just experienced 1.5 years of learning online and were only just returning (or joining) the in-person community in GGE. Only the upper-year students had any experience with the pre-pandemic in-person activities offered through GGE. With respect to networking, our faculty regularly invite guest speakers from a wide range of employment (academia, government, private sector) as well as visits from ECO Canada, the accrediting body for the ENV programmes.</p> <p>Opportunities are available, and many of these events have been shared through student email listserv, departmental social media, and individual course announcements in lectures or on Quercus; however, encouraging students to engage in them has been challenging. We will investigate the disconnect between available opportunities and lack of engagement. GGE will continue to support honoraria for guest lectures in our courses as long as our budget allows. We will also continue to support student organization activities.</p>	The OVPAD supports the Department's approach.	<p><b>Medium-term [6-12 months]:</b> GGE will apply to the Program Innovation Fund to hire an RA to investigate how to grow/improve the awareness of student opportunities in the Department. This will include career networking, experiential learning opportunities, and general extra- and co-curricular activities for students in the department.</p>
The reviewers noted space concerns for GIS programs, graduate students, and Physical Geography faculty in particular; and recommended assessing current spaces and considering	14	<p>"Many [GIS] students work on their own computers or can use open-source tools not tied to dedicated lab seats. Expanding the range of tools to meet student access will require re-envisioning some spatial data science</p>	The GIS faculty feels that the reviewers misinterpreted their messages regarding the IT service or Citrix. We are confident that student access to systems and lab space meets current needs.	The OVPAD supports the Department's plans for use of spaces.	<b>Implemented.</b>

creative, flexible solutions to address needs.		courses and fast and flexible technical support.” (p.14)			
	15	“GGE leadership is encouraged to take a close look at how current graduate space is utilized on a daily/weekly basis as it was not clear if the office space is fully utilized...Rather than trying to create new space, hotelling desk spaces should be strongly considered given the much greater ease of working remotely as demonstrated over the past few years.” (p.14)	We have a new graduate space in the Davis building currently under construction that should be ready for use in spring 2024. This space is being configured with ‘hotelling desk spaces’ to provide flexible space for the graduate students as needed. As the external review took place when the return to in-person work was beginning, many graduate students did not yet feel comfortable returning to the campus space. However, it is now heavily occupied during the regular term.		<b>Implemented.</b> New graduate space will be complete in 2024.
	16	“Physical geography faculty in GGE have a strong need for additional lab space. The department should work closely with the OVPAD to secure new lab space as on-going renovations on campus free up space in the building.” (p.3)	Four of the five PG faculty (Profs. Dual, He, Lehnerr, & Porter) share lab space and are in serious need of space to reduce overcrowding. This has been an annual space request from GGE, also identified as a need in the previous external review in 2014. However, space limitations on campus have been a challenge. A request for space was included in the most recent 2023 MCaPS request from GGE, and we are awaiting news.		<b>Medium-term [1 –2 years]:</b> Research space will be shifted following outcomes of MCaPS process.
	17	“the need to commit lab space in the Davis Building before hiring a physical geographer in geomorphology is a challenge that is important to be met by the administration.” (p.14)	A non-field-based geomorphology faculty is an ideal solution to the lack of available lab space – ideally with cross-specialization in GIS and geomorphology.	OVPAD will work with the Department to address enrolment challenges in physical geography and how the proposed new geomorphologist position will contribute to increasing enrolments and enhancing curriculum.	<b>Long-term [1-5 years]:</b> OVPAD will work with the unit on long range planning to align program goals and complement planning.
Other recommendations not prioritized in the Request for Administrative Response	18	“We recommend changing the name of the GIS programs to a modern phrasing.” (p.6)	The GIS program faculty agree and are reviewing their course and program names. Suggested changes thus far: changing the	The OVPAD supports the department’s review of the curriculum. The Programs and	<b>Short-term [1- 6 months]:</b> GGE will submit proposals for the GIS

			program title to <i>GeoSpatial Data Science</i> , GGR278 <i>Geographical Information System to Introduction to GIScience</i> , and GGR321 <i>Geographic Information Processing to Advanced GIScience</i> .	Curriculum Unit (PCU) is available to guide the program through curriculum changes in this area if needed.	program name changes for the 2025-2026 Calendar.
19	“Adding a 100-level overview course in Geomatics is also recommended to grow this popular emphasis, and to also invite more students to include spatial thinking and spatial apps in other domains.” (p.7)	We do not have the faculty capacity to develop and teach a 100-level GIS course. Offering a 100-level GIS course could attract more students to GIS and help students to develop spatial thinking skills. However, this may have the unintended consequence of filtering students away from our growing major and minor programs before the second year. At a future time when there is faculty capacity, the GIS program will examine a potential 100-level GIS/spatial data science intro course that is decoupled from our major/minor programs.			<b>Long-term:</b> The GIS Faculty do not have the capacity to explore additional courses. However, this can be reconsidered if capacity in the program changes in future.
20	“It is disappointing that an assistant professor had to grapple with poor IT services at the university level and a lack of online-accessible or personal-computer GIS licenses. We recommend that assistant Professors be protected from these headaches.” (p.10)	Our understanding is that this was an isolated incident. This is not normal; GGE has an in-house technical expert to assist with licences and other GIS technical matters.		The OVPAD is pleased to hear that this was an isolated incident and encourages the Department to escalate items that are affecting the progress of early career faculty for swift resolution.	<b>Implemented</b>

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

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*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

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The reviewers praised the department's very strong undergraduate programs, with large and increasing enrolments in recent years; as well as the innovative curriculum, clear learning outcomes, strong commitment to teaching, and high levels of student success. They noted that the unit closely considered previous review recommendations, and has taken steps to improve its programs; and that it underwent a name change in 2020 to better reflect its identity. Faculty are productive, responsible and appear well-distributed across ranks, and prioritize the undergraduate student experience; and the tri-campus graduate programs help to support GGE's teaching agenda, while also raising student awareness of opportunities to pursue graduate education. Students, staff and faculty report high morale despite pandemic-related challenges; there is a strong undergraduate student society; and students generally report very high satisfaction with the programs, and with faculty's accessibility, attentiveness and engagement. Finally, the reviewers commended the department's multiple experiential learning opportunities, noting that students secure post-graduation employment in areas that are relevant to their degrees.

The reviewers recommended that the following issues be addressed: strengthening the GGE programs by: encouraging greater overlap and interaction between the Physical Geography and Environmental Science program streams; refocusing curricula to correspond with current faculty expertise and numbers; renaming introductory courses with more appealing titles; and working with the Dean's Office and University to appropriately determine where additional online offerings might be innovative and successful; broadly communicating responsibilities and expectations around faculty progression and tenure evaluation, in particular to pre-tenure cross-appointed faculty; enhancing the consistency of mentorship for new instructors; re-envisioning current research clusters to take better advantage of interdisciplinary opportunities; prioritize hiring in geomorphology and environmental science when opportunities permit; taking a nuanced approach to engaging with faculty workload concerns; considering ways to provide enhanced student advising and mentoring; and assessing current spaces and considering creative, flexible solutions to address needs.

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

## 5 Monitoring and Date of Next Review

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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 Geography, Geomatics & Environment is scheduled to occur in the 2029-2030 academic year, with a midway report submitted to your Office in 2026-27.

The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than the 2026-27 academic year on the status of the implementation plans.

The next review will be commissioned in the 2029-30 Academic Year.

## 6 Distribution

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On June 30<sup>th</sup> 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, 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

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<b>Program(s) Reviewed:</b>	Master of Management of Innovation (MMI)
<b>Division/Unit Offering Program(s):</b>	Institute for Management & Innovation (program only review)
<b>Commissioning Officer:</b>	Vice-Principal, Academic & Dean, University of Toronto Mississauga
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"> <li>• Professor Joanne Roberts, Yale-NUS College, Singapore</li> <li>• Professor Brian Wright, University of California, Berkeley</li> </ul>
<b>Date of Review Visit:</b>	July 4-5, 2022
<b>Date Reported to AP&amp;P:</b>	April 10, 2024

## Previous UTQAP Review

Date: December 8-9, 2014

### Summary of Findings and Recommendations

#### Significant Program Strengths

- Original and creative program fills important educational need
- High-quality, motivated students
- Strong program completion rates and appropriate employment of graduates
- High quality research from committed and dedicated faculty
- Very high morale of faculty, staff and students

#### Opportunities for Program Enhancement

- Strengthening the capstone experience for students and facilitating student preparation prior to the program
- Further developing the provision of student services
- Strengthening external relationships, building greater ties with employers and industry

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

Terms of reference; Self Study and Appendices; Previous Review Report and Administrative Responses; University of Toronto Graduate Degree Level Expectations; UofT Facts & Figures, 2021; UTM Divisional Academic Plan, 2017; UTM Vision Statement, 2017; School of Graduate Studies Academic Calendar 2021-22 (Institute for Management and Innovation excerpt); School of Graduate Studies Admissions Guide, 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:

- Vice-Principal, Academic and Dean, Vice-Dean Teaching & Learning, and the Vice-Dean Graduate & Postdoctoral Affairs
- IMI Director
- MMI Program Director
- Core IMI faculty and faculty from IMI/Department of Management
- Program alumni and professional representatives
- Program Staff
- Current students



# Current Review: Findings and Recommendations

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

## 2. Graduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ The “exceptional group of students forms the foundation of a remarkable body of alumni within the local community, interested in and increasingly capable of supporting the mission of their program and the University”
- Admissions requirements
  - ▶ Administration of admissions is thoughtful, careful and holistic, using interviews to construct a class with a collaborative culture, “an estimable achievement for a program of this type”
  - ▶ Current admissions focus on students with strong undergraduate academic records in science and engineering
- Curriculum and program delivery
  - ▶ Class sizes are small, which is key to student development of excellent ‘soft skills’
  - ▶ MMI program much improved with the integration of the internship following the last review
  - ▶ “Experiential learning is embedded in a number of courses, electives are varied, assessment methods vary, and in general, curricular offerings are excellent.”
  - ▶ Poster session at the end of the year is excellent and serves to celebrate student achievements, engage the community of partners, orient incoming students to the program and introduce them to recent alumni
- Accessibility and diversity
  - ▶ “We note that the sample of students and alumni we met appeared to be quite diverse, across national and gender lines”
- Student engagement, experience and program support services
  - ▶ The MMI does a “remarkable” job in meeting the needs of its students; students are uniformly happy with the program, satisfied with its quality
  - ▶ Students and graduates are very impressive, and “were able to articulate the vision and value of the program more clearly than anyone else [the reviewers] spoke to”.
  - ▶ Students see value in the program’s targeting of individuals with more technical backgrounds, who wish to pivot out of research work
  - ▶ Students note no substantive issues with instruction, coordination between instructors and staff is good, and changes to internship model suggested at the last review has made the program particularly effective in placement
  - ▶ Professional development programming is thoughtful and well designed; internship matching is done with care

- ▶ Students observe that changes to the internship model since the last review have made the program particularly effective in placement
- ▶ Alumni report that the program has enabled them to meet their professional goals
- Quality indicators – graduate students
  - ▶ Students interviewed during site visit were impressive
  - ▶ Students appear to have no problem completing the program on time; accelerated structure of a one-year program seems well suited to their needs
- Quality indicators – alumni
  - ▶ Graduates interviewed during site visit were impressive
  - ▶ Alumni report that they are happy in their current positions, and that they all have recommended the program to others; “[we] take this as extremely positive evidence of a successful program, of which the University and Campus should be proud”
  - ▶ “Several alumni affirmed that their managers have decided, based on recent experience, to fill related positions exclusively from the [MMI] program”
- Student funding
  - ▶ Students report that program fees are not inappropriate (although sometimes difficult to manage)

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

- Objectives
  - ▶ If the MMI moves towards becoming a general management program, “it will face intensive competition from many corners”
- Curriculum and program delivery
  - ▶ First semester noted as particularly demanding, especially for students with less mathematics experience

The reviewers made the following **recommendations**:

- Objectives
  - ▶ Focusing recruitment on students in STEM who are pivoting to management is a “nice niche” for them MMI, and seems geographically appropriate given the program’s Mississauga location
- Admissions requirements
  - ▶ Maintain current admissions focus on students with strong undergraduate academic records in science and engineering, and consider expanding to all STEM fields, to allow for some program growth, and provide more enrolment stability
- Curriculum and program delivery
  - ▶ Maintain current small class size for the time being, which is key to student acquisition of soft skills
  - ▶ “If there is sufficient growth of the pool of applicants, perhaps in the future, a second section could be added and the program could have two classes of 30-40 each, but this might require additional staff.”
  - ▶ Review the sequencing of courses and make updates if needed, given issues with the heaviness of the first semester

- ▶ Consider ways to embrace more entrepreneurship in the program
- ▶ Refrain from reducing program’s experiential learning components in any way
- ▶ “The MMI program was much improved with the integration of the internship after the last review; this outcome is a credit to the initiatives taken by the staff. We recommend it stay with this structure”
- ▶ Students note desire for professional development workshops to be more spread over the year, instead of crowded in the first semester when coursework is most demanding
- Accessibility and diversity
  - ▶ Reviewers note importance of documenting progress on diversity and equity in future review processes
- Student engagement, experience and program support services
  - ▶ Reviewers recommend exploring opportunities to increase student exposure to entrepreneurship in the program, and exploring the possibility of leveraging ICUBE as an available resource

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
  - ▶ “the world-class quality of the research related to innovation produced and published by past Directors appears to have been complementary to their excellent managerial and educational contributions to the program”
- Faculty
  - ▶ Faculty are drawn mainly from UTM’s Department of Management, and are clearly very strong instructors who enjoy teaching MMI students

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

- Research
  - ▶ Reviewers note lack of clarity regarding the importance of research to the MMI (and to IMI in general)
  - ▶ “It is interesting to note that the faculty, although they are very happy to teach in MMI and value their contacts with its students, do not think of MMI (or IMI) as their scholarly or intellectual home; it is not an organizing frame for research within UTM”

The reviewers made the following **recommendations**:

- Faculty
  - ▶ “We urge that IMI not hire its own management research faculty to support MMI, but instead continue to bring over Management faculty as done at present”
  - ▶ Explore the possibility of joint appointments, ensuring that these faculty would have full access to mentoring and professional development within IMI and within their disciplines

- ▶ In the event that IMI were to begin hiring tenure track staff, these should be aligned with disciplinary priorities; reviewers also highlight the critical importance of ensuring that they would have access to the same resources and supports as faculty in academic departments

## 4. Administration

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

The reviewers observed the following **strengths**:

- Relationships
  - ▶ Morale of faculty, students and staff is uniformly high; overall relationships are very positive
  - ▶ Students have a fantastic culture, and are connected to alumni and current staff
  - ▶ Faculty are sensitive, respectful, and responsive
  - ▶ Much of MMI's success is due to the strong cooperation among faculty, and close personal relations between successive directors
  - ▶ Staff "have become the heart and soul of the program, not only devoted to their duties but representing the true embodiment of its innovative mission"
  - ▶ Staff supporting the program are particularly strong and committed, and deliver "holistic and wrap-around support" to students; were very committed to student wellbeing during COVID-19
  - ▶ Staff do a very thorough job of recruiting and screening students, to construct a class that is extremely well-oriented to collaboration and growth
  - ▶ Staff maintain the alumni network, as well as close relations with many employers and industry partners
  - ▶ MMI alumni "strikingly articulate, flexible, confident, and resourceful"; and share a common positive and mutually supportive culture
  - ▶ MMI has enhanced relations between local innovative firms and UTM, with potential for even more valuable connections as alumni cohorts advance in their careers
- Organizational and financial structure
  - ▶ Program benefits greatly from having a dedicated classroom, where students attend classes and do group work
- Long-range planning and overall assessment
  - ▶ Program is overall very successful and healthy, meeting its goals, and financially stable
  - ▶ Program is well aligned with the University's objectives, given its potential reach and local impact
  - ▶ MMI "well positioned in its current geography and is at an appropriate price point"
  - ▶ Key recommendations of the last review have been implemented very effectively

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

- Relationships
  - ▶ Reviewers note concerns that the success of the MMI relies very heavily on “partly serendipitous personal links”, primarily with UTM Management
  - ▶ Outside of the classroom, faculty appear less connected to students than staff do (though students do not seem to view this as a significant issue)
  - ▶ Reviewers note lack of obvious connection between the MMI and ICUBE initiative; and opine that ICUBE is overdue for critical attention to assess opportunities to leverage its resources and initiatives for other UTM programs
- Organizational and financial structure
  - ▶ Reviewers observe some duplication of roles and services across various programs in IMI; and note related limitations on opportunities for staff professional development within the current structure
  - ▶ Reviewers were struck by the lack of windows and outdated technology in the MMI’s dedicated classroom, and its “dull atmosphere” relative to other spaces
  - ▶ Concerns noted about the lack of individual offices for staff, particularly those who might need to meet privately with students on a regular basis
- Long-range planning and overall assessment
  - ▶ Significant concerns noted regarding the MMI’s dependence on UTM Management; “this institutional structure introduces a significant structural vulnerability since the Chair of Management is not officially accountable or incentivized to ensure the staffing and success of the program”
  - ▶ While acknowledging that this may be beyond the scope of the review, reviewers highlight a concerning lack of clarity regarding IMI’s overall mission and vision; they also note a related lack of clarity around how IMI contributes to the success of the MMI, and how the MMI advances the mission of IMI
  - ▶ “[W]e do not see this program as a potential generator of a large financial surplus for the Campus.”
  - ▶ Significant overlap observed between the MMI and the MBiotech program

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Devote care and attention to maintaining the relationship between IMI and the UTM Department of Management; IMI encouraged to clearly articulate how the relationship between these units can be mutually beneficial and non-competitive
  - ▶ “Retaining and continuing to develop [current] staff will be crucially important for the success of the program”
  - ▶ MMI could enhance efforts to leverage the strengths of other faculty in the U of T ecosystem (such as those at Rotman), and their interests in academic-industry links, to bring even more value to the program

- ▶ The MMI could increase efforts “to be a convening force bringing together faculty, students, alumni, and industry partners”; explore opportunities to increase faculty involvement in industry relations
- ▶ Explore opportunities to position UTM as “an intellectual hub of the management of innovation” to benefit the program, and increase collaborative opportunities for faculty
- ▶ Some students note that the MMI could be marketed more widely on the St. George campus
- ▶ Highlight alumni’s excellent experiences in the MMI in communications across the University and beyond, to aid in recruitment and further enhance the impact and visibility of the program
- ▶ Evaluate the role of ICUBE within IMI, and explore the possibility of enhanced engagement between the MMI and ICUBE, to potentially generate complementarities for students, staff, faculty and local firms
- Organizational and financial structure
  - ▶ Prioritize updates to the dedicated MMI classroom, if a more appropriate space can’t be identified
  - ▶ Prioritize securing private and accessible office space for staff who require it to perform their work effectively
  - ▶ Consider structural approaches to minimizing duplication of staff roles and services across IMI programs
  - ▶ Explore approaches to providing staff with opportunities to expand their scope and engage in professional development; for example by leveraging MMI strengths in student supports, and alumni and industry relations more broadly across UTM
- Long-range planning and overall assessment
  - ▶ Reviewers recommend continuing to draw the MMI director from UTM Management, and exploring the possibility of making the MMI a joint program of UTM Management and IMI; “A formal relationship with Management will ensure that the program and its staffing are more stable and more secure going forward”
  - ▶ Reviewers caution that any attempts to scale the MMI up to generate a financial surplus, while maintaining the high quality of the program, would likely be “misguided and unsuccessful”
  - ▶ Reviewers recommend assessing the structures of both the MMI and MBiotech, and exploring opportunities for greater integration
  - ▶ Reviewers strongly recommend that UTM leadership undertake a strategic review of IMI as a unit to clarify its mission and vision, and to identify potential future directions for the MMI and other offerings
  - ▶ “Although we did not review IMI, we would encourage UTM to consider using this grouping of professional programs to have much more active and vibrant engagement with the local community and the community of alumni”
  - ▶ Reviewers recommend that the MMI continue to research and articulate its identity and value within the market, including tracking alumni trajectories, noting that “as the number of these types of professional master's programs continues to grow and this segment of the educational market continues to become more crowded, it will

be ever more important to clearly articulate and disseminate the vision, value, and impact of the program”



March 7, 2024

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

**Re: Request for Administrative Response – External Review of the Master of Management in Innovation (MMI), University of Toronto Mississauga**

Dear Susan,

Thank you for your letter of November 14, 2023 to request the decanal administrative response to the review of the Master of Management in Innovation (MMI), which was held on July 4-5, 2022. I thank the review team (Professor Joanne Roberts, Yale-NUS College, Singapore, and Professor Brian Wright, University of California Berkeley) for meeting with faculty, students and staff in the program, and for their thorough report.

Overall, the reviewers found students in the program to be exceptional, and that the program has enabled them to meet their professional goals. They noted the strength of the program staff, who are essential to the outcomes for the program, and the strength and quality of the faculty in the program, who enjoy teaching this group of students. In their recommendations for the program, the reviewers suggest several ways to maintain excellence in the curriculum, such as examining the sequence of courses, enhancing entrepreneurial activity, and maintaining the level of experiential learning components. They suggest a clearer articulation of vision and values for the program, a strategic review of IMI, and expanding admissions to all STEM fields, as well as considering approaches to ensuring the long-term stability of the program while maintaining a small cohort size.

In the enclosed table you will find a summary of responses to specific recommendations of the reviewers, which outlines the program and decanal responses as well as an implementation plan identifying specific actions and timelines. This response was developed in consultation with the Program Director and Director of the Institute for Management and Innovation (IMI), and in consultation with IMI faculty and staff during a Town Hall held on February 14, 2024. Progress checks and monitoring of the implementation plan will occur through the Director's Annual Report to the Dean.

I note that the response to this review was considered alongside the response to the review of the Master of Science in Sustainability Management (MScSC), which was held in 2023. In discussions related to the reviews of both the MScSC and MMI, it became evident that future reviews of programs offered by IMI would benefit from reviewers understanding the context of the unit and all its programs, rather than assessing programs on an individual basis. We will plan to hold a review of IMI and its programs in Summer 2025, rather than review programs individually between 2024-2027 as previously scheduled. This will enable us to receive a fulsome set of recommendations about the direction of the unit and its programs.





The next external review of the MMI will then take place in Summer 2025, alongside a review of the Institute for Management and Innovation and its programs. This review's timing will serve as a progress check on the short-term recommendations stemming from the current review.

Sincerely,

A handwritten signature in black ink, appearing to read 'Nicholas Rule'.

Nicholas Rule  
Vice-Principal, Academic & Dean

Encl: 2021-22 UTQAP Review of the UTM Master of Management in Innovation - Review Recommendations (table)

CC: Shauna Brail, Director, Institute for Management and Innovation, University of Toronto Mississauga  
Daniella Mallinick, Assistant Dean, University of Toronto Mississauga  
Martha Harris, Manager, Academic Programs, Reviews & Quality Assurance, University of Toronto Mississauga

## 2021-22 UTQAP Review of the UTM Master of Management in Innovation - Review Recommendations

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
<p>The reviewers made a number of recommendations related to maintaining excellence in and/or enhancing the MMI curriculum, including:</p> <ul style="list-style-type: none"> <li>Addressing student workload concerns in the first semester by examining the sequencing of courses and making adjustments where appropriate;</li> <li>Exploring approaches to encouraging/enhancing entrepreneurial activity</li> <li>Avoiding any reduction of the program's experiential learning components</li> </ul>	1	<p>"Our main curricular suggestions are to consider the sequencing of courses given the issues with the heaviness of the first semester, to consider embracing more entrepreneurship, and to not reduce in any way the experiential learning components." (p.7)</p>	<p><b>Sequencing of courses:</b> Please see point 2 below.</p> <p><b>More entrepreneurship/experiential learning:</b> In 2023-2024, we have introduced a new MMI elective course, MMI2000H, "Product Management by Design". This course has a strong experiential component where students work directly with a business to solve a design problem. The course content engages with ideation and how to bring an idea to market, a core component of entrepreneurship. We emphasize that most of our students have 0-2 years of work experience and typically place in larger organizations. Bringing in more entrepreneurship (the creation of a new business that is managed by the student) is something we can consider, balancing the needs and placement of our current students. We may consider bringing this up in a faculty/staff retreat (see point 2 and point 3).</p>	<p>The OVPAD supports the unit's curriculum review and development process. Members of the Programs and Curriculum Unit (PCU) in the OVPAD are available to guide the unit through curriculum change submissions should they be needed.</p>	<p><b>Short-to-Medium Term:</b> To be discussed in a faculty retreat, to determine feasibility of more experiential learning and success of the newly introduced MMI2000H course.</p>
	2	<p>"If workload in the first semester continues to be excessive, the faculty could consider whether it warrants reviewing the sequencing of courses...They did suggest to us that some of the professional development workshops be spread out more over the year instead of crowded in</p>	<p><b>Demanding coursework:</b> Two years ago, we introduced a math, statistics and coding bootcamp to help put all our incoming students on the same level. We did this because some students indicated they struggled with technical material in the first semester.</p>		<p><b>Short-to-Medium term:</b> Feasibility of these recommendations will be reviewed in an upcoming faculty retreat, to determine</p>

		semester one when their course work is most demanding.” (p.8)	<p><b>Sequencing of courses:</b> We will discuss in a faculty and staff retreat. Our incoming students typically have little or no business exposure and so our fall semester courses teach them the basics. The winter courses build on the knowledge gained in fall semester and are geared towards building subject matter knowledge in innovation management that will be useful in the summer internships.</p> <p><b>Spreading out professional development:</b> We will discuss this in a retreat. A consideration is that many of our professional development events are designed to help students prepare for internship interviews, which happen in early winter. A risk of moving them later is our students may end up being less prepared for their internship interviews.</p>		potential curriculum changes that can be made in the next few years.
	3	“...can exposure to entrepreneurship be increased in the program? Can ICUBE be developed and perhaps re-positioned so as to become a useful resource available to the program?” (p.8)	Since the external review, we have increased engagement with ICUBE in at least two ways. First, ICUBE has introduced new electives on leadership and project management. Our students used to take these courses from the Faculty of Applied Science and Engineering, but are now taking them in ICUBE. Second, in the past two years we have had more students take internships in ICUBE.	The OVPAD supports the unit’s curriculum review and development process. Members of the Programs and Curriculum Unit (PCU) in the OVPAD are available to guide the unit through curriculum change submissions for elective courses.	<b>Implemented</b> , and <b>Monitoring</b> going forward
	4	“The MMI program was much improved with the integration of the internship after the last review; this outcome is a credit to the initiatives taken by the staff. We recommend it stay with this structure.” (p.7)	In the future, one avenue for building more exposure to entrepreneurship may be to work with IMI to develop an entrepreneurship elective (perhaps offered through ICUBE), which our students could take.	The program can also pursue funding opportunities to support special initiatives through the Priorities funding available within the	

				OVPAD, and the Provost's Innovation Fund (PIF).	
The reviewers broadly observed a lack of clarity among program leadership and faculty regarding the identity and objectives of the MMI. They also noted a related lack of clarity around how the Institute for Management & Innovation (IMI) contributes to the success of the MMI, and how the MMI advances the mission of IMI. They emphasized that as similar professional master's programs continue to expand across the global educational landscape, "it will be ever more important to clearly articulate and disseminate the vision, value and impact of the program."	5	"Current admissions focuses on students with very good undergraduate academic records in their science and engineering courses. We recommend keeping this focus, expanding it to all STEM fields, but not farther afield. Expanding to all STEM fields may allow for some growth in the program and provide for more enrolment stability." (p.6)	Since the external review, we have been doing this. We have admitted students with degrees in mathematics, statistics, and computer science, and expect this to continue.	A full external review of IMI and all its programs will take place in Summer 2025.  It is anticipated that this review will provide much needed guidance on the mandate of IMI as a unit and the vision and values of its programs.	<b>Implemented, and Medium-term,</b> following the outcomes of the upcoming external review of IMI.
	6	"More generally, we were not able to understand how IMI contributes to the success of MMI, which was developed independently of IMI, or how MMI advances the mission of IMI. To assess these issues, we believe it is necessary to have a clear sense of what UTM expects of IMI, and how IMI views its mandate with respect to these relationships." (p. 12)	IMI supports MMI event planning throughout the year, manages all space management and classroom booking requests, oversees financial administration, provides HR oversight as well as professional development, and supports sessional / TA hiring processes. IMI offers MMI students supports through an embedded wellness counsellor, registrarial and funding supports, student engagement opportunities through participation in the IMI Student Council, and access to the IMI graduate student lounge.		
	7	"This key issue would be appropriately explored in a strategic review of IMI. Without such a larger scale review, it is impossible for us to make recommendations on the future of IMI, and its relation to the evolution of MMI." (p.13)	There is currently a review of IMI planned to take place in 2025. As with point 6, we defer to the decanal level for a full response to this point.		
	8	"Longer term, as the number of these types of professional master's programs continues to grow and this segment of the educational market continues to become	The program will work with IMI to help define and articulate the program vision and benefits in a way that is synergistic with the vision and mission of IMI. IMI's recent annual report articulates its vision,		

		more crowded, it will be ever more important to clearly articulate and disseminate the vision, value, and impact of the program.” (p.15)	mission and purpose. The main objective of the MMI program, which is to educate students with a background in science in management (with a focus on innovation management), supports IMI’s vision of “solving the world’s most complex challenges [to] make it a better place for all.” Going forward, we can also refine the program vision in a faculty and staff retreat.		
	9	“To better establish the program’s success, is it possible to survey students who decline offers or are not admitted, to learn more about the relevant market? Might it also be feasible over the years to track alumni and compare their career advancement to that of MBA’s in general and to other STEM graduates, including those who do and do not stay in STEM? Faculty in Management might well be interested in assisting with such an initiative. This kind of institutional research on an on-going basis might prove very useful in continuing to refine the program’s messaging and value proposition.” (p.16)	This prompt highlights an opportunity for institutional research on both alumni as well as students who decline our offers. At the program level, we interview applicants who may be above the bar for admission, and ask them where they have applied. We will begin tracking these answers and, after sending out offers, we will also track the number of acceptances relative to declines, and if a reason is given for a decline, note it down.	The OVPAD will support the program’s approaches to data-informed planning. The Academic Planning and Policy (APP) unit is also available to assist IMI with this planning.	<b>Short-to-Medium term</b> , through data gathering in the admissions process.
The reviewers highlighted significant overlap between the MMI and MBIotech programs, and suggested strategic structural consideration of how these programs might optimally interact going forward.	10	“We note that there is significant overlap between this program and the MBIotech program. Although we did not look at the MBIotech program in depth, we did wonder if it should in the future be folded into the MMI program, either directly or as a specialized stream within MMI.” (p.7)	We note two points of confusion in this prompt. First, the objectives, curricula and placements of the MBIotech and MMI programs are very different. Our understanding is that students in MBIotech place in laboratory jobs (especially in pharmaceutical companies) at a relatively high rate. In contrast, MMI is a more general degree that places students in technology management positions across a wide range of industries. The course and entry	The OVPAD supports the program’s understanding of the MMI and MBIotech curriculum and are pleased to now have a working MOU between IMI and UTMM.  The OVPAD also anticipates that potential collaboration	<b>Implemented</b> , and <b>Medium-term</b> , following the outcomes of the upcoming external review of IMI.

			<p>requirements reflect this. MMI does not require students to take science courses, which MBIotech does. MMI students are, however, required to take courses on the economics of innovation, which is core to the program’s objective. This fundamental difference in objectives, courses and placements would make it difficult to fold the programs together.</p> <p>Second, the programs are structured very differently. MBIotech is a 24-month program, while MMI is a 12-month program. Integrating two programs of different lengths like this would also be challenging. The program emphasizes that the 1 year length of the MMI program is something our students value, and this is one of the key differentiators with respect to other programs.</p>	<p>and interactions between the MMI and the MBIotech programs will be more fully analysed in the upcoming review of IMI and its programs. Previously, these programs have been operating in isolation and it is our goal that the IMI review help to clarify the identities and highlight relationships and potential points of convergence.</p>	
<p>The reviewers observed that the MMI is extremely reliant on the UTM Department of Management for its continued success, which introduces significant concerns about the program’s long-term sustainability. They strongly recommended exploring approaches to ensuring the MMI’s continued stability, and especially to formalizing the program’s connection to</p>	<p>11</p>	<p>“Maintaining this convivial relationship with Management will be essential for success. We recommend continuing to have a MMI director from Management, and we strongly suggest that IMI should not hire its own management research faculty to support MMI, and instead continue to bring over Management faculty as is done at present.</p> <p>Beyond this, we would suggest that MMI be considered officially a joint program of Management and IMI. A formal relationship with Management will ensure that the</p>	<p>A relationship between these departments is already in place. After the external review, IMI and the Department of Management (UTMM) signed a Memorandum of Understanding, where the IMI Director and the Management Chair coordinate annually on teaching and related matters.</p> <p>The IMI Director and Chair of UTMM are building a culture of consultation to ensure that the needs of both units are being met, recognizing shared faculty appointments and joint responsibilities. Following the IMI review questions about further formalizing IMI/MMI’s relationship with UTMM can be revisited to determine hiring priorities with respect to MMI.</p>		

Management. They further noted opportunities for the MMI to better leverage strengths of other faculty in the U of T ecosystem.		program and its staffing are more stable and more secure going forward.” (pp. 9-10)			
	12	“Although we have no indication that Management is considering withdrawing support, we do think that the program would be on a stronger footing if this relationship was institutionalized formally.” (p.13)			
	13	“The relationship between IMI and the Department of Management needs care and attention. The strategic plan for IMI should make clear how the institute adds value to Management, and does not compete with it or use MMI as justification for its own existence.” (p.14)			
	14	“We believe that the program could do more to leverage the strengths of other faculty in the U of Toronto ecosystem, and their interest in academic-industry links, to bring even more value to the program. Beyond this, MMI (and perhaps even IMI) could do more to be a convening force bringing together faculty, students, alumni, and industry partners. Clearly the internship poster session is one such moment, but we suggest going beyond this and having a second event annually, giving faculty opportunities to showcase their work to local industry.” (p.4)	The program agrees with the importance of building more industry-academic cooperation. This prompt will be explored further in a faculty/staff retreat.	The recently completed MOA with Management will support this recommendation, and will benefit the program by strengthening teaching relationships and introducing connections to industry.	<b>Medium-term,</b> following outcomes of the program retreat.
The reviewers cautioned IMI against pursuing attempts to increase enrolment in the	15	“The current class size is small, which is key to their demonstrated acquisition of excellent soft skills. We recommend not	This point is left for decanal consideration.	The OVPAD will invite recommendations from the upcoming external review to	<b>Medium-term</b> following outcomes of

Vice-Principal Academic and Dean

MMI, noting concerns about maintaining the high quality of the program.		expanding beyond 40 for the time being. If there is sufficient growth of the pool of applicants, perhaps in the future, a second section could be added and the program could have two classes of 30-40 each, but this might require additional staff.”		understand enrolment issues potential course pressures.	the upcoming review of IMI.
The reviewers encouraged the MMI, IMI and UTM to explore opportunities for more active and vibrant engagement with the local community, and with alumni.	16	“We also encourage the program to continue to build the relationship with industry partners and the alumni community, taking full advantage of alumni as enthusiastic supporters of the program and sources of contacts as they move up the ranks of the organizations they serve. Our understanding is that industry relations are currently handled by staff, but we feel more can be gained by including faculty as well. Making UTM more of an intellectual hub of the management of innovation would benefit the program, but also has the potential to be an interesting source of contacts for professors. In particular, we suggest holding at least one event a year that pulls together the larger MMI community –students, alumni, employers – with whom faculty can share their relevant research.” (p.10)	This was addressed in point 14 and will be raised in a faculty/staff retreat. The prompt about making “UTM more of an intellectual hub in the management of innovation” is something that could be addressed at the level of IMI and UTM-wide, along with the MMI program.	OVPAD looks forward to the outcomes of the program’s retreat and the potential for annual engagement events in IMI.	<b>Medium-term,</b> following outcomes of the program retreat.
	17	“Although we did not review IMI, we would encourage UTM to consider using this grouping of professional programs to have much more active and vibrant engagement with the local community and the community of alumni. Perhaps IMI can	The program is currently undergoing a consultative exercise at IMI to build out priorities for the next 5 years. These priorities are intended to help shape IMI’s role and future activities, including those related to engagement.		



		develop an effective role as a hub and convener within the local community, as MMI has started to do in its own academic area, and use this to leverage energy and engagement for the University and its network within the community. We think that MMI alumni could benefit from this expanded and energized network, and as well as benefit to faculty and visibility to UTM. We suspect that this might be a meaningful role for IMI that is more concrete and mission-aligned than what we heard during our conversations.” (p.13)			
Other recommendations not prioritized in the Request for Administrative Response	18	“Although this is not listed among the program evaluation criteria, we believe it should be important to document progress on diversity and equity in future surveys.” (p.6)	We agree with this recommendation and will implement it. Since the external review, IMI has developed an EDI committee as well as an inclusive language guide. This will be brought into MMI programming (along with all other IMI programs more broadly).	The OVPAD supports the program’s approach to this recommendation. The unit is also encouraged to communicate available scholarships via the School of Graduate Studies for Black and Indigenous scholars.	<b>Short-term</b>
	19	“The program benefits immensely from having a dedicated classroom. Students told us that they use this room for classes and group work during the day. However, we were struck by its lack of windows, its dull atmosphere relative to other much less intensively utilized spaces in the building, and its outdated technology including a “computer in a box” upfront. We suggest	We emphasize that classroom allocation and technology is a campus issue, not an MMI issue. We understand that IMI is working with UTM facilities on updating classrooms, as well as developing a centralized booking system, which may help alleviate this issue.	A new space allocation process is underway which will include faculty consultation. Facilities Management Planning and the Office of the Dean are working with IMI on this process.	<b>Implemented</b>

Vice-Principal Academic and Dean

		that this room be updated if no more appropriate space can be found. It is very inappropriate for a program that prioritizes innovation.” (p.8)	IMI is currently working in collaboration with UTM to update and upgrade our classrooms, including layouts and technology		
	20	“There is clearly duplication of some services within programs across IMI. Also, there is limited capacity for staff development with the current structure. We would encourage that staff be given opportunities to expand their scope and professional development. For example, MMI has best in class management of internships, professional development programming, alumni management, and industry partner cultivation. We advise that these competencies be leveraged more widely across UTM.” (p.12)	<p>This point suggests an opportunity for cross-program sharing within IMI and perhaps UTM-wide. In a staff retreat or in individual meetings, the program director will connect with staff about professional development to ensure their needs are being met. Across IMI, we promote staff career growth through reclassification.</p> <p>IMI offers regular professional development and training opportunities to its staff. We are examining our organizational structure in an effort to coordinate at the unit-level and reduce duplication where possible, and IMI is eager to share our expertise across the campus and the university through shared reports, presentations, consultation and committee participation.</p>	The OVPAD will invite recommendations from the upcoming external review to understand professional development opportunities and support for staff.	<b>Medium-term</b> following outcomes of the upcoming review of IMI.

Vice-Principal Academic and Dean

	21	<p>“We have concerns if IMI begins hiring tenure track staff that they be at the academic level of faculty in academic departments, and aligned with their disciplinary priorities. It is important that new hires not be seen as second class upon arrival. We would suggest joint appointments with full access to mentoring and development within IMI and also within their disciplines. If IMI cannot offer such full support and joint appointments to tenure track faculty, we would strongly urge that IMI make only teaching track appointments.” (p.14)</p>	<p>Since IMI became an EDU-A in 2020, tenure stream faculty members who hold joint (and often non-budgetary) appointments in a range of disciplinary units and whose scholarship is internationally recognized have become 100% IMI faculty members. Junior faculty members are mentored at IMI and through other opportunities across UofT designed to train emerging scholars. IMI also is home to excellent teaching stream faculty. As an EDU-A, it is critical for IMI to build a faculty complement of engaged researchers and scholars.</p>	<p>As an EDU-A, IMI currently has both cross-appointed faculty and full appointments. IMI is eligible for faculty complement plan requests. The OVPAD will work with the unit on assessing needs for qualified research or teaching stream.</p>	<p><b>Short-term:</b> OVPAD will assist the unit with complement planning relative to academic needs and the criteria for submitting proposals for new hires.</p>
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### 3 Committee on Academic Policy & Programs (AP&P) Findings

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*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

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The reviewers praised the program as extremely successful; observed it is clearly meeting its goals, financially stable, and very healthy. It has enhanced relations between local innovative firms and the Campus, that have potential to grow more valuable over time. The admissions process is thoughtful and holistic, and its focus on recruiting students from STEM fields is noted as a “nice niche” for the program. Experiential learning is embedded in a number of courses and curricular offerings are generally excellent; class sizes are small, which is noted as key to students’ development of “soft skills”. Professional development programming is thoughtful and well-designed, and internship matching is done carefully. Current students and alumni appear very diverse, are extremely impressive, and share a common positive and mutually supportive culture; and students appreciate the value of a program that targets individuals with more technical backgrounds. Finally, the reviewers noted that staff are very strong, and committed to supporting the program and its students; faculty (primarily drawn from the UTM Department of Management) are also very strong; and the program enjoys excellent morale and relationships among students, faculty and staff.

The reviewers recommended that the following issues be addressed: maintaining excellence in and/or enhancing the MMI curriculum by: addressing student workload concerns in the first semester by examining the sequencing of courses, encouraging/enhancing entrepreneurial activity, and avoiding any reduction of the program’s experiential learning components; enhancing clarity regarding the identity and objectives of the MMI, and around how IMI contributes to the success of the MMI and vice versa; strategically addressing significant overlap between the MMI and MBiotech programs; exploring approaches to ensuring the MMI’s continued stability, and especially to formalizing the program’s connection to Management; avoiding attempts to increase enrolment in the MMI; and exploring opportunities for more active and vibrant engagement with the local community, and with alumni.

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

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Progress checks and monitoring of the implementation plan will occur through the Director's Annual Report to the Dean.

This review was considered alongside the response to the review of the Master of Science in Sustainability Management (MScSC), which was held in 2023. In discussions related to the reviews of both the MScSC and MMI, it became evident that future reviews of programs offered by the Institute for Management & Innovation would benefit from reviewers understanding the context of the unit and all its programs, rather than assessing programs on an individual basis. The next external review of the MMI will take place in Summer 2025, alongside a review of the Institute for Management and Innovation and its programs. This review's timing will serve as an Interim Monitoring Report for the present review.

## 6 Distribution

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On June 30<sup>th</sup> 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 and 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

<b>Program(s) Reviewed:</b>	Master of Science in Sustainability Management
<b>Unit Offering Program(s):</b>	Institute for Management & Innovation (Program Only Review)
<b>Commissioning Officer:</b>	Vice-Principal Academic & Dean, University of Toronto Mississauga
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"> <li>• Prof. Michelle Adams, Director, School for Resource and Environmental Studies, Dalhousie University</li> <li>• Prof. Steven Cohen, Senior Vice-Dean, School of Professional Studies, Columbia University</li> <li>• Prof. Niels Strange, Dept of Food and Resource Economics, University of Copenhagen</li> </ul>
<b>Date of Review Visit:</b>	September 22 – 23, 2022
<b>Date Reported to AP&amp;P:</b>	April 10, 2024

**Previous UTQAP Review: n/a**

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

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### **Documentation Provided to Reviewers**

Terms of reference; Self Study and Appendices; Previous Review Report and Administrative Responses; University of Toronto Graduate Degree Level Expectations (DLEs); UofT Facts & Figures, 2021; UTM Divisional Academic Plan, 2017; UTM Vision Statement, 2017; School of Graduate Studies Academic Calendar 2021-22 (Institute for Management and Innovation excerpt); School of Graduate Studies Admissions Guide, 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 Interim Vice-Principal, Academic and Dean, Vice-Dean Teaching & Learning, and the Vice-Dean Graduate & Postdoctoral Affairs
- Associate Director, Institute for Management and Innovation
- Director, MScSM Program and MScSM Staff
- Current MScSM Students (Class 2023, 2024)
- MScSM Alumni
- MScSM Employers and Sustainability Professionals
- MScSM faculty members
- Department Chairs of cognate units at UTM (Department of Geography, Geomatics and Environment; Department of Management)

## **Current Review: Findings and Recommendations**

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

### **2. Graduate Program(s)**

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ “This is an excellent program, which is highly praised by students, faculty and the professional practitioners.”
  - ▶ Reviewers observed a very positive spirit and praised the uniqueness of the program

- Objectives
  - ▶ Consistent with the University’s mission and strongly aligned with the department’s objective to produce mission-focused leaders within the sustainability field
  - ▶ The MScSM is highlighted as “flagship education in the IMI Strategic Plan”
- Admissions requirements
  - ▶ Program has very well-developed admission plan with an established admissions criteria and process for selecting students
  - ▶ Has successfully expanded its number of applicants since 2014, and current class sizes suggest an increase in quality of students
- Curriculum and program delivery
  - ▶ Program management is excellent; responsive to requests for revising curriculum
  - ▶ Program and learning outcomes are appropriate and align with graduate degree level expectations
  - ▶ Curriculum reflects the current state of the sustainability science and management field
  - ▶ Strong delivery of curriculum with a well-developed program structure
  - ▶ Instructors use a diverse set of teaching methods such as in-person lectures, group projects and presentations, podcasts/interviews with subject experts
  - ▶ Program length is appropriate, as demonstrated by the impressive completion and employment rate of its graduates
  - ▶ The MScSM addresses all UN sustainability development goals (SDGS) and explicitly monitors which are addressed in each individual course
  - ▶ Reviewers complimented the program for its response to COVID 19 and its ability to adapt from in-person to online
- Innovation
  - ▶ Novel course delivery with boot camps, work-integrated learning opportunities, and a well-developed internship learning model
  - ▶ The structure of the program offers variation in learning methods and a strong link to the “world of work”
- Assessment of learning
  - ▶ Wide variety of assessment methods ranging from traditional assignments to more group-based
- Student engagement, experience and program support services
  - ▶ Strong supports from program staff, with students praising the help and support received during their studies
  - ▶ “The Capstone projects, the Internship, guest lectures from world of work, etc. connects this Program strongly to learning beyond the classroom”
- Quality indicators – graduate students
  - ▶ Students are “excellent and mission driven”
  - ▶ Impressive graduation results with hardly any drop-outs; almost all students enrolled graduate after two years
  - ▶ Diverse academic background of students makes the program stimulating



- Quality indicators – alumni
  - ▶ Reviewers remarked that there is a large need for graduates within this field, demonstrated by the impressive employability rates of recent graduates
- Quality indicators – faculty
  - ▶ “High faculty commitment to student mentoring”
  - ▶ Faculty are of high quality and research-oriented
  - ▶ Impressive student assessments of individual courses with almost all courses receiving an average score above 4 (1-5 scale)
- Student funding
  - ▶ Awards and institutional financial supports are available, and the majority of students find availability of student funding manageable

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

- Objectives
  - ▶ Program relies on collaboration and resources from other departments which poses a challenge to long-term sustainability. “This is currently causing teaching overload and apparent lack of commitment to the program on the part of some of the implicated Chairs.”
- Admissions requirements
  - ▶ Lack of adequate numerical preparation results in difficulties in some course modules
  - ▶ Resource limitations may restrict the program from expanding
- Curriculum and program delivery
  - ▶ Opportunities for research experience seems less developed. Reviewers saw no evidence of students participating in faculty or research institute led funded projects
  - ▶ “It is a concern if the current research training is sufficient to qualify the students for PhD studies”
  - ▶ Faculty supervising research papers noted a need for improved writing skills
- Assessment of learning
  - ▶ Some instructors expressed difficulty in assessing what students have actually learned
- Student engagement, experience and program support services
  - ▶ It is unclear how course evaluations are being utilized, how broadly they are shared, what the feedback process is in cases where something needs to be addressed or corrected
- Quality indicators – graduate students
  - ▶ Some internship hosts express a desire for improved writing skills and a higher level of self-confidence
- Student funding
  - ▶ Reviewers raised concerns that marginalised students may be challenged from lack of financial support. “The UTAPS (University of Toronto Advance Planning for Students) financial support is mentioned as being reduced after the decentralisation.”
  - ▶ 47% of students indicated the Provincial student loan is not enough to cover costs

The reviewers made the following **recommendations**:

- Admissions requirements
  - ▶ Consider scanning for numerical skills as part of the admissions process and expanding the existing math and statistics Boot Camp or insisting students undertake additional self-study in advance of arrival
- Curriculum and program delivery
  - ▶ Ensure consistent updates to course literature to reflect rapid movement in the field of sustainability
  - ▶ Minimize overlap between courses by having instructors present their curriculum and syllabus to each other at MScSM retreats or by establishing a program-level curriculum committee
  - ▶ Examine if the program has the flexibility to exempt students from content previously covered prior to entering the program, offering alternative learning in its place
  - ▶ Reviewers observe that the MScSM capstone, research paper, and studies abroad seem clustered timewise and recommend assessing if the structure should be revised to minimise time overlap
  - ▶ Consider if it would be beneficial to establish separate research-oriented and professional tracks in Year 2 of the program, and if the current role of professional practitioners should be expanded through course delivery
  - ▶ Contemplate adding a learning portfolio which students would complete along with their studies for self-reflections on learning processes and outcomes, including personal and professional development
  - ▶ External partners encourage instructing students on business writing rather than academic writing, as well as ensuring students learn key business skills such as ESG accounting, TCFD, cost-benefit analysis
  - ▶ Address need for improved writing skills by incorporating related training in the first year of the program
  - ▶ “Consider teaching students about the diversity of how sustainability is defined and practiced in different businesses, organizations and institutions.”
  - ▶ Assess if more supports could be allocated for TA training, particularly for courses using big data or mobility networks
  - ▶ Reviewers suggest separate evaluations of TA performance “to monitor quality of TAs”
- Innovation
  - ▶ Continue to encourage and develop students to be agents of change. “Change agents should have the understanding of the public-private nexus, and that change/transformation in the private sector will need change/transformation in the public sector.”
- Student engagement, experience and program support services
  - ▶ “Specific online modules, training, MOOCs, etc... could be recommended in advance of arrival rather than leaving the course or material selection to the students.”
  - ▶ Encourage students to make use of existing campus resources, such as the Robert Gillespie Academic Skills Centre, to improve writing skills

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Faculty in the program “are excellent and significant contributors within their respective research fields”
- Faculty
  - ▶ The program has developed a core group of faculty with excellent academic records. It is further supplemented by “excellent faculty from other universities and sustainability professionals/experts from other sectors (private and public).”

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

- Faculty
  - ▶ The MScSM draws on faculty without IMI appointment, or who have split appointments in other departments, increasing risk of teaching overload

The reviewers made the following **recommendations**:

- Research
  - ▶ “Sustainability research is inherently multi-disciplinary and the faculty do not appear to have a research unit to support interaction. One should be established.”
- Faculty
  - ▶ Consider requesting more core faculty to support the objectives of the MScSM without faculty overload. “Joint appointments are more unclear in terms of management of responsibility and coordination of other activities.”

### 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 observed morale amongst faculty, staff, and students as excellent and impressive.
  - ▶ Program staffing and supports are excellent. “The dedication of the staff is noteworthy.”
  - ▶ Collaborative working arrangements with other departments and centres
  - ▶ Relationships with European universities in Lund, Geneva, Utrecht and Copenhagen is a strength

- Organizational and financial structure
  - ▶ “Strong organization and financial structure”
- Long-range planning and overall assessment
  - ▶ Program is “well managed and well lead and includes a highly capable core faculty.”

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

- Relationships
  - ▶ Reviewers remarked that the program does not appear to conduct significant outreach or promotion. “We saw no evidence of the program sponsoring conferences or events on current events or academic research.”
- Organizational and financial structure
  - ▶ There is a need for more formal collaboration between departments
  - ▶ “The current financial model appears to be more relying on cost-based financing of educations and the significance of benefit sharing is less clear.”
  - ▶ The program lacks classroom space, which limits the possibility of expanding student numbers
- Long-range planning and overall assessment
  - ▶ There appears to be an absence of a long-term plan for staffing and resourcing/finances
  - ▶ The MScSM presents itself as a terminal degree. While IMI would like to establish a PhD program, it is not clear that the MScSM “intends to create research focused graduates that are prepared for the doctoral experience.”
- International comparators
  - ▶ “The program is more academic and less practice oriented than similar programs in the United States at the Bren School, UC Santa Barbara at Bard College, the New School, Harvard, American University and Columbia University.”

The reviewers made the following **recommendations**:

- Relationships
  - ▶ IMI should “ensure consultation with other institutions at UTM, which teach similar courses and educations to minimise the risk of conflicting interests”
  - ▶ Reviewers suggest increasing student space for the program to stimulate cohesion and an overall sense of identity
- Organizational and financial structure
  - ▶ IMI’s recent restructuring to an EDU:A should “strengthen its hand in negotiating co-appointments, but there should be a conscious decision to avoid basing specific courses and content on the input of specific individuals.”
  - ▶ The incentive structure for developing education should be aligned with the objective of increasing student enrolment
  - ▶ Reviewers encourage conducting a review of existing space allocations and introducing more flexibility and cycling of classrooms to ensure a fair distribution of space

- Long-range planning and overall assessment
  - ▶ If there is a desire to establish a PhD program in Sustainability Management, the existing program may need to address the trade-offs between the academic and professional tone of the Program
  - ▶ “There is a need for developing a business plan including the financing of PhD students. Moreover, a clear ‘pipeline’ from the MScSM to the PhD would need to be demonstrated”
  - ▶ Consider increasing financial incentives for benefit sharing from University to department level and between departments
  - ▶ Develop long-term agreements with co-appointing departments “to ensure faculty stability and quality”
  - ▶ Long-term agreements should also include increased financial resources and involvement to support program expansion. “The sense of co-ownership across departments and their faculty appears crucial to continue the positive spirit around the Program”
- International comparators
  - ▶ “The program needs to either have two tracks (academic and practitioner) – particularly in the second year, or be more definitive in what is it they are trying to accomplish – Preparing graduates for careers in this space or grooming sustainability scholars and researchers”



March 7, 2024

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

**Re: Request for Administrative Response – External Review of the Master of Science in Sustainability Management (MScSM), University of Toronto Mississauga**

Dear Susan,

Thank you for your letter of November 22, 2023 to request the decanal administrative response to the review of the Master of Science in Sustainability Management (MScSM), which was held on September 22-23, 2023. I thank the review team (Professor Michelle Adams, Dalhousie University, Professor Steven Cohen, Columbia University, and Professor Niels Strange, University of Copenhagen, Denmark) for meeting with faculty, students and staff in the program, and for their thorough report.

Overall, the reviewers found the program to be of excellent quality and “highly praised by students, faculty and the professional practitioners”. I appreciate their assessment that the program has a “very positive” spirit, with collegial and knowledgeable faculty, that fosters lifelong relationships between students and graduates. In their recommendations for the program, the reviewers focus on potential future directions for the program and its curriculum, planning in collaboration with cognate units, numerical skills, supports for TA training, and classroom space.

In the enclosed table you will find a summary of responses to specific recommendations of the reviewers, which outlines the program and decanal responses as well as an implementation plan identifying specific actions and timelines. This response was developed in consultation with the Program Director and Director of the Institute for Management and Innovation (IMI), and in consultation with IMI faculty and staff during a Town Hall held on February 14, 2024. Progress checks and monitoring of the implementation plan will occur through the Director’s Annual Report to the Dean.

I note that the response to this review was considered alongside the response to the review of the Master of Management and Innovation (MMI), which was held in 2022. In discussions related to the reviews of both the MScSM and MMI, it became evident that future reviews of programs offered by IMI would benefit from reviewers understanding the context of the unit and all its programs, rather than assessing programs on an individual basis. We will plan to hold a review of IMI and its programs in Summer 2025, rather than review programs individually between 2024-2027 as previously scheduled. This will enable us to receive a fulsome set of recommendations about the direction of the unit and its programs.

The next external review of the MScSM will then take place in **Summer 2025**, alongside a review of the Institute for Management and Innovation and its programs. The timing of this review will serve as a progress check on the short-term recommendations stemming from the current review.

Sincerely,



Nicholas Rule  
Vice-Principal, Academic & Dean

Encl: 2023-2024 UTQAP Review of the Master of Science in Sustainability Management, University of Toronto Mississauga - Review Recommendations (table)

CC: Shauna Brail, Director, Institute for Management and Innovation, University of Toronto Mississauga  
Daniella Mallinick, Assistant Dean, University of Toronto Mississauga  
Martha Harris, Manager, Academic Programs, Reviews & Quality Assurance, University of Toronto Mississauga

## 2022-23 DRAFT UTQAP Review of UTM Master of Science in Sustainability Management (MScSM) - Review Recommendations

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
<p>The reviewers broadly observed a lack of clarity around the MScSM's identity and objectives. They strongly urged the program to set clear intentions regarding the vision and mission of the MScSM, and to "be more definitive in what is it they are trying to accomplish", before determining any future directions, for example the potential development of tracks within the MScSM, or the possible development of a doctoral program.</p>	1	<p>"The program needs to either have two tracks (academic and practitioner) – particularly in the second year, or be more definitive in what is it they are trying to accomplish – Preparing graduates for careers in this space, or grooming sustainability scholars and researchers" (p.19)</p>	<p>After reviewing this, the program finds the suggestion of two tracks is not practical and does not reflect the mission of the program which relies on research to prepare students to be professionals in the field of sustainability.</p> <p>As defined, MScSM is a course-based professional program in which students complete 18 half courses (13 required and 5 elective) over 20 months. All alumni are working professionally in various industries and sectors, except for a small number who have gone on to PhD studies (one of whom still works in industry). The required courses include a research paper course (1 FCE) which trains students in applied research skills and enables them to become subject matter experts in a sustainability topic, which employers appreciate and value in the hiring process. Therefore, the research paper is a core element of students' professional training. As well, creating an academic track may result in a longer program that would be in competition with the new Master of Environment and Sustainability at the School of Environment.</p>	<p>A full review of IMI and all its programs will take place in Summer 2025. OVPAD anticipates this review will provide guidance on the mandate of IMI as a unit and the vision and values of its programs, and that this will bring more clarity about the relationship and opportunities within the many Master's programs offered by IMI.</p> <p>If IMI chooses to pursue a professional doctoral program after consultations, this can be pursued through the annual decanal call for Expression of Interest (EOI) for new programs and major modifications.</p>	<p><b>Medium-term:</b> The program will organize consultations with external stakeholders (surveys and one meeting) and hold a faculty retreat.</p> <p><b>Lead</b> – Director, MScSM</p>
	2	<p>"If there is a wish to establish a PhD program on Sustainability Management, the current Program may need to address the trade-offs between the academic and professional tone of the Program." (p.3)</p>	<p>The program will consider this in consultation with internal and external stakeholders. We note that such a Ph.D. program, would be independent of the MScSM program with an independent recruitment process. The MScSM program remains committed as a professional program. However, graduates of the MScSM program are eligible to apply to any</p>		



	3	<p>“Faculty express a need for a PhD program which reflects the transdisciplinarity of sustainability studies... There is a need for developing a business plan including the financing of PhD students. Moreover, a clear “pipeline” from the MScSM to the PhD would need to be demonstrated. Currently it isn’t clear that the MScSM intends to create research focused graduates that are prepared for the doctoral experience. Rather [it] presents as a terminal degree that creates professionals. A clear intention needs to be established regarding what the MScSM intends to be.” (p.12)</p>	<p>Ph.D. program, as demonstrated by our alumni who have pursued this track after graduation.</p> <p>The program will work with IMI to determine whether to pursue Ph.D. program and engage in consultation with faculty and external stakeholders as a first step.</p>		
	4	<p>“Consider teaching students about the diversity of how sustainability is defined and practiced in different businesses, organisations and institutions.” (p.13)</p>	<p>The current curriculum and experiential learning in the program cover a wide range of perspectives of sustainability. This includes environmental, economic, social, aboriginal, cultural, scientific, and spiritual perspectives as well as perspectives of different types of organizations including corporations, governments, non-government organizations, academic institutions, social enterprises, and consultants. Diverse academic perspectives are provided by professors in different classes and throughout the curriculum while organizational perspectives are provided by guest speakers from external organizations and industry either embedded in courses or in professional development lectures. The success of this approach is demonstrated through the diverse range of industries, sectors and areas in which our alumni are successfully employed after graduation. This will continue to be assessed through faculty discussions.</p>	<p>The OVPAD supports the program’s understanding of their curriculum. The Programs and Curriculum Unit (PCU) is available to guide the program through curriculum changes in this area if needed.</p>	<p><b>Ongoing</b>, through faculty discussions.</p>

	5	“We salute the strategic goal of expanding the program ...Further, we recommend to accompany the expansion with increased financial resources and involvement and long-term agreement with departments and faculty involved in the Program.” (p.4)	Expansion of the program is a possibility. However, it will require wider discussions with interested parties at many levels, including the program partners and alumni, related academic units at U of T, faculty members, campus leadership, and more. The program will engage in consultations as mentioned in points #1-3.	A range of external, institutional and Divisional factors constrain the possibility of program expansion. If conversations among interested parties indicate that program expansion would be academically advisable, then the OVPAD can work with Divisional and institutional offices to determine whether expansion is feasible.	
	6	“The incentive structure for developing education should be aligned with the ambition of increasing student numbers.” (p.11)	The program will continue to hold discussions about financial and other needs (faculty and staff members, and physical space etc.) with the OVPAD, after wider consultation.		
The reviewers observed that the program relies significantly on collaboration and resources from other units, raising concerns about its long-term sustainability. They highlighted the importance of establishing formal agreements with contributing units, in particular the UTM Department of Management. They also recommended that any future planning related to the MScSM should be done in consultation with cognate units, (especially the UTM Department of Management), to minimize the risk of overlap and/or competing interests.	7	“There is a need to establish more formal agreements between departments. It was discussed e.g., whether or not there is a formal agreement between IMI and Department of Management. Formal agreements should increase the possibilities for long-term stability with planning, development and implementation.” (p.14)	In June 2023, IMI has signed formal agreements for a term of 7 years with the Department of Management and the Department of Geography, Geomatics, and Environment (GGE).	The OVPAD is pleased that these agreements are in place and will continue to support the unit in its collaborations with other Departments at UTM.	<b>Implemented</b> in June 2023
	8	“The Institute for Management & Innovation’s (IMI) recent restructuring to an Extra-Departmental Unit, category A (EDU:A) should strengthen its hand in negotiating co-appointments, but there should be a conscious decision to avoid basing specific courses and content on the input of specific individuals.” (p.3)	We agree that the required courses in the program should not be designed based on the expertise of individuals. Courses were designed based on needs of the program prior to faculty hiring (either as regular faculty or sessional instructors). Similarly, elective courses offered by the MScSM program were designed by the program, rather than an individual. This will continue to be a priority in curriculum development going forward.	The OVPAD supports the program’s curriculum development process. The Programs and Curriculum Unit (PCU) is available to guide the program through curriculum changes in this area if needed.	<b>Implemented</b> ; the program will continue to assess this during faculty discussions.

	9	“One may consider in the long-term to increase financial incentives for benefit sharing from university level to department level and between departments.” (p.15)	This point is left for decanal consideration.	Discussed in point #5 and 6 above.	<b>Long term:</b> As discussed above, the OVPAD will work within existing arrangements and monitor possible opportunities for additional support to the program.
	10	“IMI should ensure consultation with other institutions at UTM, which teach similar courses and educations to minimise the risk of conflicting interests.” (p.15)	The consultations with other departments, including with the Department of Management, are built into the administration approval process of new courses, programs, certificates, streams, etc. The risk of overlap and/or competing interests is addressed in the approval process of new courses, programs etc. by the UTM Graduate Curriculum Committee and the UTM Academic Affairs Committee.	The OVPAD is aware of these potential issues and complementary interests for studies in different aspects of management. Recommendations on this will be sought in the upcoming review of IMI and its programs.	<b>Medium-term:</b> To be reviewed in 2025 External Review of IMI and its programs.
	11	“Overlap between courses should be minimised. This may practically be resolved at the MScSM retreats where teachers present their curriculum and syllabus to each other and coordinate between them. A program level curriculum committee exists in many course-based Master’s program; the MScSM could benefit.” (p.13)	The courses are discussed in MScSM Faculty meetings organized during Fall and Winter terms. The instructors of two science courses – Ecosystem Science and Environmental Science – and Science component of Boot Camp also discuss course contents among themselves. For the future, the matter will be discussed in the faculty retreat. If agreed, a curriculum committee will be formed.	The OVPAD supports the program’s curriculum development process. The Programs and Curriculum Unit (PCU) is available to guide the program through curriculum changes in this area if needed.	<b>Short-term:</b> MScSM Faculty Retreat as proposed in Item # 1.
	12	“consider asking for more core faculty which can dedicate their time to teaching without overload. Joint appointments are more unclear in terms of management responsibility and coordination of other activities.” (p.14)	We requested one faculty position in 2022-23 which was approved, and later cancelled. We will request again this year.	The unit may request new faculty positions that align with criteria set by the OVPAD complement planning advisory committee. The OVPAD will work with IMI as a whole to determine the longer-term complement plan for IMI and all its programs. The OVPAD will also seek guidance on this issue in	<b>Short-term:</b> The unit may request a faculty position through the complement planning process.

				the upcoming review of IMI and its programs.	
The reviewers recommended considering greater focus on applicant's numerical skills during the MScSM admissions process, to ensure appropriate competency levels. They observed that such competencies might further be supported by expanding the existing math and statistics "Boot Camp" offerings.	13	"To ensure sufficient numerical skills of all students such competences and skills may be further scanned for in the admission process. Could be supplemented by expanding the Boot Camp to include a brush up of math and statistics or insist that [they] should undertake directed self-study in advance of arrival" (p.15)	The program requires for admission, as a minimum, the completion of an undergraduate university credit course in statistics, calculus, or linear algebra. No exceptions are made for this requirement. While the Boot Camp period is prioritized to cover the basics of environmental science and principles of management, the program offers a number of related professional development workshops, such as two advanced Excel workshops. In addition, data analysis and data visualization lectures are organized in two Research Paper courses for all students, and respective research paper supervisors provide necessary data analysis support to the concerned students.	The OVPAD supports the program's curriculum development process. The Programs and Curriculum Unit (PCU) is available to guide the program through curriculum changes in this area if needed.	<b>Annually, Ongoing</b> through Data Analysis and Data Visualization Lectures will be included every year in the Research Paper courses.
	14	"Specific online modules, training, MOOCs, etc...could be recommended in advance of arrival rather than leaving the course or material selection to the students." (p.9)	We agree with this suggestion and will implement it in the current admission cycle.		<b>Action:</b> Make recommendations about relevant online modules to incoming students. <b>Time frame:</b> <b>Ongoing</b> <b>Lead:</b> Director, MScSM
Observing that "sustainability research is inherently multi-disciplinary", the reviewers noted concerns that contributing faculty do not appear to have mechanisms to support interaction. They recommended exploring potential approaches to encouraging and supporting interactions in the area of sustainability scholarship.	15	"Sustainability research is inherently multi-disciplinary and the faculty do not appear to have a research unit to support interaction. One should be established." (pp.17-18)	The program and IMI agree with the reviewers' observation. Growing and expanding research is one of the three current priorities for IMI, and Sustainability is one of the three proposed research hubs within IMI. The exploration of potential approaches to encourage and support interactions in the area of sustainability scholarship, including the provision of seed grants to support scholarship, will be an integral part of discussions and consultations within IMI, other departments and with the Dean.	The OVPAD supports creation of mechanisms for faculty who teach in these programs to have more interaction with research activities at UTM. We acknowledge this and will monitor opportunities for this with in ongoing discussions with the unit.  IMI may also request funding from the OVPAD Priorities fund for research based initiatives in the MScSM and other programs, and	<b>Medium term</b> through discussions and consultations within IMI and with other departments and the Dean <b>Time frame:</b> <b>Lead:</b> Director, IMI

				work with the Office of the Vice-Principal, Research and Innovation for potential research funding.	
Observing that some MScSM courses require significant Teaching Assistant preparation, the reviewers recommended considering additional supports for TA training.	16	“Some courses require significant training of the TAs, e.g. courses using big data or mobility networks, and it is resource intensive and demanding for the course teacher/faculty. It should be considered if more support could be allocated for training TAs, e.g. by student mentors who have previously been TAs or taking the course OR in courses where TA training is particularly cumbersome, the inclusion of a permanent lab instructor may be something to consider.” (p.16)	As per the 2021-2023 Collective Agreement between CUPE 3902 Unit 1 and the University of Toronto, first-time Teaching Assistants shall receive 4 hours of paid job training. TAs can request additional training, up to 4 hours, for each subsequent appointment. As of September 1, 2014, all TAs who are asked to lead tutorials are required to receive training that focuses on a particular tutorial category. We are confident that TAs will have the necessary training time within their contracts and will ensure that this is allocated on an annual basis.	TA support is allocated through annual funding. CUPE training is supported in addition to annual TA funding. OVPAD staff are available to assist with this process.	<b>Annually, ongoing:</b> The program will ensure that every TA has received the required training.
The reviewers observed an apparent lack of classroom space, particularly if the MScSM intends to increase enrolments, and recommended conducting a review of existing space allocations.	17	“Current and future challenges in creating classroom space and space for stimulating MScSM identity need to be addressed. It may be considered to include more flexibility and cycling of classrooms.” (pp. 4-5)	IMI has already conducted a review and implemented a new classrooms allocation policy effective September 1, 2023. As per this policy, the classrooms are allocated according to the class size and teaching requirements of the course. IMI is working with Information and Instructional Technology Services as well as Facilities Management & Planning to further improve existing classroom spaces.	A new space allocation process is underway which will include faculty consultation. Facilities Management Planning and the Office of the Dean are working with IMI on this process.	<b>Implemented</b> as of September 1, 2023.
	18	“It may be considered if the classroom allocation could include more flexibility to achieve a better fit between class size and classroom space. The current fixed assignment of classes to a classroom may restrict such flexibility. In the long-term classroom allocation may be implemented at a larger			

		organisational scale to achieve scale efficiency.” (pp. 18-19)			
	19	“There is a need for introducing more MScSM student space to stimulate the social cohesiveness and feeling of identity.” (p.14)	A new room has been allocated and renovated for a Graduate Lounge for exclusive use of IMI students, including MScSM students. The graduate lounge is functional and being used by MScSM students on a regular basis.	A shared grad lounge is also available and recently renovated for all grad students.	<b>Implemented</b>
Other recommendations not prioritized in the Request for Administrative Response	20	“The Capstone, Research Paper, and studies abroad may seem clustered timewise and it needs to be assessed if the structure should be revised to minimise the time overlap.” (p.4)	The timing of these courses will be discussed in the proposed MScSM faculty retreat. The Research Paper and Capstone courses are required, with the Research Paper in the fall term of second year, and the Capstone in the winter term while studies abroad on exchange are optional. The exchange program is intended for those students who can manage the required workload during the fall term. Students also have a flexibility in taking number of elective courses during study abroad.	Initiatives that emerge from the retreat that will require priorities funding will help from OVPAD; we can help.	<b>Medium-term:</b> Discuss the matter in the MScSM faculty retreat proposed for Item # 1.
	21	“External partners express that it may be considered if students should focus on learning business writing rather than academic writing. Further ensure that students learn business skills such as ESG accounting, TCFD (Task Force on Climate-related Financial Disclosures), cost-benefit analysis and similar.” (p.16)	The Program has included professional communications training as part of the professional development series of workshops over the past five years, with a section on business writing. Further Business Writing Workshops will be added to the professional development series on an ongoing basis to further enhance this skill in the students.  Business skills related to ESG accounting, ESG reporting, TCFD (Task Force on Climate related Financial Disclosures), TCND (Task Force on Nature related Financial Disclosures), the International Sustainability Standards Board (ISSB) Standards, cost-benefit analysis etc. are all essential parts of MScSM required and elective courses. In addition, these aspects are also covered by guest speakers invited to Professional Development series. No action is required.		<b>Short-term,</b> and ongoing, through expansion of Business Writing Workshops starting in the 2024-2025 session
	22	“It may be considered if students should develop a learning	We agree with this suggestion and it will be discussed in the MScSM faculty retreat proposed for Item # 1.		<b>Medium-term:</b> Both (22 and 23) will be discussed in

		<p>portfolio which they complete along their studies.” (p.15)</p>			<p>the MScSM faculty retreat proposed for Item # 1.</p>
	<p>23</p>	<p>“The external partners and professional world of work encourage the Program to continue developing the students and their understanding of the material to make a change in organisations and function as change agents in the transformation towards a better world. Students should have a mission and they should consciously address this by self-reflection and in discussions with instructors” (p.4)</p>	<p>The program puts a special emphasis on the transformation of students as a human being which requires developing an understanding of their role in the transformation towards a better world for everyone. Most students who come to this program have sustainability-focused value system and a mission to transform communities, organizations and ecosystems toward a more sustainable future. The program strengthens their value systems and missions, and teaches them not to trade-off their value system in the face of pushback and adversity.</p> <p>Further, the students have access to an IMI elective focused on change management and change leadership, which is a popular course, and concepts of organizational change are addressed in other core courses. Further exploration of ways to embed concepts of change will be considered, for instance the exploration of a change management bootcamp immediately after the internship placement, when students have seen first-hand how difficult it can be to implement values-driven sustainability initiatives and strategies in organizations, and are in a position to begin to learn from hands-on experience.</p> <p>The observation is valuable, and we will discuss this in the proposed MScSM faculty retreat.</p>		

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

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*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

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The reviewers observed that the program is excellent, strongly aligned with the objectives of the Institute for Management & Innovation (IMI) and highlighted as a “flagship” program in the IMI Strategic Plan. Program requirements and learning outcomes are clear, appropriate and align with the graduate degree level expectations; and the curriculum reflects the current state of the discipline. Admissions requirements are well-developed, with a rising number of applications; graduation results are impressive, with high completion rates; and employment statistics are very strong, with 99% of alumni employed within six months after they graduate. Finally, the reviewers highlighted that morale within the program is very positive; faculty are collegial, very knowledgeable and have made significant contributions within their respective fields; and the dedication of program staff is noteworthy.

The reviewers recommended that the following issues be addressed: setting clear intentions regarding the vision and mission of the MScSM before determining future directions; establishing formal agreements with contributing units, particularly the UTM Department of Management; considering greater focus on applicant’s numerical skills during the MScSM admissions process to ensure appropriate competency levels; exploring potential approaches to encouraging and supporting interactions in the area of sustainability scholarship; considering additional supports for TA training; conducting a review of existing space allocations.

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

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The response to this review was considered alongside the response to the Master of Management and Innovation (MMI), held in 2022. In discussions related to the reviews of both the MScSC and MMI, it became evident that future reviews of programs offered by IMI would benefit from reviewers understanding the context of the unit and all its programs, rather than assessing programs on an individual basis. The next external review of the MScSC will take place in Summer 2025, alongside a review of the Institute for Management and Innovation and its programs. The timing of this review will serve as an interim monitoring report for recommendations stemming from the present review.



## 6 Distribution

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On June 30<sup>th</sup> 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 and 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

<b>Program(s) Reviewed:</b>	<ul style="list-style-type: none"> <li>• English (HBA): Specialist, Specialist (Co-op), Major, Major (Co-op)</li> <li>• English Literature, Minor</li> <li>• Creative Writing (HBA): Major, Minor</li> <li>• Literature and Film Studies, Minor</li> </ul>
<b>Unit Reviewed:</b>	Department of English
<b>Commissioning Officer:</b>	Vice-Principal Academic & Dean, University of Toronto Scarborough
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"> <li>• Cecily Devereux, Professor, Department of English &amp; Film Studies, University of Alberta</li> <li>• Vivian Nun Halloran, Professor and Associate Dean for Diversity and Inclusion, Office of Executive Dean, Department of English, Indiana University Bloomington</li> <li>• Phillip Wegner, Professor and Marston-Milbauer Eminent Scholar, Department of English, University of Florida</li> </ul>
<b>Date of Review Visit:</b>	April 4-5, 2023
<b>Date Reported to AP&amp;P:</b>	April 10, 2024

## Previous UTQAP Review

Date: December 17-18, 2015

### Summary of Findings and Recommendations

#### Significant Program Strengths

- Innovative pedagogical and experiential learning approaches, including the positive addition of curricular routes through the programs and the Writer-in-Residence program
- Two new minors and positive plans for program development
- Creative ideas for teaching and learning spaces, including the Writers' Room and the Teaching Garden
- Exhilarating students who are inspiring and enthusiastic, with a strong commitment to the department and the university, along with a very active student organization
- Faculty provide very high quality teaching and are energetic and enthusiastic about their work together, their students, and their future
- Very strong research that measures against international comparators
- Faculty actively involving students in research and making their research more visible at the UTSC campus
- Welcoming, thriving, and creative departmental culture in which faculty and students come together on projects of shared interest outside the classroom as well as in it

#### Opportunities for Program Enhancement

- Improving programs through increasing upper level course offerings; examining how course timing, structure, and format best serve students and the discipline; and involving more students in research.
- Increasing representations of diversity in the curriculum and in the faculty complement, matching the diversity of the UTSC student population
- Pursuing the department's well-articulated plans for growing enrolment
- Determining the right mix of appointment categories within the faculty complement to support current programs, and the planned program in creative writing
- Adding more experiential learning opportunities, including international exchanges and service-learning in the community
- Exploring possibilities for collaboration with cognate units
- Adjusting staffing levels to support the department's administrative functions
- Improving the scheduling and showing of films

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

Terms of reference; Self-study and supporting data; Previous review report including the administrative response(s); Access to all course descriptions and syllabi; Access to the curricula vitae of faculty; UTSC Strategic Plan (2020-2025); Campus virtual tour and map; UTSC Viewbook (2023-24).

### Consultation Process

Faculty, students, administrative staff and senior program administrators as well as members of relevant cognate units, including Arts & Science Co-op and the Office of the Vice-Principal Research & Innovation.

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ UTSC's Department of English is relatively small unit, which demonstrates innovative undergraduate teaching across all its programs
- Objectives
  - ▶ All current programs align well with the five priorities of UTSC's Inspiring Inclusive Excellence strategic plan for 2020-2025
  - ▶ Strong engagement with the broader Scarborough community through the placements for students participating in both the English Major (Co-operative) and Specialist (Co-operative)
  - ▶ Both the Co-operative program and the new service-learning course address a 2016 review recommendation, which urged the department to explore and enhance service-learning opportunities
  - ▶ Department's ongoing plans to develop a Major in Film Studies clearly aligns with UTSC Strategic Plan initiative 1.2, related to curriculum renewal
  - ▶ Curricula for the various UTSC English programs reflect "the current state of disciplinary transformation in recent decades", and address many recommendations from the most recent external review
  - ▶ Program has developed helpful visual maps to inform students of the various available "routes through the program"

- Curriculum and program delivery
  - ▶ Department has re-thought its curriculum and broadened the range of modalities in which their courses are offered, based on data they gathered during the pandemic
  - ▶ Popularity of online offerings increased following pandemic lockdowns, particularly since UTSC is largely a commuter campus; English Majors appreciate the flexibility of this new teaching modality, and the department plans to continue offering some online courses
  - ▶ New Major in Creative Writing appears to have “lived up to expectations”; it is small by design because students must submit portfolios to be eligible for admission
  - ▶ Requirements for the Literature and Film Minor clearly emphasize the development of critical skills for close reading and critiquing film as a visual narrative medium; “[t]his means that while the Minor will get a new name when the Major in Film Studies is approved, the necessary skills are already built into the Minor curriculum”
  - ▶ English faculty have been inventive in providing learning opportunities for their students that extend beyond the classroom, even during the pandemic (eg. working with improv actors, connecting students to film industry insiders, using a hand-press, engaging with the landscape, and supporting volunteer opportunities in the Scarborough area)
  - ▶ Highly successful introduction of the Creative Writing Major highlighted as a significant recent achievement, and is the only such major in the U of T system; and the popularity of the first-year Introduction to Creative Writing course, open to all U of T students has exceeded expectations
  - ▶ Department has increased flexibility in the programs, reducing the extent to which students trajectories depend on prerequisites and area coverage
- Innovation
  - ▶ Development of the Specialist (Co-op) and Major (Co-op) in English are innovative responses to increasing calls for all university programs to highlight potential employment paths for students
  - ▶ New English and Psychology Dual Degree Program is “another innovative approach to bridging the gap between the arts and humanities and the sciences”
  - ▶ Department has created new course offerings that align with the emerging field of gaming studies
- Accessibility and diversity
  - ▶ Department has increased the diversity of the courses offered in literature and film studies in response to previous review recommendation to enhance the diversity of its curriculum “to match the diversity of the UTSC student population”
  - ▶ Department has taken steps to remove the Eurocentric emphasis built into some of its courses
  - ▶ Department has established a working group to identify additional ways to incorporate Black and Indigenous knowledge
- Student engagement, experience and program support services
  - ▶ Student evaluations are positive, and consistently higher than UTSC as a whole
  - ▶ NSSE results rate UTSC English considerably higher than other U15 departments / U of T as a whole

- ▶ Students enjoy the service learning experience available in a new course on ‘writing in the community’
- ▶ New English and Psychology Double Degree program, while small, shows promise; reviewers note there is currently a robust number of Double Major students who are completing similar requirement to those of the Double Degree
- ▶ Department has instituted a yearly Career Paths panel featuring alumni discussion, and have conducted a study of current students’ career-readiness skills
- ▶ The Co-op program and small number of Community Service Learning opportunities are important parts of the student experience in English
- Quality indicators – undergraduate students
  - ▶ Creative Writing Majors have grown from 7 to 25 in the program’s first year, and Minors have held steady
  - ▶ English Majors (literature) have been increasing, since a low point in 2019-20
  - ▶ Numbers of English Majors and Specialists pursuing the Co-operative Program option are small, but show signs of steady improvement
  - ▶ Enrolment in the Literature and Film Minor has grown and “this momentum bodes well for the roll-out of the proposed new Major in Film Studies”
  - ▶ Average GPA of admitted students has improved considerably since previous review
  - ▶ Average GPA of graduating students is ahead of the UTSC average
- Quality indicators – alumni
  - ▶ Many UTSC Creative Writing student begin to publish with major presses shortly after (and even before) graduation, and win awards, reflecting the success of the workshop teaching approach
- Quality indicators – faculty
  - ▶ Department has a solid record of attracting students to the study of film, which corresponds well to existing faculty’s research and creative activity strengths
  - ▶ Assessment of teaching shows achievements higher than those on average at the St. George campus

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

- Curriculum and program delivery
  - ▶ Lack of film screening facilities noted in the library and across UTSC more broadly, which impacts UTSC’s ability to support a new Major in Film Studies
- Student engagement, experience and program support services
  - ▶ Despite recognizing that their major provides them with job-readiness skills, many students note desire for more career-focused opportunities, and learning how to best put the skills their programs teach them to use in the workforce
  - ▶ Self-study and reviewers highlight the need across all departments for further discipline-specific writing supports
  - ▶ Co-op students would benefit from having a stronger sense of cohort
  - ▶ Some students do not appear have a realistic sense of how their writing skills could be put to use in the workforce; and some Co-operative students note dissatisfaction with primarily administrative job placements

- ▶ Concerns noted that students may be ill-prepared for university learning, after home-based learning during the pandemic
- Quality indicators – undergraduate students
  - ▶ Total course enrolments in 2020-21 were down significantly from 2013-14 (though marked an improvement over figures from 2017-18, 2018-19, 2019-20)

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ Explore the possibility of enhancing film projecting / viewing facilities in conversation with library staff, to support the success of the anticipated new Major in Film Studies; consider the development of a film and digital media specialist role
  - ▶ Student research experience opportunities may warrant further discussion and development
  - ▶ Students note interest in more Spring/Summer English offerings; “the department should discuss the expansion of classes taught in the regular summer term within a wider University-level conversation”
  - ▶ Explore the feasibility of expanding the writing program to accommodate student interest in more practical writing courses at the A and B levels; discuss the possibility of developing courses in writing across the disciplines with cognate units
  - ▶ Students express desire for more Community Service Learning classes and more experiential learning; continue to develop offerings in these categories
  - ▶ Students note interest in more interdisciplinary courses; consider engaging with other UTSC departments to expand interdisciplinary offerings
- Student engagement, experience and program support services
  - ▶ Periodically review the department’s ongoing participation in Co-op programs to ensure that English Majors are aware of the Co-op option, and that students have realistic expectations of the career opportunities the Co-op program can provide
  - ▶ Enhance recruitment efforts targeted to double Majors in English and Psychology, to grow the new Double Degree program
  - ▶ Potential noted for the Film Studies program to work in coordination with the recently established Creative Writing Major, to leverage and develop productive connections for both student groups with the Toronto film industry
  - ▶ Department might enhance efforts to identify current or former Co-op participants, and help them establish a network to provide support to one another
  - ▶ Department should work to help students align their expectations with career paths more intentionally, by better promoting existing courses, such as ‘Creative Writing as a Profession’; consider development of an analogous course for the anticipated new Film Studies Major, and offerings on career skills for English Majors / Specialists
  - ▶ Students note difficulties with identifying who to contact for support with program questions; noting concerns about the capacity of the current staff complement, reviewers suggest exploring adding to the numbers of support staff, and enhancing available web resources for students
  - ▶ Observing that the burden of ensuring that students are prepared for university learning following the pandemic falls overwhelmingly to faculty, the reviewers

stressed the importance of engaging the UTSC Dean and broader University in identifying and addressing these challenges

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

## 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Commendable growth over the past 20 years with great success in teaching, research, and creative writing
  - ▶ Growth in faculty numbers, particularly recent hires of younger scholars in film, creative writing, early modern literature, and Indigenous studies, has enhanced research activities and is fully relevant to both the departmental mission and the UTSC Strategic Plan
  - ▶ Department emphasizes the importance of achieving real diversity in terms of research areas and the composition of the faculty complement
  - ▶ Strong funding and awards for faculty members' creative work
  - ▶ "The department's sense of the integration of creative and critical work as salient is compelling"
- Research
  - ▶ Faculty continue to publish new monographs and articles in preeminent peer-reviewed journals in some of the most interesting and dynamic areas of contemporary humanities research
  - ▶ Faculty excel in the production of high-profile publications in fiction, poetry, screenwriting, translation, and creative nonfiction
  - ▶ Faculty have been successful in obtaining SSHRC grants and other funding including from CIHR and Canada Council, as well as internal funding and grants administered through units on other campuses
  - ▶ Research activities are fully appropriate to the needs of UofT's undergraduate and graduate students
- Faculty
  - ▶ "This department is notably rich in extremely accomplished scholars and teachers"
  - ▶ Faculty are highly active as editors and advisory board members of major journals and press series, and share their research and creative activities through invited lectures, significant conferences, and other forums, and have won numerous awards for teaching, research, and creative writing
  - ▶ Faculty bring their research into classrooms and actively support student research efforts
  - ▶ "The faculty is student-centered and this remains among the department's greatest strengths and a primary reason for the long-term unity of its dedicated faculty and the enthusiasm of the students with whom we met"



- ▶ Department has made significant efforts in recent years to increase the number of Indigenous faculty on campus, including strong recent hires in the Creative Writing program
- ▶ Creative Writing faculty are demonstrably committed and successful teachers
- ▶ Department has done an excellent job of hiring tenure-stream faculty whose scholarship has expanded the global reach of research activities in Film Studies; all Film Studies faculty members have actively participated in the design and implementation of the new Major

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

- Faculty
  - ▶ Faculty members expressed concerns regarding overload and burnout
  - ▶ “Obvious imbalances” in the division of teaching labour and the recognition of research and creative work in the current structure of the department; particularly that tenure-stream faculty have research and creative work explicitly indicated as a component of their appointments while teaching-stream faculty do not
  - ▶ Faculty expressed concerns that the informal nature of the current teaching release agreements means they are subject to change at any time
  - ▶ Reviewers note recent challenges in hiring for the Creative Writing faculty complement, attributed in part to Creative Writing appointments being exclusively in the teaching stream; “the current structure remains untenable for both encouraging new faculty to join the department and ultimately retaining the outstanding faculty already in place”
  - ▶ Reviewers note the recommendations from the previous review to discuss converting existing Creative Writing teaching-stream positions to tenure-stream, and for new hires to be tenure-stream appointments; these discussions were held but changes were not implemented due to concerns that a hiring process would put long-term current faculty at risk of not being re-hired into tenure-stream positions
  - ▶ Creative Writing faculty “are showing signs of exhaustion and burnout”
  - ▶ Creative Writing faculty expressed concern that “the advising, teaching, and mentoring demands created by the success of the new major has made it very difficult for them to find time to work on their writing projects”
  - ▶ Workload structure in Creative Writing faculty contracts suggest that there are no clear criteria for the assessment of their work outside the classroom or in service, “and that the assessment of that work may be idiosyncratic”
  - ▶ “The current arrangement is untenable as it creates a faculty who is not offered ample time to do their own work of creative writing, something integral to the program’s success”
  - ▶ Current mix of tenure-stream and teaching-stream faculty, and negative impacts of potential imbalances in this mix, may be complicating factors in department’s desire to hire faculty from more diverse backgrounds
  - ▶ Faculty in Creative Writing and Film Studies expressed a pressing need for more Teaching Assistant support in popular courses

- ▶ Self-Study acknowledges unsustainable situation regarding faculty support for teaching courses in critical writing
- ▶ Reviewers raise concerns regarding tensions between tenure-stream and teaching-stream faculty; “it is clear that the system produces feelings of resentment and second-class citizenship”
- ▶ “The fact that only tenure-stream faculty teach graduate courses and supervise theses may have an effect of exacerbating tensions between tenure-stream and teaching-stream faculty”
- ▶ Graduate supervision workload is not distributed evenly among tenure-stream faculty members
- ▶ Reviewers observe that most tenure-stream faculty are at the level of Associate Professor
- ▶ Reviewers raise concern that women and racialized faculty may be asked to serve on more committees than others
- ▶ Covid-19 pandemic produced conditions for working longer days and into the evenings and weekends
- ▶ Reviewers note mild concern regarding the amount of internal funding awarded in the past five years, but acknowledge the impact of limitations on research and conference travel due to the Covid-19 pandemic

The reviewers made the following **recommendations**:

- Overall quality
  - ▶ Current imbalance between tenure-stream and teaching-stream faculty must be addressed if the department is to continue its successes in teaching, research, and creative writing
- Faculty
  - ▶ Reconsider the department’s shift toward the appointment of teaching-stream faculty, and explicitly include research/creative practice as a component in faculty workload contracts
  - ▶ Major concerns regarding workload and recognition of creative work, and the situation in which Creative Writing faculty have exclusively teaching-stream appointments, need to be addressed; “this is no longer an issue of equity amongst the Creative Writing faculty but of very real inequities between the Creative Writers, including the department’s Indigenous faculty, and others working in research areas”
  - ▶ “If the conversion of the current [Creative Writing] faculty to tenure stream is not possible, a creative solution needs to be sought that would be fair to both those who have worked so long to establish the program and more recent and all future hires”
  - ▶ “If the Creative Writing program and its instructors are to continue to flourish, its operation with only teaching-stream faculty must be addressed. Again, the possibility of converting teaching-stream appointments to tenure-stream appointments should be vigorously pursued, in close consultation with the faculty members.”

- ▶ Engage in strategic faculty complement planning to ensure continuity and excellence in light of current needs and potential retirements; “a conversation needs to take place as the department continues to evolve and expand its mission concerning whether [future hires should] be part of the Tenure or Teaching streams”
- ▶ Hiring diverse faculty, particularly Black and Indigenous faculty, is a vital part of the future planning for the department
- ▶ Reviewers endorse department’s priority to hire a tenure-stream Black scholar in an open area of literary studies
- ▶ Create a new faculty position in Critical Writing, with an emphasis on the new media for the training of students for the contemporary job market.
- ▶ Provide more Teaching Assistant support throughout the department, especially in Creative Writing and Film Studies courses
- ▶ Regarding future faculty hires in Film Studies, “thinking through the implications of hiring in tenure vs teaching stream to accommodate the expected increase of students will be a crucial step in ensuring comity and ongoing research productivity”
- ▶ Consider extending teaching release or other recognition to faculty serving on committees working toward inclusion and accountability, to ensure that the workload remains equitable
- ▶ Develop measures if none exist to offset workload of faculty with graduate supervision responsibilities
- ▶ Faculty burnout is a major problem that must be addressed; faculty workload and availability on email must be addressed
- ▶ Reviewers raise the question of whether there are built-in incentives for tenure-stream faculty to seek promotion to the rank of full professor

#### 4. Administration

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

The reviewers observed the following **strengths**:

- Relationships
  - ▶ Department has a history of strong connections and good relations among faculty members
  - ▶ Reviewers note a “sense of equity and community between the Film Studies mix of full-time tenure stream and part-time teaching-stream faculty that is not always evident in similar programs”
  - ▶ Librarians are engaged and supportive of the department’s work and mission
  - ▶ Students are lively and clearly invested in the department
  - ▶ English department faculty collaborate with external partners, and several faculty members from other units regularly teach English courses

- ▶ “Staff members are tremendous professionals, clearly dedicated to their work and appreciated by the Chair, faculty, and students”
- ▶ Several faculty members have explored options to collaborate with peers across the globe as part of UTSC’s Global Classroom initiative
- Organizational and financial structure
  - ▶ Staff indicated that they are happy with post-pandemic hybrid work arrangements
  - ▶ Department has a strong tradition of participatory decision-making involving all faculty ranks
  - ▶ Department has successfully secured base funding for an annual Writer in Residence, and established a Writers’ Lounge which is available for meetings of the UTSC student creative writing group or sessions with the Writer in Residence
- Long-range planning and overall assessment
  - ▶ Soon to be established Film Studies Major is a “very real area of positive energy”
  - ▶ Department’s strengths include “excellent and deeply committed faculty members and administrative staff, well- conceived programs with innovative and diverse course offerings in English, Film and Creative Writing, and an engaged, energetic community of students”
  - ▶ Department's prominence in established and emerging areas is noteworthy given its size
- International comparators
  - ▶ Department requires more courses for the completion of both the Majors (15) and the Specialist (24) than any of UTSC's comparators
  - ▶ UTSC is similar to many other North American universities in requiring courses in pre-twentieth-century literature for both Majors and Specialists
  - ▶ Beyond the University of Toronto, four Ontario universities and nine elsewhere in Canada currently offer undergraduate Major programs (BA) in Creative Writing
  - ▶ The quality of the research is very strong and measures extremely well against national and international comparators

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

- Relationships
  - ▶ Morale and relationships within the department appear somewhat strained, “in part because of the effects of isolation and overwork faced by all university instructors and students during the pandemic, and in part because of the effects of the department's shifting away from tenure-stream to teaching-stream faculty”
  - ▶ COVID restrictions have had a negative impact on the well-being and mental health of students, staff, and faculty; reviewers note a “diminishment of good feeling about work, the workplace, workload and the future”
  - ▶ Lingering effects of pandemic disruptions include low attendance at in-person faculty meetings; faculty expressed concerns regarding how best to rebuild a sense of community after the pandemic
  - ▶ “Burdens of supporting students struggling with mental health and wellness during and since the pandemic may have fallen disproportionately on faculty”

- Organizational and financial structure
  - ▶ Administrative staff expressed frustration with the lack of centralized resources, including business accounts for access to software; paper-based processes negatively impact staff productivity and add stress
  - ▶ Reviewers note lack of standard budget for staff professional development
  - ▶ Unanticipated expenses related to hiring additional Teaching Assistants have caused a budget deficit
  - ▶ Staff communicated concerns regarding an overreliance on carry-forward funds to pay for foundational department needs, including software, computers, professional training, and work study student assistants
  - ▶ Staff expressed concerns regarding increasing workloads and expectations of assistance from faculty and students
  - ▶ Staff expressed concerns regarding the need for additional administrative support, in light of recent growth in the department
  - ▶ Film Studies faculty commented on inadequacies in terms of the infrastructure and support for their teaching, including dedicated screening spaces with proper lighting, sound, and technology needed for showing film and digital media
  - ▶ Concerns expressed regarding availability of film and other media in the current library structure
- Long-range planning and overall assessment
  - ▶ Departmental challenges attributed in part to UTSC's development from a satellite campus into a division within the tri-campus structure
  - ▶ Limited transportation options to UTSC campus raised as a concern for students wishing to take courses at the St. George campus and regarding ease of drawing people to events or classes at UTSC
- International comparators
  - ▶ Reviewers note that students in the department are not required to take courses in Indigenous, postcolonial or Black literatures, a requirement of other undergraduate English programs at the University and at other Canadian universities

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Consider the impact of additional student support needs during and since the pandemic on faculty's well-being and mental health
  - ▶ Work with Indigenous instructors to learn how to build strong support systems and networks in the department and with the University for new Indigenous instructors
  - ▶ Proposal for the "UTSC Institute for Critical Storytelling and Creative Re-Worlding" could contribute to external partnerships and networks
  - ▶ Explore ways to bring people together on campus and to re-establish aspects of community that were lost during the pandemic
  - ▶ Seek support from the Dean and the University for department-specific events to bring people together for good food and companionship as well as productive conversation and planning

- ▶ “Student evaluations need to be addressed and revised to ensure they are not being weaponized against women and racialized faculty. Microaggressions against women and racialized faculty must be taken seriously and addressed.”
- Organizational and financial structure
  - ▶ “In order to ensure the successful operations of the program, there needs to be an increase in base budget and a move away from overreliance on carry-forward funds”
  - ▶ “Any increases of base funds would contribute greatly to easing pressures and bettering the morale of all those involved in the department”
  - ▶ Consider increasing staff complement in the areas of financial administration and communications/social media
  - ▶ Communicate clearly to faculty and students the nature, extent, and especially the limits on the duties of departmental staff
  - ▶ Consider resourcing to meet the unique needs of the Film Studies programs, including dedicated screening spaces, work study support, technology, and access to media
  - ▶ Coordinate with the library to develop resources and expertise required to support the Film Studies Major, including additional library capacity in the areas of film and digital media
  - ▶ Ensure that support is provided for faculty and students to adapt to post-pandemic teaching and learning, including support for hybrid teaching and audio-visual technologies
- Long-range planning and overall assessment
  - ▶ Advocate for enhanced campus transit options to support the closer integration of UTSC within the tri-campus structure
  - ▶ Expand placement opportunities for students in English co-op programs
  - ▶ Clarify the benefits of co-op programs for students and develop ways for students in co-op programs to connect with each other
  - ▶ Continue to Indigenize the curriculum and work toward creating a welcoming space for Indigenous students
  - ▶ Consider developing departmental scholarships to support Indigenization
  - ▶ New LAMP building may enable and encourage faculty to gather and to form connections with colleagues outside the department



March 13, 2024

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

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

Dear Susan,

Thank you for your letter of December 11 requesting my administrative response to the external review of the Department of English and its programs. I want to thank the review team - Cecily Devereux, Professor, Department of English & Film Studies, University of Alberta; Vivian Nun Halloran, Professor and Associate Dean for Diversity and Inclusion, Office of Executive Dean, Department of English, Indiana University Bloomington; and Phillip Wegner, Professor and Marston-Milbauer Eminent Scholar, Department of English, University of Florida - for their consultation with the Department during the site visit, held from April 4-5, 2023, and for their Report, which was finalized on June 26, 2023, and shared with the Department.

We deeply appreciate the reviewers' assessment of the Department's engaged and energetic community of students, as well as the excellent and deeply committed faculty and staff. They praised the programs as well-conceived, with innovative and diverse course offerings, and observed that all programs align well with the priorities of UTSC's strategic plan. They applauded the development of the Specialist and Major Co-op programs in English as "innovative responses to increasing calls for all University programs to discuss employment paths with students." They commended the Department's strong recent hires of younger scholars in film, creative writing, early modern literature, and Indigenous studies, and noted that both tenure and teaching-stream faculty bring their research into classrooms and actively support student research efforts. Finally, they praised the ways in which the Department "emphasizes the importance of achieving real diversity" in the faculty complement as well as in faculty research areas.

The report from the review team identifies a number of areas for enhancement and development, including developing practical and career-aligned courses, expanding and clarifying Co-op opportunities, addressing faculty workload and morale, planning faculty roles for comprehensive coverage, enhancing communication about staff roles, supporting Indigenous instructors and students, and ensuring equitable committee assignments for women and racialized faculty. With this letter you will find below a table which summarizes the responses to the specific recommendations of the reviewers, and their anticipated timelines for implementation.

Once again, I thank the review team for their insightful and valuable review of the Department and its programs. I look forward to supporting the Department 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 English. An interim report to the Office of the Vice-Provost, Academic Programs will be prepared in **Fall 2027**. The next external review of the Department will take place **no later than the 2030-31 academic year**.

Sincerely,

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

Professor William A. Gough  
Vice-Principal Academic & Dean



## 2022-23 UTQAP Review of the UTSC English Department - 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 students' desire for more hands-on practical writing courses, community service learning courses, and experiential learning opportunities; they recommended that the Department consider developing additional course offerings that align with students' potential career paths.	1	"Students expressed a desire for more hands-on, practical writing courses at the A and B levels. The writing program should be expanded to accommodate more students at these levels. The department should also discuss with other departments the possibility of developing courses in writing across the disciplines."	<p><b>Short-term (1 year):</b> The Department will revive and offer ENGB02 – Effective Writing in the Sciences in 2024-25, and will continue to offer its suite of writing courses at all levels.</p> <p><b>Medium term (3-4 years):</b> The Department plans to offer more sections of existing writing courses and to develop new writing courses, pending ability to conduct a search. Pending approval, the Department will plan to search in the area of Critical Writing/Rhetoric &amp; Composition. We currently have only one full-time faculty member teaching these writing course regularly. And while graduate student instructors teach our A- and B-level writing courses (Writing About Literature and Writing About Movies), depending on sessionals or course instructors to carry upper-level writing courses would not be sustainable.</p>	Fully supportive of the department's plans. Funding expansion and providing necessary instructors (and related resources) will be explored with the department.
	2	"Students expressed a desire for more Community Service Learning classes and more experiential learning. The department should continue to add to and develop its offerings in these categories."	<p><b>Short-term (1-2 years):</b> We will continue to offer our service-learning course, ENGD02Y. Led by the Associate Chair and the Departmental Curriculum</p>	The campus encourages the development of Experiential Learning offerings (including service learning) and this is supported by the

			<p>Committee, the Department will conduct an inventory of courses that regularly include significant experiential learning components and submit minor modifications to those courses so that they can be designated as experiential learning courses in the calendar. For example: our D-level documentary course (ENGD94) regularly includes hands-on filmmaking, but it is not described as such in the calendar. We plan to change the name of that course and to flag it for students. The Department will also designate a point-person for experiential learning (the convenor of the pedagogy committee) to help support faculty members who would like to develop and implement experiential learning approaches in their courses. The Chair will also designate a departmental “experiential learning fund” for micro-budgets (under \$1,000), since the Campus office of Experiential Learning only funds initiatives over that amount.</p>	<p>Associate Dean Experiential and Global Learning and her team.</p>
	3	<p>“The department can help students align their expectations with career paths more intentionally by better promoting existing department courses, such as ENGD95H3 Creative Writing as a Profession.”</p>	<p>ENGD95 is a required capstone course for Creative Writing students; as such it doesn't need promoting (it is always fully enrolled). However, the course, which is offered every year, does include a panel/master class on writing as a profession, featuring local professionals, and that panel is open to all students.</p> <p><b>Ongoing and short-term (1-year):</b> We will continue to build our series of career-focused panels and events. Every Fall, we offer a series of careers panels (e.g., “What to Do with An English Degree?” and “Beyond English 101”) as well as a “Going to Graduate School” panel; we will work with our new Communications and Digital Media Officer to better promote those events and to stabilize them in the calendar so students know when</p>	<p>Fully supportive of the department's plans.</p>

			to expect them every year. In Fall of 2024, we saw huge demand for an event focused specifically on applying to teachers' college – and thus we added an additional, online version of the event (which we also recorded so that it could be accessible to students who couldn't attend the event). We plan to use this model for career-focused panels and events going forward, to accommodate demand and to offer flexibility.	
	4	“The department should consider developing an analogous course for its new Film Studies Major, and likewise develop a 1-credit course discussing Career Skills for English Majors (or Specialists).”	<p>We feel that this is not necessarily the best solution, logistically. We need faculty members willing to teach such courses, and using FCE for this will not necessarily be feasible. Beyond these practical issues, there is the problem that one course can only accommodate a limited number of students. We feel that the approach outlined above, with multiple careers panels in both in-person and online formats, will reach the most students. It should be noted that it is likely that the external reviewers based their comments on an interview with a very small group of students (with a disproportionate number of Co-op students, which may have skewed results a bit), so we feel we need to hear more from our students in general on this topic. To that end:</p> <p><b>Short-term (1-year):</b> We have designed a survey of students to further explore student desires regarding curriculum and other issues – such as careers, outreach, etc.-- raised in the external review. That survey will go out at the end of February (2024), with a plan for focus groups to follow up on the results of the survey, held over the coming year.</p>	I agree with the departmental response to this recommendation.
	5	“[The Film Studies] program also has the potential to work in coordination with the recently established Creative Writing Major, as a number of the students in the Major with whom we met expressed great interest in	<p><b>Medium-term (2-3 years):</b> We will continue to develop connections by inviting local film professionals into our classrooms (as many of us already do in our</p>	Fully supportive of the departmental response.

		developing productive connections with the film industry in Toronto.”	film classes). In addition, in tandem with the launching of our Film Studies Major in Fall of 2025, we plan to institute an annual “Careers and Film Studies” panel and/or networking event for program students. The department also plans to work with the Experiential Learning Office to consider ways to formalize our existing connections with area film and arts organizations (e.g., Scarborough Arts, Hot Docs, The Reel Asian International Film Festival, etc.) into recurring opportunities for students (such as internships or other work-integrated learning opportunities). This effort will be headed by the Film Studies program director, with the support of the Associate Chair and the Undergraduate Coordinator.	
The reviewers recommended clarifying and communicating the benefits of the Co-op program, exploring ways to expand Co-op opportunities for students in the English program, and working to support a greater sense of community among Co-op students.	6	“The department’s ongoing participation in the Co-operative programs should be reviewed periodically to ensure that more English Majors are aware of this as an option and that students pursuing an English Major or Specialist Program have more realistic expectations for what career opportunities the Co-op program can provide for them.”	We consulted with the Arts & Science Co-op office on Feb. 2, 2024 to review the upcoming changes to the co-op programs, to be implemented in the Fall of 2025. We also developed a strategy to improve the Co-op experience for English students. We discussed ways the Co-op office could support the English Department in our outreach to co-op students. <b>Short-term (1-year):</b> The survey to students discussed above contained specific questions about Co-op. We plan to hold a follow-up focus group with co-op students in Spring of 2024. In Fall 2024, we plan to hold a Co-op mixer/feedback session for students in which representatives from Arts & Science Co-op will also participate. We also plan to work with the Arts & Science Co-op office to organize a gathering/networking session for co-op students from across the Humanities departments in 2024-25. Within our department, we also plan to highlight the Co-op work experiences of English students in our student newsletter, website, and social	I applaud the immediate efforts to address the reviewer’s recommendation.

			media channels so that they are more visible and integrated into our program.	
	7	“The Co-op program is not department-specific, but there are nonetheless future planning challenges related to its effectiveness for English students: expand opportunities for students, some of whom feel that the available positions are more relevant to students in Science or Business than English [and] clarify benefits for students”	See above (#6); hopefully feedback from these events and efforts will help the Arts & Science Co-op office to address these issues and concerns.	As above.
	8	“The department can do a better job of identifying students who are or have been Co-operative participants and help them establish a network where they can support each other.”	See plans outlined above (#6)	As above.
The reviewers recommended enhancements to classroom supports for post-pandemic teaching and learning.	9	“Classrooms need better support to help faculty and students adapt to post-pandemic teaching and learning. The department will need to continue to request that support for hybrid teaching and AV support.”	We have a number of resources both departmentally and on campus to aid faculty. AV and IITS support faculty upon request, as does the Centre for Teaching and Learning, which runs workshops and also offers tech support (e.g., Quercus help) and one-on-one support. Departmentally, we run a regular pedagogy circle and we have a pedagogy advisor (Prof. Sonja Nikkila) who leads the circle and holds office hours for one-on-one and group support.	The opening of the Sam Ibrahim building in the fall of 2024 provides access to cutting edge classroom space with the latest in classroom technology. The department will have access to these new spaces. There is also an on-going upgrading of the older classrooms.
	10	“There is a need for more Teaching Assistant support throughout the department, and especially the Creative Writing and Film Studies faculty.”	In advance of the 2023-24 school year, we requested an increase in our TA budget from the Dean’s Office, in line with our increased enrolments 27% increase since 2019-20). We gratefully received the requested increase, but we will need to continue to monitor and make sure that TA and stipend budgets align with our enrolment demand, and curriculum needs. <b>Current and Ongoing:</b> With respect to creative writing, the English Chairs from UTSC, UTM, and UTSG held a meeting in October of 2023 with the English TA Coordinator and the Director of the MA program in Creative Writing to discuss how	The Dean’s Office is responsive to the needs of departments for additional support generated by enrollment and changes in pedagogy. We applaud the efforts to provide the requisite TA training to support Creative Writing courses.

			<p>we might better serve the needs of UTSC (and UTM) Creative Writing courses. We are currently developing approaches to increase the pool of available, well-trained TAs for Creative Writing courses.</p> <p><b>Short-term (1-2 years):</b> Work with the St. George English department to Create Creative Writing-specific TA training for graduate students, including training that takes place on the UTSC campus.</p> <p><b>Medium Term (2-3 years):</b> Our proposal for the Film Studies major accounts for increased TA needs for new required courses (and larger versions of existing courses). In tandem with the launching of the Film Studies Major, we will need to assess TA needs after the first year of the program (2025-26), when we will have a better idea of enrolment/demand. We also plan to continue to work with the Cinema Studies Institute and the graduate English department to coordinate film studies-specific TA needs. (This will be guided by the Chairs, the program director, the English TA coordinator, and supported by the English Undergraduate Coordinator and the Business Officer).</p>	
<p>The reviewers highlighted serious concerns expressed by teaching stream faculty in the Creative Writing program that they are “not offered ample time to do their own work of creative writing, something integral to the program’s success.” They raised related concerns regarding faculty workload and morale more broadly. <i>(Note: in developing your response, you may wish to consult with the Office of the Vice-Provost, Faculty and Academic Life)</i></p>	<p>11</p>	<p>“The serious faculty concerns created by a recently established and popular Creative Writing Major being taught and directed by teaching-stream faculty need to be addressed in the very near future. The current arrangement is untenable as it creates a faculty who is not offered ample time to do their own work of creative writing, something integral to the program’s success.”</p>	<p>Current and Ongoing: The Department takes the creative and professional work of our Creative Writing faculty into account in workload, particularly teaching load. We grant a .5 FCE reduction for creative and professional work (thus bringing down the 3.0 FCE for teaching stream to 2.5 FCE). See further details on the question of teaching stream and the specific needs of Creative Writing below (#18).</p>	<p>As noted in the departmental responses the concerns were partially mitigated by changes in the workload (as expressed in the workload policy) for the Creative Writing faculty.</p>
	<p>12</p>	<p>“Faculty burnout is a major problem that must be addressed... Faculty workload and availability on email must be addressed.”</p>	<p>In departmental meetings to discuss the report of the external review, the members of the department noted that the sense of “burn-out” the reviewers noted was due, in</p>	<p>As noted in the departmental response, this sense of burnout was exacerbated coming out of the pandemic and has subsequently somewhat eased.</p>

			<p>part, to the timing of their visit which took place at the very end of the Fall, 2022 term, which was the first term back to fully in-person classes after COVID. That term was particularly challenging, as was noted across all departments. That said, there are still ongoing issues, and the Department has facilitated multiple conversations (at both our annual retreat in Spring of 2023 and at faculty meetings in 2023-24) about how to deal with increasing demands on faculty time, due in part to higher needs in the Covid and post-Covid student body.</p> <p><b>Current and Short-term (1 year):</b> We plan clearer communications from the Department to students about University and departmental policies regarding extension requests, grading, petitions, and appropriate behavior toward and expectations from faculty. This includes communication on syllabi, the departmental website, and in the student newsletter. We also plan to continue to work with the Dean's Office to maintain and, if necessary, increase our TA budget in line with the need for more contact hours and course administration roles to support faculty with greater student and technological needs.</p> <p><b>Medium-term (2-3 years):</b> Assess the needs for more departmental mentoring and institute more mentorship opportunities for faculty, not just for new and pre-tenure faculty, but for post-tenure faculty and those at various career stages. The Associate Chair, EDI will spearhead these efforts.</p>	
13		<p>"The department may want to seek support from the Dean and the University for department-specific events to bring people together in nice places for good food and companionship as well as some productive conversation and planning."</p>	<p><b>Current and Ongoing:</b> We hold an annual retreat every spring; this year's retreat will take place on May 1 (at Miller Lash) and will focus on EDI-related conversations, departmental planning, and</p>	<p>Many departments have made similar efforts at community building, particularly to include and support faculty hired during the pandemic.</p>

			community-building. This will be followed by an informal lunch gathering. We have held such informal gatherings also throughout the year, though it is harder to get people to attend events held on campus than it was before COVID. The department has also organized “beginning-of-term” social events over the past two years (as we emerged from the COVID context), held downtown, closer to where many faculty live.	
The reviewers recommended strategic faculty complement planning in order to ensure coverage of existing and emerging disciplinary areas; they raised broader concerns regarding the balance between teaching and tenure stream faculty in the Department.	14	“There should be a tenure-stream hire of a Black scholar in an open area of literary studies.”		Faculty hires are handled through a centralized process (Faculty Complement Committee) and all departments are invited to submit proposals for complement augmentation. Included as part of this process is the Pathway to Parity which focuses on the hiring of Black and Indigenous faculty.
	15	“There continues to be a need for replacement hires in Creative Writing and for Dr. Neil ten Kortenaar. If either of these positions could be at a more senior level it would be of great advantage to this highly successful and ambitious department.”	Our search in Creative Writing (to replace a faculty member who resigned) took place in 2022-23, but did not end in a hire. We plan to search again, pending budgetary approval. We planned to search for a position in Caribbean/Black Diaspora literature in 2023-24 (to replace Prof. Neil ten Kortenaar, who retired at the end of 2022-23). That search (which was at the Assistant Professor level), planned for and approve through the faculty complement committee process in 2023-24, was postponed due to a UTSC campus-wide “moratorium” on searches. We await a decision on when we will be able to conduct that search. It is difficult for us to plan for a hire – in particular, a senior hire – in the current budgetary environment, but we will take up the question of a targeted and/or more senior-level hire at our next retreat (in May).	The campus is under substantial fiscal pressures and this has delayed, but not canceled, hiring. We are currently engaged in a sequencing process to move forward with a backlog of approved searches, including this replacement hire.



	16	“There should be a new position in Critical Writing, with an emphasis on the new media for the training of students for the contemporary job market.”	See #1 above. <b>Medium to long-term (next 3-5 years):</b> We plan such a hire, pending budgetary approval.	See fiscal considerations noted above
	17	“While faculty are excited at the prospect of debuting their new Major in Film Studies, thinking through the implications of hiring in tenure vs teaching stream to accommodate the expected increase of students will be a crucial step in ensuring comity and ongoing research productivity.”	We don’t currently have any plans to hire in the Teaching Stream for the Film Studies program, but we may need to conduct a search in Film Studies should program growth require it. As such: <b>Long Term (4-5 years):</b> If program growth warrants, we plan a tenure-stream search in the area of global cinema, likely either East Asian or African Film. We hope to continue to diversify our course offerings in Film Studies, in line with our conception of the program as offering Film Studies in a global context.	
	18	“The department has an impressive number of highly regarded creative writers. If the department is to maintain prominence in established and emerging areas, it needs, as noted above, to reconsider its shift toward the appointment of teaching-stream faculty, and to explicitly include research/creative practice as a component in what are now, as we understand it, 80% teaching/20% service appointment for teaching-stream faculty and/or to have a conversation about the possible conversion of those positions to tenure-stream.”	The department gives all the creative writing teaching stream faculty a .5 FCE release for their creative and professional work. In addition, for the purposes of PTR, we take creative output (publication of their work) and professional activities into account as part of the “80% for teaching and pedagogical and professional development.” Thus, their publications are counted and rewarded in the PTR process. We are re-visiting the complex question of tenure-stream for the Creative Writing faculty. <b>Current and short-term (1 year):</b> The Chair convened a meeting with the Creative Writing faculty in March of 2024 to discuss the pending Creative Writing Search (the re-mounting of the failed search in 2022-23). As a group and as a department, we feel strongly that, going forward, we can only consider hiring new creative writing faculty at the tenure stream if (and only if) after a review of all current Creative Writing positions in the department and their rank. We plan to continue to work with the Dean’s office to look to other possibilities.	The Dean’s Office continues to work with the department on rank and workload of the Creative Writing faculty.

			As to larger questions around equity and teaching-stream positions, the new Special Advisor to the Dean on Teaching Stream faculty success, Aarthi Ashok, will visit an English Department faculty meeting in March of 2024. This role is the result of the report of the UTSC Teaching Stream Working Group, initiated by the Office of the Vice Dean, Equity and Faculty Success.	
	19	“The department should be carefully considering its future if more faculty are doing work that does not explicitly include their research and creative work, even if all are "bring[ing] research into ... classrooms." The department needs to work against the perception of a two-tier system.”	We are very careful, in the PTR process, to encourage faculty to list all of their work, publications of all kinds, community work, professional work, as well as all labour related to teaching, research (including research-creation), and community outreach. <b>Short-Term (1 year):</b> The Chair plans to initiate regular one-on-one meetings with the VPRI (beginning in Spring of 2024) to highlight faculty research and to maximize their success; part of the goal of these discussions will be to make sure that opportunities around research-creation, and the new opportunities for teaching-stream faculty (such as tri-agency grants), are well understood and promoted within the English faculty.	The Dean’s Office is supportive of the department response.
The reviewers noted student comments regarding difficulty determining appropriate contacts for program-related questions; they recommended enhancing the clarity of communication to the faculty and students regarding the specific duties and responsibilities of staff members.	20	“Students suggested that it's very hard to figure out who to contact and get support from with program questions. These comments do not reflect on administrative staff, who are all working incredibly hard with multifarious portfolios, but on communication and, perhaps, on numbers of available staff. Support could certainly be enhanced through additional staff as well as web resources.”	We hired a part-time Communications and Digital Media Officer, beginning in November of 2023. This is a part-time, 1-year contract hire, but we hope that this position will become part of our base budget, as we have already greatly improved our communications and outreach to students: <b>Current and short-term (1 year):</b> Create a monthly student newsletter (this began in January 2024); Overhaul department website (currently in-process); Re-think and re-invigorate our use of social media channels and develop a coherent communications and	The department has responded substantially to this recommendation and the Dean’s Office applauds these efforts.

			<p>social media strategy; hold more regular, informal outreach events and gatherings to connect students, faculty and staff, re-acquainting them with the Department post-Covid (e.g., monthly “Chat with the Chair” events, begun in February 2024).</p> <p><b>Medium Term (2-3 years):</b> The Department plans to institute an annual “Town Hall Meeting” for all program students, staff, faculty, and instructors (either held online or in a hybrid format). This will allow for student feedback and questions, and add to a sense of openness, familiarity, and accessibility for students.</p>	
	21	<p>“There needs to be more clear communication to the faculty and students concerning the specific duties and responsibilities of the members of the staff.”</p>	<p>We send out a memo at the beginning of each term to all faculty, sessional instructors, and TAs listing all of the staff and their respective duties. With the new student newsletter, we can re-iterate that information for students as well, as well as across our other communications channels (see above, #20).</p>	As above.
<p>The reviewers recommended that the Department engage with Indigenous instructors to learn about their needs and to build strong support networks within the Department and the University; they endorsed ongoing initiatives to Indigenize the curriculum and to cultivate a welcoming space for Indigenous students.</p>	22	<p>“The department should work with Indigenous instructors to learn what is needed and to build strong support systems and networks in the department and with the University for new Indigenous instructors, to ensure that they are not "collateral damage to the grand experiment to Indigenize campus and respond to the TRC.”</p>	<p><b>Current and ongoing:</b> In collaboration with the office of the Vice Dean - Equity and Faculty Success and with Professors Kateri Akiwenzie-Damm and Randy Lundy, the Department hosted Prof. Daniel Heath Justice in September of 2023 for a two-day visit, including a roundtable discussion with faculty, a guest-lecture in our large introductory class, “What is Literature,” and a series of individual and small-group meetings with faculty and students. This offered an opportunity to discuss the extra burdens on Indigenous faculty members, as well as other equity and diversity-related questions and topics brought forward by faculty members. The Chair also attended a meeting on how to support Black and Indigenous faculty</p>	<p>The campus Special Advisor on Indigenous Initiatives, Professor Mike DeGagne, has met with all the indigenous faculty, including the two indigenous faculty members in the Department of English to foster community among this group and provide individual support.</p>

			<p>members in January of 2024, hosted by the Vice-Dean, Equity and Faculty Success.</p> <p><b>Current and Short-term (1 year):</b> In July of 2023, the Chair appointed an Associate Chair for EDI (Prof. Maria Assif), which is a new role for the Department. The Associate Chair – EDI will head up EDI initiatives, including an EDI-themed retreat in May of 2024. In the coming year, the Associate Chair – EDI will and gather feedback from faculty, including hosting small-group discussions, lunches for Indigenous and racialized faculty members, etc., regarding needs and concerns, and also to assess what sorts of EDI infrastructure will work best for our department (e.g., a rotating EDI committee, working groups, and/or more full-group oriented events). This role will be ongoing in the Department.</p>	
	23	<p>“The department's commitment to the TRC's Calls to Action could be affirmed through continuing to Indigenize the curriculum and to outreach.”</p>	<p><b>Short term (1 year):</b> The Department proposed a series of curriculum changes in the 2023-24 governance cycle, including;</p> <ul style="list-style-type: none"> <li>- The addition of a .5 FCE requirement in Indigenous Literatures for English Majors and Specialists; and</li> <li>- To support this new requirement and to continue our efforts to develop further course offerings in Indigenous Literature and Oral Traditions, we created three new courses at the C-level: “Indigenous Poetry,” “Indigenous Short Stories”, and “Indigenous Drama”; We also changed our C-level “Indigenous Literature of Turtle Island” to a B-level, so that students could get an introductory grounding in Indigenous literature and oral traditions before taking the upper-level courses.</li> </ul> <p><b>Longer Term (3-5 years):</b> The Department will begin consultations on the development</p>	<p>The department has done excellent work in responding to the TRC’s Calls to Action and is an exemplar among the UTSC’s departments.</p>

			of an “Indigenous Studies” Minor program. This may be interdisciplinary and will be led by Professors Akiwenzie-Damm and Lundy, in collaboration with the Associate Chair and the departmental curriculum committee (DCC). In terms of timeline - because Professors Lundy and Akiwenzie-Damm are both pre-continuing status, we don’t want to rush this process or put undue burden on them, as they are already deeply engaged in curriculum development and thinking about this future initiative.	
The reviewers recommended that the department work carefully to ensure that women and racialized faculty are not unduly burdened with committee assignments; further, they urged the department to pay close attention to how student evaluations are used, and to ensure that they are not being used inappropriately with respect to the assessment of women and racialized faculty.	24	“We note that women and racialized faculty may be being asked to serve on more committees than others. It’s true that there is vital work to be done toward inclusion and accountability, and teaching release or other recognition may be extended to ensure that the workload toward, for instance, curriculum not add to overload.”	We have in some cases worked with the Dean’s Office to secure teaching release for faculty members (such as Indigenous faculty members) for doing the labour of curriculum renewal (such as serving as the department’s representative on the Campus Curriculum Working Circle or working to develop land-based courses). <b>Short-term (1-2 years):</b> The Chair and the Associate Chair – EDI will work together to do an inventory of committees, assessing the equity of the division of labor, especially with regard to the work of EDI. The annual departmental retreat (May 2024) will be focused on EDI, and departmental committees, infrastructure, and workload will be part of that conversation.	The Dean’s Office fully supports the department’s work in this area, taking the lead on the Campus Curriculum Working Circle and the implementation of its recommendations. The related decanal Pedagogies of Inclusive Excellent (PIE) fund through individual and department subventions has provided the funding to enable changes in curriculum.
	25	“Student evaluations need to be addressed and revised to ensure they are not being weaponized against women and racialized faculty. Microaggressions against women and racialized faculty must be taken seriously and addressed.”	<b>Current and short-term (1 year):</b> Beginning in the Winter term of 2024, the Department will send a message to all students in English regarding course evaluations, encouraging participation but emphasizing that comments should be constructive and respectful. The Chair is also consulting with the Equity and Diversity Office (EDIO) on ways to educate students about the impact of evaluations, especially in terms of women and racialized faculty being disproportionately affected.	We recognize the concerns in this area. We are actively working on post processing of student evaluations to remove comments that are offensive, particularly targeting women, racialized persons, and members of the LGBTQ2+ community. In addition, the University has recently agreed to a moratorium on TA evaluations to review current practices and provide recommendations to remove systemic bias

			<p><b>Short-term (1-2 years):</b> The Department has partnered with the Office of the Vice-Dean, Equity and Faculty Success to bring on consultants in Restorative Justice practices. This was the result of a proposal submitted by three of our faculty members (all racialized, female faculty) which reported on micro-aggressions and other issues, and which suggested that UTSC hire a Restorative Justice Officer to handle matters of student behavior not covered by the University's Code of Conduct. The English Department and the Dean's Office are piloting a Restorative Justice project, in hopes that it might be taken up campus wide. Terms of what the RJ consultancy might look like (along the lines of a "restorative justice residency") are being finalized (Winter 2024), with workshops and other activities to take place through Fall 2024 and possibly beyond.</p>	from the questions in these student evaluations.
	26	<p>"Students expressed interest in taking more Spring and Summer classes in English: the department should discuss the expansion of classes taught in the regular summer term within a wider University-level conversation."</p>	<p>We increased our summer course offerings in Summer term of 2023 and saw a 7% increase in enrolment over Summer 2022. This was due in part to our strategy of offering a mix of online and in-person courses, including sections of high-demand, required courses such as ENGA01 (What is Literature), ENGA02 (Critical Writing About Literature), and ENGB70 (How to Read a Film). We will continue to make sure we are offering a rich array of courses in the summer. We have a limited amount of faculty who choose to teach in the summer, so our offerings do depend to some degree on our stipend budget.</p>	The Dean's Office is fully supportive.
	27	<p>"Students expressed an interest in more interdisciplinary courses. The department should consider engaging with other departments at UTSC to expand interdisciplinary offerings."</p>	<p>In Fall of 2022, we offered a course, ENGD55 (Literature, Politics, Revolution), on the topic of "Climate Futures," (taught by Prof. Christine Bolus-Reichert), and the course was co-listed as a Political Science D-level, taught</p>	The Dean's Office is fully supportive of the department's effort to address this recommendation.

			<p>by Prof. Matthew Hoffmann. This course was a big success, and we will offer it again in 2024. I have asked Prof. Bolus-Reichert to write up her experience in the course and to serve as an advisor/point-person for other faculty members who would like to launch interdisciplinary courses or to partner with faculty from other departments to re-think existing courses as team-taught courses. The two professors made this work in a creative way, by offering separate D-level courses that were scheduled at the same time and held in a room that had enough space for the double enrolment. Because it has often seemed bureaucratically burdensome to offer cross-listed or double-listed courses, we would like to look for other, less “ad-hoc” ways to offer these types of courses in the future.</p> <p><b>Short-term (1-2 years):</b> The Chair will convene a meeting with the Chairs of the other Humanities departments to gauge interest in pursuing more interdisciplinary courses; The Humanities Chairs also plan to work together on a regular series of events (such as, “research roundtables” or colloquia) to provide a platform and networking opportunity for faculty working in different Humanities disciplines at UTSC. The Chair of English will also seek guidance from the Registrar’s Office on the options for interdisciplinary or cross-listed courses.</p> <p><b>Medium-term (2-3 years):</b> The Associate chair and the DCC will poll faculty for team-taught and/or interdisciplinary course ideas. There has been a lot of enthusiasm expressed about this in meetings, but the logistics and workload issues seemed to create hesitancy. We will then assess as a group whether new courses, or modifications to existing courses</p>	
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			are needed to provide templates for team-taught or interdisciplinary courses.	
	28	“The burdens of supporting students struggling with mental health and wellness during and since the pandemic may have fallen disproportionately on faculty. These needs should be brought to the Dean and the University, and the impact on faculty's well-being and mental health must be considered.”	We have brought these issues to the Chairs and Directors meetings and in discussions with the Registrar’s Office, AccessAbility Services, and the Campus Safety Office. We know there are several campus initiatives tied to these issues.	This is a campus-level concern. Supports in the Office of Student Experience and Wellness (OSEW) has continued to augment staff in our Wellness to address this need.
	29	“As the Film Studies Major comes into being, more attention will need to be given to its unique program needs, especially in terms of dedicated screening spaces, work study support, technology, and access to media.”	<p>With the existing film-friendly classrooms on campus and the anticipated opening of the Sam Ibrahim Building (Fall, 2024), the number of appropriate lecture halls, screening spaces, and smaller media-friendly classrooms will be significantly increased. As to the library and the question of media access, the library report that forms part of our proposal for the new Film Studies Major affirms that the library is ready and willing to support the new Major (this being a combination of UTSC, Robarts, and Media Commons). That acknowledged, having a smoother integration of film and media needs with the UTSC library will be important going forward.</p> <p><b>Short-term (1 year):</b> In the run-up to the launch of the Film Studies Major, the Chair and the Film Studies program director will meet with the Registrar’s Office to go over space needs for film studies courses, including new large lectures coming online for the Major. We plan to request that priority be given, where possible, to FLM courses for booking the classrooms that are technologically appropriate for film. The Chair and the Program Director will also continue to meet regularly with representatives of the UTSC library and AV/IITS to discuss library, media, and technology needs for the new program.</p> <p><b>Medium-term (2-4 years):</b> After assessing the needs of the new program after the first year,</p>	The Dean’s Office supports the efforts the department is making to address this concern, in particular, the plan utilizing of the unique classroom design in the Sam Ibrahim Building that will open in the summer of 2024.



			we will hire work-study students if needed to help facilitate program delivery – in particular, coordinating and liaising with AV services to promote smoother in-class experience with media for faculty.	
	30	“Coordination with the library should be undertaken to develop the resources and expertise required to support a Film Studies Major.”	See above (#29)	The Dean’s Office applauds the engagement of the department with the Library.
	31	“In order to ensure the successful operations of the program, there needs to be an increase in base budget and a move away from overreliance on carry-forward funds. This would include base funding for among other things, software, computers, professional training, and work study student assistants, as well as the needs of a growing faculty and two new Majors.”	We plan to ask for an increase in base operating budget. To clarify some of the items from the list cited by the externals, this would be for expenses including creative software licences (such as Adobe Creative Cloud) and other tools which aid in our communications and outreach campaigns, and for professional <i>development</i> training for staff in addition to the other needs listed.	Due to constraints placed on carry forward funding the academic departments are limited to 5% of their budgets for carry forward. Base budget requests go through an annual campus wide Planning and Priorities process that all departments are invited to engage in.
	32	“The department needs at least one further staff member. The primary needs are for a financial assistant who could take up some of the Business Officer’s routine responsibilities, allowing the Business Officer more time to focus on strategic planning and cost projections; and someone who has the skills needed to assist with department communications.”	In November of 2023, we hired a Communications and Digital Media Officer, which is a new staff role for our department. This has paid immediate dividends (seen in enrolment and elsewhere) with our much-improved capacity for outreach, promotion, and publicity. We made this hire out of our own budget, as a part-time, one-year contract position. We also hire 2-3 work-study students to work on communications as well. <b>Short-Term (1 year):</b> We plan to request that this position be moved into our base budget and made a continuing position. We will continue to hire and train work-study students, as it provides valuable experience for students. <b>Medium-Term (2-3 years):</b> We plan to ask for another additional position, a Financial Assistant, which would allow our Business Officer greater ability to focus on long- and short-term planning and bigger-picture budget issues that would support	As above.

			<p>departmental planning in all areas (expanding our programs, improving student experience, aiding faculty with administrative or research-related resources, etc.). We also plan to request that the Business Officer position be shifted to a “Financial Manager” role, as that better applies to the scope of the position and matches other comparable academic department structures.</p>	
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### 3 Committee on Academic Policy & Programs (AP&P) Findings

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*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

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The reviewers highlighted the Department's engaged and energetic community of students, as well as the excellent and deeply committed faculty and staff. They praised the programs as well-conceived, with innovative and diverse course offerings, and observed that all programs align well with the priorities of UTSC's strategic plan. They applauded the development of the Specialist and Major Co-op programs in English as "innovative responses to increasing calls for all University programs to discuss employment paths with students." They commended the Department's strong recent hires of younger scholars in film, creative writing, early modern literature, and Indigenous studies, and noted that both tenure and teaching-stream faculty bring their research into classrooms and actively support student research efforts. Finally, they praised the ways in which the Department "emphasizes the importance of achieving real diversity" in the faculty complement as well as in faculty research areas.

The reviewers recommended that the following issues be addressed: exploring the development of more hands-on practical writing courses, community service learning courses, experiential learning opportunities, and courses that align with students' potential career paths; clarifying and communicating the benefits of the Co-op program, exploring ways to expand Co-op opportunities for English students in the English program, and fostering a greater sense of community among Co-op students; enhancing classroom supports for post-pandemic teaching and learning; engaging with teaching stream faculty concerns about a lack of available time to do their own creative writing work, and addressing broad faculty challenges related to workload and morale; engaging in strategic faculty complement planning to ensure coverage of existing and emerging disciplinary areas, and considering the optimal balance of departmental teaching and tenure stream faculty; enhancing the clarity of communication to faculty and students regarding the specific duties and responsibilities of staff members; engaging with Indigenous instructors to learn about their needs and to build strong support networks in the Department and the broader University, and pursuing ongoing initiatives to Indigenize the curriculum and to cultivate a welcoming space for Indigenous students; working carefully to ensure that women and racialized faculty are not unduly burdened with committee assignments, and paying close attention to how student evaluations are used with respect to the assessment of women and racialized faculty.

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

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

The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than Winter 2027 on the status of the implementation plans.

The next review will be commissioned in June 2029.

## 6 Distribution

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

## APPENDIX I

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

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

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

Unit	Program(s)	Accrediting Agency	Status
University of Toronto Scarborough	Doctor of Philosophy in Counselling and Clinical Psychology; Field: Clinical Psychology	Canadian Psychological Association (CPA)	5-year accreditation granted from the site visit date of April 13, 2023 to 2028. Interim program reports will continue to be submitted annually. The next self-study for the 2027-28 reaccreditation year will be due on or before December 15, 2027.
John H. Daniels Faculty of Architecture, Landscape and Design	Master of Forestry Conservation	Canadian Forestry Accreditation Board (CFAB)	2-year accreditation granted from July 1, 2023 to June 30, 2025 with requirements for two interim reports which shall address specific identified concerns. The first interim report was due March 31, 2024, the second will be due by December 2024.