



**FOR  
INFORMATION**

**PUBLIC**

**OPEN SESSION**

**TO:** Agenda Committee

**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:** May , 72024 for May 14, 2024

**AGENDA ITEM:** 3

**ITEM IDENTIFICATION:**

Follow-up Reports on Reviews:

- a) Factor-Inwentash Faculty of Social Work
- b) FAS African Studies Program
- c) UTSC New Media Studies Program (offered jointly with Centennial College)
- d) FAS Centre for Indigenous Studies

**JURISDICTIONAL INFORMATION:**

The Committee on Academic Policy and Programs (AP&P) is the point of entry into governance for reports, summaries and administrative responses on the results of reviews of academic programs and units commissioned by academic administrators. The role of the Committee is to ensure that the reviews are conducted in accordance with University policy and guidelines, that an appropriate process has been followed, that adequate documentation is provided and consultations undertaken, and that issues identified in the review are addressed by the administration. Under the University of Toronto Quality Assurance Process, the AP&P may request a one-year follow-up report when concerns are raised in an external review that require a longer period of response.

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

## **GOVERNANCE PATH:**

1. Committee on Academic Policy and Programs [for information] (May 8, 2024)
2. **Agenda Committee of the Academic Board [for information] (May 14, 2024)**
3. Academic Board [for information] (May 23, 2024)
4. Executive Committee of the Governing Council [for information] (June 18, 2024)
5. Governing Council [for information] (June 27, 2024)

## **PREVIOUS ACTION TAKEN:**

At its meetings on February 16, 2023 and April 13, 2023, AP&P considered the following reviews:

- The December 2021 Provostial UTQAP review of the Factor-Inwentash Faculty of Social Work and its programs, and the January 16, 2023 decanal response. AP&P requested a one-year follow-up report on 1) the progress on curriculum renewal diversification and internationalization; and 2) progress on addressing concerns related to Faculty climate, including faculty workload and administrative roles, support staff, and decision making processes.
- The June 2021 decanal review of the FAS African Studies program, and the December 12, 2022 decanal response. Given that major changes were required to address the recommendations, and given the transitioning of the program into an EDU, AP&P requested a one-year follow-up report.
- The November 2021 decanal review of the UTSC New Media Studies Program (offered jointly with Centennial College), and the December 19, 2022 decanal response. Given that the program would be undergoing a significant redesign, AP&P requested a one-year follow-up report.
- The May 2022 decanal review of the FAS Centre for Indigenous Studies and its program, and the March 6, 2023 decanal response. Given that the Centre was undergoing a large transformation both at the local and institutional levels, AP&P requested a one-year follow-up report, in which the Unit and Dean address all comments in the administrative response table in a more concrete manner, highlighting what changes have occurred.

## **HIGHLIGHTS:**

- a) Since the 2021-22 Provostial review of the Factor-Inwentash Faculty of Social Work (FIFSW), the Faculty has made numerous interventions to develop its curriculum and co-curricular environment to meet the needs of its diverse and globally-minded student population. These interventions include: curriculum development to address BIPOC and international

perspectives; the implementation of international student orientation and inclusion programming; EDI orientation to the program and profession; the development of a practice consultation group for Black-identifying Social Work Students; EDI preparation for the MSW and PhD programs; co-curricular programming prioritizing BIPOC and international perspectives; a complete curriculum review to develop a framework for integration of equity, diversity, inclusion, Indigeneity, and accessibility (EDIIA) in course content; and recognitions of days/weeks/months of significance for a broader range of cultural, religious and political events. The Faculty's efforts to diversify the curriculum and mentor its diverse student population reflect a broader strategy to build a profession that embodies diversity, centers equity, and embraces the tasks of decolonization and reconciliation.

FIFSW has set Faculty climate and culture as a key priority since the 2021-22 review, and taken concrete steps towards improvements through increasing administrative supports; assessing faculty workload and considering adjustments as appropriate; building accountability into leadership roles; and introducing key roles and initiatives to contribute to a more supportive and inclusive environment. Work is underway to further ensure that faculty and staff members feel supported, valued, and recognized as important members of the FIFSW community. Establishing strong ties with Associate Deans Academic and Research is also noted as an important component of the support for teaching stream faculty members, to institutionalize mentoring and support that is attuned to the specific expectations of the role. FIFSW will implement a climate survey in Spring 2024 as a key component of their strategic planning process; this survey will be a valuable tool for identifying areas of strength and opportunities for growth, and its results will be used to develop specific strategies for ongoing improvement.

- b) A thorough curriculum review and revitalization conducted over the last three years, and new faculty have led to a suite of new permanent African Studies courses, with offerings on climate change, food security, and sustainability in Africa. The African Studies Centre (ASC) has worked with colleagues to enhance outreach and recruitment activities, expand the range of co- and extra-curricular opportunities, and establish new scholarships and awards; and a recent major gift to the University in support of African Studies and Caribbean Studies programs is expected to have a transformative impact on student need-based financial aid resources. ASC has noted faculty stabilization as a key priority; partial transfers of six existing appointments from New College into the Centre have now occurred, and several potential new hires in the area are anticipated. The establishment of ASC as an EDU:B is a first step toward

the goal of future graduate programming, and the FAS Dean's office has facilitated discussions between the ASC Director and the Vice-Dean, Graduate Education to begin the process of developing a new ASC graduate degree proposal. The FAS Dean's office highlights ASC as a high priority for the division, noting that it looks forward to supporting the unit in its new capacity as an EDU:B; discussions regarding discretionary budget, programming needs and space allocation are ongoing.

- c) The UTSC Department of Arts, Culture and Media (ACM) has been engaged in curriculum renewal for both the joint program in New Media Studies, as well as its Media Studies programs, in support of recommendations from the November 2021 joint program external review. A restructuring of the New Media Studies joint program is in development, with plans for implementation in Fall 2025. In the proposed new structure, Year 1 and Year 2 will be held at UTSC to ensure that students acquire training in foundational areas such as communication skills, ethics, and core technical competencies. Consultations with Centennial College are ongoing, with a draft proposal expected in June 2024. The planned restructuring of ACM's Major in Media Studies and Minor in Media, Journalism and Digital Cultures (to be re-named the Major and Minor in Media and Communication Studies) has been successful, completing governance approval in the 2023-24 cycle, for implementation in Fall 2024. The revised program includes stronger scaffolding of course prerequisites and articulated pathways in key program themes that will improve student wayfinding and enable the Department to reliably staff core and elective courses. This revised structure will also support the Joint program by providing a stable set of elective courses now cross-listed for the Joint Major in New Media Studies. The Dean's Office looks forward to continue working toward the implementation of recommendations in collaboration with the Chair of Arts, Culture and Media.
- d) Updates to each review recommendation for the Centre for Indigenous Studies are presented in the one-year follow-up report Table. Key developments include: enhanced efforts to promote CIS courses and strengthen student advising; updating course content and identifying other courses offered across FAS for synergies; removing inactive courses from the course calendar; exploring the increased education possibilities, visibility, and revenue generation of a potential MOOC offering; exploring the development of a new graduate program; expanding opportunities for FAS students to engage in more Indigenous-focused experiential learning; working with the FAS Dean's office to strengthen the faculty complement, address workload concerns and ensure the appropriate recognition of Indigenous-specific contributions in research, teaching and learning across the Faculty; engaging in strategic leadership succession planning

and building resiliency within the unit; developing promotional materials to increase CIS's visual presence on campus and in the local Indigenous community; working with FAS to identify interim space until CIS's planned new space becomes available; increasing community visibility and exploring strategies to support the recruitment of Indigenous students; adding new administrative staff positions; identifying designated funding for Indigenous initiatives; enhancing undergraduate research opportunities; increasing the CIS's operational budget to address increased responsibilities following the unit's transition to an EDU:A; and working with FAS Advancement to identify fundraising priorities, including scholarship fundraising for CIS students, and for Indigenous students across FAS.

**FINANCIAL IMPLICATIONS:**

Not applicable.

**RECOMMENDATION:**

For Information

**DOCUMENTATION PROVIDED:**

- a) FIFSW Follow-up Letter from Dean Charmaine Williams, dated March 22, 2024
- b) FAS African Studies Follow-up Letter and Table from Dean Melanie Woodin, dated April 2, 2024
- c) UTSC New Media Studies Follow-up Letter from Dean William Gough, dated March 27, 2024
- d) FAS Indigenous Studies Follow-up Letter and Table from Dean Melanie Woodin, dated April 2, 2024



Office of the Dean

To: Susan McCahan, Vice-Provost, Academic Programs  
From: Charmaine C. Williams, Dean, Factor-Inwentash Faculty of Social Work  
Re: One Year Follow-up Report to the December 6-10, 2021 External Review  
Date: March 22, 2024

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Dear Vice-Provost McCahan,

Thank you for the opportunity to provide a follow-up report to items in the external review report from 2021. I am pleased to report on:

1. Progress on curriculum renewal diversification and internationalization; and
2. Progress on addressing concerns related to faculty climate, including faculty workload and administrative roles, support staff, and decision-making processes.

### **Progress on Curriculum Renewal Diversification and Internationalization**

Reporting from the December 6-10, 2021 external review, reviewers identified the concern that students perceived the curriculum as Eurocentric and not adequately representative of international and/or BIPOC epistemologies, pedagogies, and experiences. They encouraged us to decenter a colonial lens and ensure that students from “different” cultural and educational contexts were supported to adapt to systems and processes within the Factor-Inwentash Faculty of Social Work (hereafter, FIFSW). The reviewers noted that successful efforts to increase the diversity of FIFSW’s student population (up to 50% BIPOC), including a major increase in the number of international students, had shifted student learning needs. They encouraged the Faculty to offer more diverse curriculum choices.

In the time since that visit, we have made several interventions to respond to these concerns and develop the curriculum and co-curricular environment to meet the needs of our diverse and globally-minded student population. These include:

- **Breadth and Depth Curriculum Development to address BIPOC and International perspectives:** The external review sharpened our focus for curriculum updates/renewal on the integration of content relevant to BIPOC experiences, global social work, and Indigenous realities and epistemologies. In 2022, this integration was established as the mandate of the MSW Curriculum committee led by the Associate Dean Academic, and a focus for the curriculum teams for the Foundation Year (year 1 of the MSW), the Fields of Study (year 2 of the program, 5 fields), and the Indigenous Trauma and Resiliency Field of Study. In addition, we have implemented a number of elective courses to encourage deeper engagement with specific populations and issues. These include: Antisemitism and Contemporary Jewish Experiences; Issues for Community Well-being and Social Justice; Social Work Practice with LGBTIA Populations; Anti-Black Racism and Transformative Action in Social Work Practice; Critical Social Work Analysis with Indigenous People; Social Determinants of Homicide for Black Communities: Creating Culturally Responsive Approaches to Traumatic Injury. Ongoing courses included Social Work Practice with Immigrants and Refugees, Social Work Ethics and Indigenous Communities, Indigenous Perspectives on Grief, Loss and Unattended Worry, Indigenous and Participatory Research Methods, Facilitating Training in Indigenous Communities and Working with Couples and Families in Indigenous Context.
- **International Student Orientation and Inclusion Programming:** 2021 was the first year FIFSW admitted a cohort of international students (30, up from 1 or 2 per year) and programming for international students was limited. In 2022, FIFSW implemented a series of initiatives to help international students feel more connected to the Faculty, to domestic students, and to each other. These included:

  - Student Services delivered an expanded International Student Orientation that included a series of email updates and online sessions through spring and summer, and a welcoming event at the start of the fall semester;
  - The Faculty created a position, International Student Coordinator (staff position, half-time) to serve as personal contact for the students before and after arrival.
  - Student Services and the Office of the Associate Dean Academic launched a professional development series for International Students that addressed topics like Canadian social policy, the Canadian social welfare system, professional accreditation requirements, key sectors of Canadian social work practice etc.. This ongoing series benefits from alumni involvement, often graduates who are former international students.
  - Student Services, the Office of the Associate Dean Academic, and the MSW and PhD Program Directors collaborate to deliver a series of international student social events and gatherings, often cued to Canadian celebrations, and gatherings for beginning and ends of term. There is a mix of cohort-based and broader events

including domestic students. Faculty members have been active participants in these events.

- Recruitment and community-building activities for international students is also an designated part of the portfolio for the Recruitment and Student Life Officer (staff position under Student Services).

In 2023, we built on evaluation and feedback from the students to further develop these initiatives. We replaced the International Student Coordinator with an International Student Advisor, appointing a faculty member (service assignment), to serve as a primary contact for international students while also providing academic support and advice. Another evolution based on feedback was the implementation of a Practice Consultation Group for International Social Work Students by the Office of the Associate Dean Academic. This group, facilitated by an experienced social worker with international education and practice experience, provides international students with group mentorship specific to their experience in practice placements and their preparations for post-graduation employment. The consultation group is ongoing and is evaluated annually.

- **EDI Orientation to the Program and Profession:** FIFSW has an Introduction to Social Work Conference for students entering the two-year program. These are students who have no previous education in social work and programming for this conference is directed at orienting incoming students to the breadth of social work practice in Canada. The September 2023 conference featured three presentations on Indigenous Healing in Social Work (topics: land-based healing, Indigenizing social work curriculum, Indigenous community practice). Other speakers addressed social work with racialized older populations, service delivery to Black families in under-resourced neighbourhoods, and micro-skills for cross-cultural social work practice.
- **Practice Consultation Group for Black-Identifying Social Work Students:** A Practice Consultation Group for Black-identifying students was implemented by the Office of the Associate Dean Academic in 2022, serving as a model for the International student group described above. Students receive mentorship from an experienced Black social worker who addresses topics like Africentric social work, dealing with experiences of anti-Black racism, developing a community- and culture-centred professional identity, etc.. The group is ongoing and, like the other, is evaluated. Both Practice Consultation Groups have provided great learning for implementation of similar initiatives in the future to meet the needs of other student groups.
- **EDI Preparation for the MSW and PhD programs:** in the 2023-24 academic year, FIFSW replaced an EDI orientation workshop delivered by the University's Anti-Racism and Cultural Diversity Office with an EDI seminar that is a degree requirement for all



incoming MSW students. These workshops were developed and delivered through a collaboration with alumni, PhD students, and faculty members, and made use of feedback from a survey administered to incoming MSW students to understand their learning preferences and learning goals. The seminars focus on experiential activities and processing of classroom scenarios designed to invite reflection on subjugated and privileged identities, intersectionality, decolonizing beliefs and practices, individual and collective contributions to diversity and inclusion in the FIFSW environment, and later, the field of social work.

- **Co-curricular programming prioritizing BIPOC and International perspectives:** FIFSW has a long-established practice of co-curricular programming that showcases the breadth of diversity in our teaching and practice community. These learning activities are initiated by the Office of the Associate Dean Academic, Field of Study Coordinators, and individual Faculty members. As an example, October 2023 offered the following lunchtime seminars and workshops for students: Addressing Islamophobia, Anti-Muslim Rhetoric, and the Social Service Needs of Muslims Living in Ontario; Understanding Intergenerational Trauma – Jewish Perspectives; Higher Education Access for Precarious Ontario Students: Gateways and Obstacles; Having “the talk” about drugs: A Quranic Approach. January 2024 offered the following: Black Health Equity and the Culture of Accountability; Unpacking the Middle East, Applying Mindfulness; Decolonizing Educational Practice: An Indigenous Framework; Decolonizing Social Work Practice: Unveiling a Path Towards Equity and Empowerment. FIFSW also has a robust program of evening programs for students and people in the field, implemented by the Alumni Association. Topics have included: The Truth about Reconciliation: Healing the Layers of Oppression (October 2023); Denouncing the Continued Overrepresentation of First Nations Children in Canadian Child Welfare: Findings from the First Nations/Canadian Incidence Study of Reported Child Abuse and Neglect (October 2023); Healing through Afrocentric Care: Foundations of Afrocentric Care and its Impact on Black Communities and Practitioners (February 2024).
- **A complete curriculum review to develop a framework for integration of equity, diversity, inclusion, Indigeneity, and accessibility (EDIIA) in course content – Spring 2023 to present.** The Associate Dean Academic, another faculty member given a course release, a PhD student, and the Director of Equity, Diversity and Inclusion (appointed in October 2023) have been leads on a review of curriculum designed to create a framework that will make EDIIA elements explicit in all course offerings and set standards for accountability and improvement across the MSW and PhD programs. This includes a focused EDIIA analysis of field education by a team comprised of the Assistant Dean, Field Education, the Director of EDI, and the MSW Program Director. This review is directed at increasing EDI integration in field-based learning and

developing resources and programming to further equip field instructors to support this learning. Existing committees like the PhD and MSW curriculum committees, MSW and PhD studies (governance) committees, Teaching Faculty Committee, and the Practicum Advisory Group collaborate with the Working Group as we work through this process.

- **Recognitions of Days/Weeks/Months of Significance:** We understand recognizing the importance of the range of observances in our student and staff group as an important component of decentering Eurocentrism/whiteness at FIFSW and the entire University. The addition of a Director of Equity, Diversity and Inclusion at the FIFSW has increased our capacity for recognition and respectful engagement with a broader range of significant cultural, religious, and political events. The Director collaborates with Communications, Student Services, Field Education, Program Directors, Managers, etc.. to coordinate FIFSW messaging, accommodations, and celebrations for these important activities. In January 2024, the Director of Equity, Diversity and Inclusion initiated a monthly Equity, Diversity, and Inclusion Newsletter that shares information about dates of recognition, observance and celebration, accommodations for religious observance, EDI learning and community-building activities to engage staff and students in learning and appreciation of diversity at the FIFSW.

We have dedicated ourselves to the task of diversifying our curriculum and listening to/learning from the diverse perspectives of our students to provide education that is responsive to their needs and the pressing needs in the communities we serve. In this regard, I want to add that representation matters. It has been our strategy to ensure we have a complement of core and sessional faculty, alumni and collaborators that represent a range of BIPOC and other identities. That strategy extends to building community-based and international research with a broad range of BIPOC and other communities. FIFSW scholarship and FIFSW educators have a direct impact on the curriculum experienced by our students and contribute to an implicit curriculum directing students to the presence, importance, and value of diversity in our profession.

Diversifying the curriculum and mentoring students to collaborate with us in building a profession that embodies diversity, centers equity, embraces the tasks of decolonization and reconciliation, and transforms the profession from its Eurocentric, colonial roots are endeavors that are complex and multifaceted. FIFSW has taken strong action on these efforts. We are committed to ensuring that all of our stakeholders see this is a fundamental characteristic of our Faculty.

## **Progress on addressing concerns related to faculty climate, including faculty workload and administrative roles, support staff, and decision-making processes.**

This item is connected to several observations reported from discussion the external reviewers had with staff and faculty members. I have grouped them into three categories, drawing on excerpts from the report.

**Category 1 – Observations regarding teaching stream faculty member roles, expectations, and supports:** Some teaching-stream faculty express desire to conduct research, however their workload does not support sufficient time to pursue this. Discrepancies noted across various levels of faculty in terms of roles and expectations, support available (depending on which stream) and ability for mentorship and research opportunities.

### **Context and Update:**

At the time the external reviewers conducted their virtual visit, we had no senior teaching stream faculty members, and therefore, could not parallel the structure of senior-to-junior faculty member mentorship that was available to tenure stream faculty members. Mentorship was provided by faculty members with education-focused scholarship, however, teaching stream faculty members were clearly indicating this was insufficient. In 2024, our situation is changed. We now have continuing status teaching stream faculty members who can and do provide mentorship. I have also made efforts to connect to the strong network of teaching stream faculty members at the University and the Centre for Teaching Support and Innovation (CTSI) to support junior teaching stream faculty members; this is an important component of the supports we are building for the teaching stream faculty members we are currently recruiting. Attracting and retaining faculty members who will lead and influence social work education in our faculty and beyond is a priority. In the planning for expanding the number of teaching stream faculty at FIFSW, I am consulting with teaching stream faculty members at the University and with CTSI on how we can support their professional development and scholarship. Establishing strong ties with the Associate Deans Academic and Research are also important components of the support for teaching stream faculty members, to institutionalize mentoring and support that is attuned to the specific expectations of the role. This is beginning at the interview stage with meetings scheduled with the associate deans to discuss professional development supports for teaching and research with our candidates.

The workload for FIFSW teaching stream faculty members is defined in our workload policy as six half courses (3.0FCE), and they carry a service load similar to tenure stream faculty members, with attention to selecting lower demand committees to compensate for the teaching load. It is common for our teaching stream colleagues to intertwine scholarship and professional development. I cannot speak to how this was managed in 2021, however, I believe there should

be opportunities for teaching stream faculty to have teaching loads reduced to pursue scholarship, educational leadership, or other professional development. This would be similar to supporting course releases for tenure stream faculty who are pursuing research or taking on major administrative roles. I am committed to supporting that consideration for teaching stream faculty members who are pursuing such opportunities and have done so since being appointed as the interim Dean.

I am also prepared to commit additional resources to mentorship and professional development. For example, teaching stream colleagues have alerted me to the value of the [Certificate in Effective University Education](#), a course developed as a partnership between CTSI and the Association of College and University Educators, with endorsement by the American Council on Education. I plan to encourage our incoming junior faculty members in the teaching stream to participate in this or similar programs. This will require a financial commitment from the Faculty, and a reduced course load to allow the necessary time for the faculty member. I am prepared to make this and other commitments to support the professional development of our teaching stream faculty members and I am open to finding out what else will be useful to them, recognizing that this will vary, depending on the goals of the individual.

**Category 2 – Observations regarding workload across ranks:** Untenured faculty members appear to bear a disproportionate responsibility for curriculum leadership, and possibly, a heavier overall service load.

### **Context and Update:**

This observation has proven difficult to substantiate. I reviewed service loads for the years 2022-23, 2023-24 and found that pre-tenure and pre-continuing status faculty members always had a lower service load (usually, 1-2 committees), as has been our practice for as long as I have been at the Faculty. Field of Study coordinators, program directors, and curriculum committee chairs are all faculty members who are post-tenure or post-continuing status. The only curriculum leadership roles assigned to junior faculty are course coordinator roles. FIFSW has a practice of ensuring that junior faculty members have an experience of coordinating a multi-section course. We have this practice so our junior colleagues can add it to teaching portfolios as an example of educational leadership when they apply for tenure/continuing status and promotion.

I reviewed course coordinator assignments for this year and next, as they are posted on our website timetables. Course coordinator assignments for this year were: 5 full professors, 7 associate professors, and 2 assistant professors. The 2024-25 timetable has course coordinator roles assigned to 3 full professors, 7 associate professors, and 2 assistant professors. It does not appear that junior faculty members are carrying disproportionate responsibility for curriculum leadership.

Perhaps circumstances were different in 2021 – we did have more assistant professors at that time. I will ensure that we continue to be alert to possible overburdening of junior faculty members with service or curricular leadership roles.

**Category 3 – Observations regarding faculty climate and operations:** Morale of faculty, students and staff noted as “a bit uneven” (though current external environmental and political conditions acknowledged as contributing factors). Faculty note a lack of clear administrative procedures for implementing policies for students, and for faculty personnel matters. FIFSW has smaller administration compared to many divisions on campus. Recent high turnover of administrative staff noted, with related implications for program delivery.

### **Context and Update:**

The external reviewers conducted their virtual visit in December 2021 and there were several challenges at that time. FIFSW had been operating remotely for over a year. The Dean had unexpectedly resigned and leadership in the Registrar/Student Services area was inconsistent. There were several retirements and some resignations, leaving FIFSW with unfilled administrative positions, as they note. Everyone was covering multiple roles and there was confusion about who was doing what as FIFSW struggled to maintain operations with less person-power available, and the increased demands of operations under pandemic conditions.

The reviewers recommended conducting an assessment and creating a plan to improve faculty climate, strengthening the administrative complement, and strengthening procedures and clarity around administrative policies and decision-making processes. We have acted on all of these recommendations.

1. In the time since that visit, we have filled all our administrative positions except for the administrative assistant roles in the Offices of the Dean and the Associate Dean Academic (roles currently filled by personnel from UTemp). In addition, FIFSW has added staff to Student Services, Operations, Research Services, Advancement, and the Field Education Office. We filled the Assistant Dean Student Services and Registrar Role and created a new role for a Director of Equity, Diversity, and Inclusion (started in October 2024). Having a full and enhanced staff complement has contributed to a significant improvement in our overall operations and has improved clarity about specific roles and scopes of practice.

The organizational chart (appended) details the relationships between staff/faculty positions and members of the leadership team, comprised of the Dean, Associate Deans, Program Directors, CAO, Directors of Advancement and Equity, Diversity and Inclusion,

Assistant Deans Student Services and Registrar, and Field Education. FIFSW coordinates activities and operations through bi-weekly meetings of the leadership team and weekly meetings of the Program Management Group (comprised of leadership team and administrative staff leading student-facing portfolios). The Faculty Sharepoint site has been used effectively for sharing information and increasing transparency about operations and sites of decision-making in the Faculty. I also devoted time in Teaching Faculty Meetings to presentations from all of the administrative units in the Faculty to build relationships, answer questions about administrative processes and functions, and exchange information to facilitate Faculty operations..

2. We have made workplace culture and climate a key part of strategy at the Faculty. Managers are touchpoints for ensuring that organizational culture, climate, and work-life balance are regularly discussed and nurtured in teams. As Dean, I take these discussions into meetings with the Teaching Faculty and the Associate Dean Academic is lead for addressing these issues with sessional lecturers. After my appointment as Dean, I started conversations with People Strategy, Equity and Culture (PSEC) about assessing climate at the Faculty and we are implementing a climate survey in coordination with our strategic planning process (April/May 2024). I have positioned FIFSW culture as an important component of the strategic planning process that is in progress. Sustainable work practices and environments, psychological safety in the workplace, and related issues are major challenges for the profession of social work that also affect a school of social work; our modelling of effective practice in this area is part of the implicit curriculum for our students. It also important, of course, for the well-being of FIFSW staff and faculty members.

Although I believe that the conditions of lockdown and staff turnover were significant contributors to the morale described by the external reviewers, I also believe that we have emerged from that time with heightened awareness of the importance of feeling informed, valued, and connected to each other in our environment. The climate survey will be valuable for identifying areas of strength and for growth and we will use its results to develop specific strategies for ongoing improvement.

## Conclusions

The Factor-Inwentash Faculty of Social Work has made significant strides in addressing the concerns raised in the December 2021 external review; the work is ongoing. The Faculty has put in place initiatives and structures to support a strong commitment to curriculum renewal, diversification, and internationalization, with a particular focus on integrating BIPOC and international perspectives into the explicit and implicit curriculum. The Faculty's efforts to diversify the curriculum and mentor our diverse student population reflect a broader strategy to build a profession that embodies diversity, centers equity, and embraces the tasks of decolonization and reconciliation. Additionally, FIFSW has taken concrete steps to improve Faculty climate by setting it as a priority, increasing administrative support, building accountability into leadership roles, and introducing key roles and initiatives to contribute to a more supportive and inclusive environment. Work underway is further effort to ensuring that faculty and staff members feel supported, valued, and recognized as important members of the FIFSW community.

I thank you for the opportunity to share how FIFSW has given serious and significant attention to the recommendations arising from the external review. I welcome any further questions about our activities.

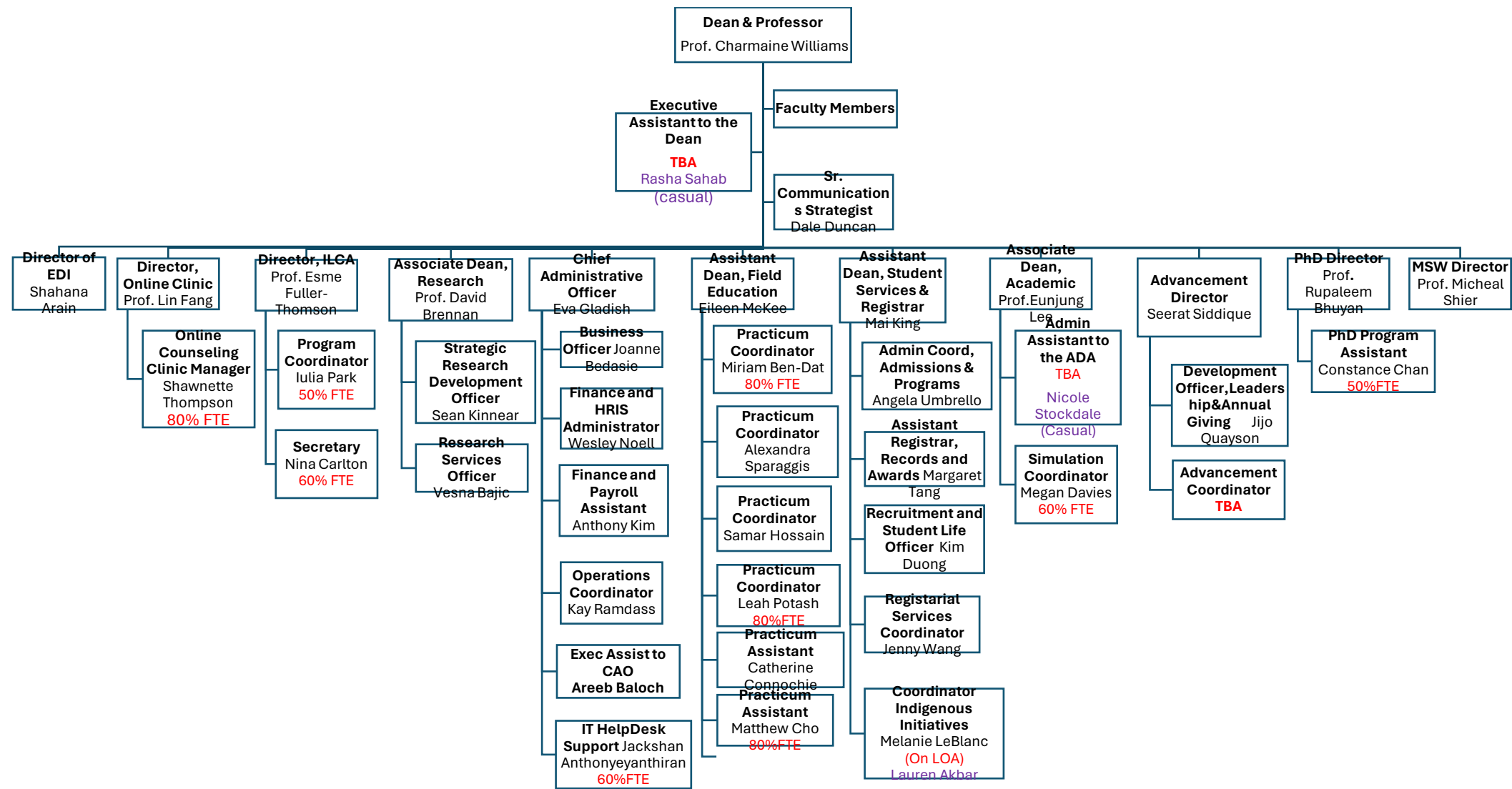
Sincerely,

A handwritten signature in black ink, appearing to read "C. Williams", with a long horizontal flourish extending to the right.

Charmaine C. Williams  
Dean & Professor

cc. Lachmi Singh, Director, Academic Programs, Planning and Quality Assurance  
Emma del Junco, Coordinator, Academic Planning and Reviews  
David Lock, Coordinator, Academic Planning and Reviews  
[vp.academicprograms@utoronto.ca](mailto:vp.academicprograms@utoronto.ca)









UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

April 2, 2024

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

**RE: One-Year Follow-up Report on UTQAP cyclical review of the African Studies Centre  
(formerly African Studies program)**

Dear Prof. McCahan,

I write in response to your letter of July 23, 2023, regarding the June 21, 2021, UTQAP cyclical review of the African Studies Centre (formerly the African Studies program).

At its meeting on February 16, 2023, AP&P requested a one-year follow-up report, given that major changes are required to address the reviewers' recommendations and that the program was in the process of transitioning to an EDU:B.

Updates to each review recommendation are presented in the attached one-year follow-up report Table. This Table was developed in consultation with the Director of the African Studies Centre and with the Associate-Dean, Unit-Level Reviews, and senior leadership within my office.

I will continue to monitor progress made on the Implementation Plan arising from this review and will be pleased to provide your office with further updates in the Interim Monitoring Report midway between the 2021 UTQAP cyclical review and the year of the next site visit in the 2028-2029 review cycle.

Thank you very much for the opportunity to provide this one-year follow-up report on the tremendous progress made by the African Studies Centre. The reviewers' comments and recommendations continue to help inform the future priorities of the African Studies Centre and its undergraduate programs.

Sincerely,

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

cc. Marieme Lo, Director, African Studies Centre, 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

## One-Year Follow-up Report to the June 15, 2021, UTQAP Review of FAS African Studies - Review Recommendations

The review identified a number of strengths and concerns, and made several recommendations. At its meeting on February 16, 2023, AP&P requested a one-year follow-up report, given that major changes are required to address the recommendations and given the transitioning of the program into an EDU.

Date Reported to AP&P: February 16, 2023

<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 Update</b>	<b>Dean's Update</b>
<p>The reviewers noted concerns regarding the limited and unstable roster of courses offered, observing that this contributes to the issue of low enrolment in African Studies programs despite large enrolments in African Studies courses.</p>	<p>1</p>	<p>“students emphasized that there simply is not a stable roster of course offerings in the Program in ways that would encourage incoming students to major or minor in the Program... Limited course offering in African Studies... explains the discrepancy between the large enrollments in African Studies classes and low numbers of Majors and Minor in the Program.”</p>	<p>A thorough curriculum review and revitalization conducted in the last three years, and new faculty complements have led to a suite of new permanent courses at 2nd, 3rd and 4th year levels (added) to our innovative curriculum and offered the first time in 2022. Several <a href="#">new course offerings</a> submitted to the Arts &amp; Science Governance in 2023 have been approved and included in the 2024-25 Arts &amp; Science Academic Calendar [ex:AFR199H1 - Africa in Toronto, <b>AFR299Y1</b> - Research Opportunity Program, <b>AFR340H1</b> - The Literary Lives of African Women, <b>AFR465H1</b> - African Cities and Urban Futures, <b>AFR460H1</b> - Climate Change, Food Security, and Sustainability in Africa.] We have revised <b>AFR150Y</b>our first-year introductory course, our joint course with Human Biology: <b>JAH350H1</b> - AIDS, Outbreaks, Pandemics: Challenges and Successes in Africa, and offer African Studies designated independent study courses effective Fall 2024: <b>AFR391H1</b> - African Studies Independent Study Course, <b>AFR490Y1</b> - African Studies Independent Study Course and <b>AFR491H1</b> - African Studies Independent Study Course.</p>	<p>As indicated, a number of new courses have been approved at A&amp;S Council during this academic year, bolstering the variety of offerings for students.</p>

<p>The reviewers recommended devising and implementing more effective recruitment strategies to attract students to African Studies programs.</p>	<p>2</p>	<p>“...students voiced several key concerns and pointed to several recommendations shared by the faculty that require attention... [including] Devising and implementing more effective recruitment strategies so that more students come to know about the program hence increasing the number of majors or minors in the program.”</p>	<p>ASC has worked with A&amp;S Student Success Programs such as Program Exploration Days and A&amp;S Student Recruitment &amp; Admissions regarding outreach such as Ontario Universities Fair and Fall Campus Day. ASC has enhanced its representation at university-wide orientations and fairs after the COVID-19 pandemic hiatus.</p> <p>-ASC has relaunched class visits, enhanced its social media platform and strategies, co-organized student- centered events with ASCU to connect with wider community networks and associations to enhance the visibility and profile of our programs, draw more alumni engagement and is working to formalize our ambassadors’ s program for community outreach.</p> <p>-ASC has also established new African Studies scholarships and awards. (See also Section #3)</p> <p>-An important complement to the curricular offerings and teaching is the range of co- and extra- curricular opportunities offered to students to pursue forms of scholarship and socially-engaged learning beyond the classroom. Notable are: 1) the student course union and student’s flagship journal, Elimu, community outreach and engagement events event such as Backpack to Briefcase: Alumni Panel and Informal Networking, significant academic symposia, public lectures, panels, and the wide range of co-sponsors talks and events, and curated cultural events.</p>	<p>ASC has actively participated in a number of recruitment activities throughout this academic year (e.g., Ontario Universities Fair, Fall Campus Day in Fall 2023, Program Exploration Days in February 2024).</p> <p>Several new awards have been added to the existing complement of student awards. The Office of the Faculty Registrar have assisted ASC in the administration of the following:</p> <ul style="list-style-type: none"> <li>- Sylvia Back Memorial Award</li> <li>- Dream Maker Realty / Olowolafe Family Award</li> <li>- African Studies Academic Excellence Award</li> <li>- African Studies Community Leadership &amp; Citizenship Award</li> <li>- Ubuntu-African Studies Award</li> </ul>
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<p>The reviewers note a crucial need to expand student financial aid and scholarships, including for refugees and first-generation students; they also note the need for additional support for travel and study abroad opportunities.</p>	<p>3</p>	<p>“Crucially, what is needed for students is to expand financial aid support and scholarships recognizing academic excellence for African Studies students including refugees and first-generation students: merit-based awards and financial needs scholarships. In addition, there needs to be more support for students in terms of travel and study abroad opportunities for students to pursue their studies in Africa, supporting field research and diaspora safe return educational visits for (refugees and students living in exile).”</p>	<p>Expanding students’ financial aid and scholarships and providing more access and opportunities for largely racialized, immigrant, first- in-family, first-generation and mature students for outbound mobility and international field research are high priorities.</p> <p>-The ASC has coordinated with New College Advancement the transfer African Studies awards to the African Studies Centre as a newly established EDU: B unit and allocate long-established awards and scholarships this academic year.</p> <p>-ASC has also submitted an application for the FAS Internship Program.</p> <p>-ASC has a permanent AFR AFR299Y1 - Research Opportunity Program and secured funding for a field course in Kenya in 2023 and 2024 following previous years success in these competitive awards.</p> <p>-ASC has also reached out to Learning Abroad at CIE to seize new opportunities for Africa-based study abroad programs and student mobility.</p> <p>-African Studies has strategically prioritised student funding, established and launched three new student awards in 2024: Ubuntu – African Studies Award, African Studies Community Leadership and Citizenship Award and African Studies Excellence Award on its limited budget (to support students, celebrate their excellence, leadership and community citizenship and enhance students'</p>	<p>The Dean’s Office was thrilled to learn of the <a href="#">\$5-million gift for the ASC and the Caribbean Studies Program</a>. The DO is also pleased to administer several new ASC student awards (see item 2).</p>
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			<p>academic experience). However, there is still more coordinated work to be done with FAS and A&amp;S Advancement to prioritize sustainable and dedicated student financial aid as advancement priority. It is crucial that the A&amp;S Advancement works closely and consultatively with the ASC to pursue advancement efforts and strategies dedicated to African Studies student awards, scholarships and financial aid support. ASC is keen and ready to work with A&amp;S Advancement on African Studies advancement priorities.</p> <p>-Our success with the recently announced major gift from Mr. Rooney is transformational. We hope it will be catalytic, especially with regard to boosting student need-based financial aid resources and portfolio.</p> <p>-Affording more merit-based and financial need- based scholarship and awards to vulnerable students is critical. It will incentivise students and alleviate the financial burden, barriers and many opportunity costs relative to educational access, attainment and enrichment opportunities.</p>	
<p>The reviewers noted the urgent need to stabilize faculty positions and regularize the teaching complement for African Studies courses, attributing the limited and unstable roster of course offerings to the absence of permanent</p>	<p>4</p>	<p>“There is an urgent need to stabilize insecure positions and to stabilize and regularize the teaching complement for courses currently taught on a short-term and insecure basis... The absence of permanent faculty in the Program that make it difficult for students to find a regular roster of courses to apply to their concentration and difficulty in finding regular supervision.”</p>	<p>African Studies has made faculty stabilization a high priority and submitted a request for a permanent 100 per cent teaching stream position through FCC processes in 2022. We are planning to submit requests on the EDU: B Proposal for faculty complement t in the upcoming cycle.</p>	<p>The transition to EDU:B status allows current African Studies faculty to now hold a minority appointment in the newly established African Studies Centre.</p> <p>As such, partial transfers of six existing appointments from New College into the Centre, have since taken place, as well as a</p>

<p>faculty in the program; they also noted comments from cognate units in support of additional tenure-stream faculty with joint appointments to African Studies.</p>			<p>-One limited contract faculty part-time continuing appointment review has been successful and secured in 2023.</p> <p>-With support from FAS and cognate departments, the ASC has augmented its (tenure-stream) faculty complement with 3 joint appointments to History (49%), English (49%) and Anthropology (25%) since July 2022, and a 2023 joint hire with the School of the Environment (49%).</p> <p>The faculty partial appointment transfer to ASC is effective in 2023-2024 and the EDU: B Governance approved proposal includes net new hires and proposed new searches and appointments to the African Studies Centre including two positions in the short-term.</p>	<p>projected four new hires in this area are anticipated.</p>
	<p>5</p>	<p>“several faculties in the ‘traditional’ disciplines noted that increasing the number of permanent and joint-appointed tenured and tenure-tracked faculty in ASP would be of great benefit to their own departments”</p>	<p>African Studies conducted a successful search in the area of “Climate Change and Sustainability in Africa” with the School of the Environment. Proposed searches in the African Studies Centre EDU: B approved by Governance in the next 5 years offer unique opportunities for collaboration and joint appointments with units across FAS. We will explore more opportunities for joint and/ or fulltime appointment to further stabilize faculty positions and achieve an incremental net increase in fulltime teaching faculty capacity.</p> <p>-We have also established new collaborations and co-sponsorship with underrepresented units such as the Centre for Criminology, Department for the Study of Religion, Art History, Centre for Diaspora and</p>	<p>The transition to EDU:B status allows current African Studies faculty to hold a minority appointment in the newly established African Studies Centre.</p>

			Transnational Studies and look forward to broadening academic collaboration with many more units.	
The reviewers recommend establishing a master's degree program in African Studies, noting that this would "enhance the student experience and offer a contribution to all of Canada by expanding the scope, quality, and relevance" of the program's research activities and course offerings.	6	"The establishment of a master's Program in African Studies... would enhance the student experience and offer a contribution to all of Canada by expanding the scope, quality, and relevance of the ASP's research activities as well as course offerings."	<p>The establishment of the Centre for African Studies as EDU: B unit is effective since Governance approval in July 2023. It is a first step toward the goal of future graduate programming. African Studies has already fostered curricular expansions and innovation for advanced students (e.g., Honours African Studies Research Seminar) who want to experience a graduate level seminar by offering a joint undergraduate / graduate elective seminar course open to fourth year students and graduate students. Illustrative is AFR454H WGS1016 Migration, Mobility, and Displacement in Africa as well as a cross-listed course WGS 426H1/ WGS 1010 Gender and Globalisation: Transnational Perspectives.</p> <p>-The recent Major Gift for Endowed Professorship and Post-Doctoral Fellowships in African Studies is transformational and will make possible many new opportunities for expansion and collaboration.</p> <p>-Prior Tri-campus consultations on the EDU: B proposal in 2022-2023 with numerous units, programs, faculty members from various disciplines, students, Senior Doctoral Fellows and alumni extended to discussions of graduate programs in African Studies and recorded and reaffirmed an overwhelming support for African Studies graduate programs.</p>	<p>The establishment of the African Studies Centre is a first step toward the goal of a future graduate program.</p> <p>The Dean's office has already facilitated discussions between the Director, ASC, and the Vice-Dean. Graduate Education, to begin the process of developing a new degree proposal for the ASC graduate program.</p>

			<p>-We are now exploring more systemically a range of graduate programming such as Master’s in African Studies building on strong collaborative relations with units and with tenure stream joint appointments.</p> <p>-An internal committee has been formed to start the consultative process.</p> <p>-We held an informational meeting with the Vice Dean Graduate in March 2024 to further explore the modalities and procedures for graduate programming and the establishment of a Master’s Program in African Studies. (See also Section #9).</p>	
<p>The reviewers observed a lack of resources as a significant issue, noting challenges around visibility within the context of New College, and relating comments that a history of “systemic racism” has limited the growth of these programs.</p>	7	<p>“They noted that the African Studies Program (ASP) was a flagship unit of New College but became “buried” in the context of the expansion of the College. The budget stagnated, few resources were made available to ASP and, consequently, fewer courses have been offered to students in recent years.</p>	<p>With astute and strategic use of limited resource, African Studies has enhanced its social media presence with its Twitter and Facebook accounts and appears as the number 1 African Studies Program on google searches and will continue to find creative means to profile more prominently its collective academic achievements and endeavors as a vibrant intellectual hub of academic excellence. With the EDU: B status, ASC is seeking dedicated resources and enhanced capacity to sustain its academic mission, meet programs- centric communication priorities, boost public-facing activities, community engagement and outreach with wider publics and showcase its historic record of innovative teaching, research and community building.</p>	<p>The A&amp;S Finance office looks forward to discussing the ASC discretionary budget and the programming needs of the unit.</p>



			<p>-Increase in resource allocation to the Centre is much needed.</p> <p>-Programming budget increase is much needed to support the varied programs and intellectual life of the Centre such as the African Studies Seminar Series, the new African Studies Graduate Student Research and Writing Group and community engagement.</p>	
	8	<p>“It is important to note that several respondents indicated that the weaknesses of African Studies and Caribbean studies has to do with a history of “systemic racism” which has limited the growth of these programs”</p>	<p>Given ASP’s historic mission and contributions, enhanced support for African Studies students’ wide diversity, its faculty and cutting- edge research and pedagogy is timely and needed to further actuate equity, inclusion and anti-racism initiatives and commitments across FAS and the university at large. Decent space/infrastructural allocation is key. With such investments, African Studies could also play a pioneering role in advancing decolonizing and anti-racism work within higher education at a global scale.</p>	<p>ASC is a high priority of the Dean’s Office. The Dean’s Office looks forward to continuing to support ASC in its new capacity as an EDU:B. The DO will continue to consult with New College and ASC about space allocation.</p>
<p>The reviewers recommended enhancing support for the African Studies programs by establishing an Extra-Departmental Unit within the Faculty of Arts and Science, observing that the lack of financial and administrative autonomy is an underlying cause of several other</p>	9	<p>“The transformation of African Studies Program into an EDU and the Building and Expansion of a Supportive Infrastructure... would allow for the Unit to make appointments, seek grants, get more supportive infrastructure, meet the great demands for courses by the students, establish a master’s program as part of a stand-alone Institute or department of African Studies, enable collaboration with other departments, institutes, and centers, and encourage research partnerships and collaborations with the many faculties and</p>	<p>The African Studies Centre as EDU: B is newly established following Governance approval in July 2023. It is foundational, incremental institutional transformation and first step in mounting graduate programs and collaborative graduate courses supporting a graduate collaborative specialization with cognate units and departments. (See also Section # 7). Enhancing collaboration and interactions between ASC students, faculty and graduate students across units and</p>	<p>The transition of the African Studies program into the African Studies Centre, an EDU:B, as of July 1, 2023, will facilitate the Centre’s long-standing plans to expand into offering graduate programming, which the Dean’s office fully supports.</p>

<p>challenges and concerns raised in the report.</p>		<p>students working on Africa across the disciplines on Campus.”</p>	<p>disciplines is critical given the fact that African Studies has supported with New College 17 Senior Doctoral Fellows across the humanities and social sciences and from departments such as Anthropology, English, the Faculty of Law, Political Science, Social Justice Education (OISE)/ School of the Environment, Geography and Planning, the Educational Policy and Leadership Program at OISE, Women and Gender Studies, the Faculty of information, and the Mark S. Bonham Centre for Sexual Diversity Studies.</p> <p>-ASC will sponsor the new African Studies Graduate Students Research and Writing Group.</p> <p>-Adequate infrastructure and space allocation and administrative support are critical for the Centre to thrive as a vital intellectual, social and cultural hub of academic excellence where students and faculty and community members coalesce. (See also Section #7).</p>	
<p>Other recommendations not prioritized in the Request for Administrative Response</p>	<p>10</p>	<p>“students voiced several key concerns and pointed to several recommendations shared by the faculty that require attention [including] ... An imbalance of the courses available. Specifically, there are far more social science courses available to students than courses in the humanities.”</p>	<p>New courses in Humanities have been added with our new faculty hires jointly appointed in English and History: AFR290H1: The Idea of Africa; AFR370H1: Anticolonialism, Radicalism and Revolutions in Africa; AFR340H1 - The Literary Lives of African Women; AFR270- African Literature and the Politics of Storytelling in addition to AFR199 a new First-Year Foundation course to be offered in 2024-2025 academic year; AFR251H1F: Language, Freedom and Linguistic Human Rights in Africa; AFR270H1F AFR452H1 - Kiswahili in a Globalized World and</p>	<p>The Dean’s office is pleased to see these vibrant additions to the undergraduate curriculum over the past year. The Vice-Dean, Undergraduate, is happy to facilitate discussions with cognate units to explore further development of the ASC’s concentration in African popular culture and other possibilities for additional Humanities courses.</p>

			<p>Independent study courses at 3rd and 4th year levels.</p> <p>-The ASC will seek opportunities for joint positions with cognates units and will strengthen relations with the Centre for Drama, Theatre and Performance Studies, Cinema Studies Institute, Department for the Study of Religion, Art History, Music, Department of Spanish and Portuguese, among others to further strengthen one key area of concentration, “African Popular Cultures” in an effort to balance ASC humanities and social science strengths. This is a key area for faculty complement and searches in the EDU: B approved proposal.</p> <p>-As a new beneficiary of PIE funds in 2024, ASC is piloting a language and cultural immersion day in April 2024 to satisfy students’ demand for more African language offerings (e.g., Amharic, Igbo, Yoruba, Twi, Lingala) before offering more language courses in subsequent years pending FAS budgetary support. (See also Section #1).</p>	
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March 27, 2024

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

**Re: One-year follow-up report for the external review of the New Media Studies Program**

Dear Susan,

Thank you for your letter of April 24, 2023, requesting a one-year follow-up report to the November 5 & 12, 2021 external review of the New Media Studies program (offered Jointly with Centennial College), and the administrative response of December 19, 2022. With this letter I am pleased to provide the one-year update requested by the Committee on Academic Policy and Programs (AP&P), “given that the program will be undergoing a significant redesign.” The Department of Arts, Culture and Media (ACM) has been engaged in curriculum renewal for both the Joint program in New Media Studies and its Media Studies programs in support of several recommendations of the review as described below.

In their report, the reviewers made recommendations related to the technical and theoretical competencies, including increasing clarity around technical competencies expected of students early in the program. In their administrative response, the Department stated plans to redesign the program structure to implement these recommendations. In the proposed structure, Year 1 and Year 2 will be held at UTSC to ensure that students acquire training in foundational areas such as communication skills, ethics, and core technical competencies.

This planned restructuring is in development and will be proposed in the 2024-25 curriculum cycle for implementation in Fall 2025. In Winter 2024, ACM continued consultations with Centennial, which were initiated in Fall 2023, to further develop the major modification. Following a logistical meeting in February 2024, further meetings between program coordinators are scheduled to be held in March and April, to update program learning outcomes to reflect transformations in the field and to add courses that will enhance student skills acquisitions. A draft is expected by June 2024 with further consultations the following semester to prepare for proposal in the 2024-25 cycle.



The reviewers also made several recommendations related to the relationship between the Joint Program and the Media Studies programs offered at ACM, including:

- Allowing the Joint Program to benefit from recently hired faculty in Media Studies at UTSC, in the teaching of core and complementary courses
- Integrating the Joint Program with the larger Media Studies undergraduate program
- Reviewing course descriptions to ensure they are up to date with programs and software used in the field

The planned restructuring of the Major in Media Studies and Minor in Media, Journalism and Digital Cultures (to be re-named the Major and Minor in Media and Communication Studies), has been successful, having completed governance approval in the 2023-24 cycle for implementation in Fall 2024. The revised program includes stronger scaffolding of course prerequisites and articulated pathways in key program themes - Media and the Arts; Media and Society; and Media and Institutions -- that will improve student wayfinding and enable the Department to reliably staff core and elective courses. This revised structure will also support the Joint program by providing a stable set of elective courses now cross-listed for the Joint Major in New Media Studies. Highlights of these new electives include: Indigenous Media Studies (to be taught by our newly appointed Assistant Professor of New Media Studies, Professor Aylan Couchie, who joins ACM on July 1, 2024), Writing for Media Studies, and a suite of courses grouped into the thematic area of Media and the Arts, which complement and enrich the NME curriculum.

Thank you for the opportunity to provide this update. The Dean's Office looks forward to continue working toward the implementation of recommendations in collaboration with the Chair of Arts, Culture and Media.

Sincerely,

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

Professor William A. Gough  
Vice-Principal, Academic and Dean

Cc: Thy Phu, Chair, Department of Arts, Culture and Media, UTSC



UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

April 2, 2024

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

**RE: One-Year Follow-up Report on UTQAP cyclical review of the Centre for Indigenous Studies**

Dear Prof. McCahan,

I write in response to your letter of July 25, 2023, regarding the May 9-10, 2022, UTQAP cyclical review of the Centre for Indigenous Studies.

At its meeting on April 13, 2023, AP&P requested a one-year follow-up report to address all comments in the administrative response table in a more concrete manner, and highlighting the changes that have occurred in the program, given that the program was in the process of transitioning to an EDU:A.

Updates to each review recommendation are presented in the attached one-year follow-up report Table. This Table was developed in consultation with the Director of the Centre for Indigenous Studies and with the Associate-Dean, Unit-Level Reviews, and senior leadership within my office.

I will continue to monitor progress made on the Implementation Plan arising from this review and will be pleased to provide your office with further updates in the Interim Monitoring Report midway between the 2022 UTQAP cyclical review and the year of the next site visit in the 2029-30 review cycle.

Thank you very much for the opportunity to provide this one-year follow-up report on the tremendous progress made by the Centre for Indigenous Studies. The reviewers' comments and recommendations continue to help inform the future priorities of the Centre for Indigenous Studies and its undergraduate programs.

Sincerely,

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

cc. Susan Hill, Director, Centre for Indigenous 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

## One-year Follow-up Report to the May 9-10, 2022, UTQAP Review of the FAS Centre for Indigenous Studies - Review Recommendations

Date Reported to AP&P: April 13, 2023

Under the *University of Toronto Quality Assurance Process*, the Committee on Academic Policy and Programs (AP&P) considers external appraisal reports and may request a follow-up report where concerns are raised in an external review that require a longer period of response.

The review identified a number of strengths and concerns, and made several recommendations. Given that the Centre is undergoing a large transformation both at the local and institutional levels, at its meeting on April 13, 2023, AP&P requested a one-year follow-up report in which the Unit and Dean address all comments in the administrative response table in a more concrete manner, highlighting what changes have occurred.

<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 noted student interest in a greater number and variety of courses, especially at the 100 level, and observed that "As CIS grows, the addition of faculty and courses in Indigenous arts, art history, material cultures, digital media, museology and other disciplines important to Indigenous peoples will strengthen the curriculum's breadth and alignment with important sub-fields of teaching in Indigenous studies."	1	"INS students would like to see the curriculum include more 100 level courses for first-year students and a greater variety of courses, including courses engaging Indigeneity in a global context."	Several 200 level courses are without pre-requisites so students in any level of study can take those courses. The Unit is looking into a promotion plan to let first year students know which courses are available without pre-requisites. The unit is also embarking on a more concentrated student advisement promotion so students in the program understand progression requirements and overall rationales behind course sequencing/scheduling/etc. Because there is a limit to the number of 100-level courses that can count towards a degree the decision was made when the program was created to number introductory courses starting at the 200-level.	The Dean's office and Office of the Faculty Registrar are available for student advising.
	2	"As CIS grows, the addition of faculty and courses in Indigenous arts, art history, material cultures, digital media, museology and other disciplines important to Indigenous peoples will strengthen the curriculum's breadth and alignment with important sub-fields of teaching in Indigenous studies."	The unit curriculum committee is looking at this recommendation. The unit is working with the IRTL to identify courses already offered across A&S for synergies. In the updating of course content for INS201Y, Introduction to Indigenous Studies, greater	The Dean's office is happy to facilitate connecting the unit with the Curriculum Development Specialist, Office of the Vice-Provost, Innovations in Undergraduate Education, for additional support and curricular guidance.

			emphasis will be placed on these broader themes as well.	
The reviewers noted that the University has been unable to hire an instructor for Inuktitut courses since 2014, and recommended that the University and CIS clarify their commitments to teaching Inuktitut at U of T.	3	“the University has been unable to hire an instructor for Inuktitut courses since 2014. In light of this circumstance, the review committee advises the University and CIS to clarify their commitments to teaching Inuktitut at the University of Toronto.”	The Inuktitut courses will be removed from the active course calendar but can be added back at such time an instructor is identified. The unit curriculum committee has generated a list of courses that haven’t been taught recently (including the above) which will go through Council governance in Fall 2024.	The Dean’s office is pleased to support the decisions of CIS to deactivate these courses at A&S Council in the coming academic year.
The reviewers reflected on potential approaches to growing CIS offerings, “given the increasing popularity of Indigenous content courses in credentialized and non-credentialized forms.” They made a number of related suggestions, that would potentially extend the reach and profile of CIS, including exploring the expansion of online and/or continuing education content, and considering the development of a graduate program.	4	“given the increasing popularity of Indigenous content courses in credentialized and non-credentialized forms, CIS and the University of Toronto more generally would benefit from a discussion about investing resources into building additional revenue streams in the form of an asynchronous, online course with an emphasis on local-to-Toronto content that UofT students could enrol in a credentialized version of, while those interested in professional development could enrol in a non-credentialized “badge” course. ”	JPI201H, Indigenous Politics in Canada, has been offered in both synchronous and asynchronous on-line formats. For pedagogical reasons, however, the Unit has maintained a focus on high quality in-person instruction particularly to facilitate connections between students and instructors and to best convey Indigenous-specific teaching and learning methodologies.  The Unit is interested in a MOOC type course building off the curriculum delivered in INS200, Introduction to Indigenous Truth & Resilience (similar to the one offered by the University of Alberta) but more resources will be necessary to bring that to reality. CIS is in talks with the Indigenous Research Network about partnering in this. Once the scope of the project and related costs are drafted CIS and IRN will seek resources within FAS and from other areas of the University (i.e., the Provost’s Office).	The Dean’s office is interested in exploring the increased education possibilities, visibility, and revenue generation a MOOC could offer. Discussions are in early-stage planning to explore these possibilities.
	5	“We have suggested online courses (micro courses, credit and non-credit) as one possible revenue stream. However, such courses are extremely labour and resource intensive to create and require a surprising level of ongoing support - if CIS and UofT decides to go this route, the Faculty of Arts and	The Unit has determined that a MOOC-style course is a priority over CR/NCR/microcredentials at this time. The priority new development for the Centre is a graduate program that will offer master and doctoral degrees.	The Dean’s office has begun conversations with the unit and the Vice Dean, Graduate Education, to begin thinking through the proposal for new graduate degrees in CIS, and look forward to a proposal from CIS to submit to the Decanal Advisory Committee



		Science and any administrative portfolios that specialize in online course development must ensure that CIS course construction is properly funded and their operation is properly resourced.”		on Academic Change to initiate the process of creating a new graduate program.
	6	“the natural next step for CIS, following the addition of faculty members as well as the widespread support for the unit’s growth from allies across UofT’s campuses, is the creation of a graduate program. This will require additional resources (including both personnel and funding for graduate students)”	The CIS Graduate Program Working Group has met with the Vice-Dean Academic Planning and Vice-Dean Graduate to begin the process.  CIS will submit an overview sketch of the proposed program development to DACAC for discussion at their April meeting. The development of the Indigenous Studies Graduate Program was also discussed with external reviewers during the FAS site visit in Fall 2023.	Please see above #5.
The reviewers recommended considering approaches to “increasing capacity for teaching, interning, and researching with Indigenous communities.”	7	“Increasing capacity for teaching, interning, and researching with Indigenous communities: among the distinctive characteristics of CIS are the ways in which some of its courses expand beyond the classroom to educational opportunities with Indigenous organizations in Toronto and neighboring communities, as well as on surrounding lands and waters. With an increase in staffing as the unit moves to EDU:A, the review committee recommends CIS consider expanding regular INS programming to include more experiential (including online and land-based) teaching, research, and internship opportunities for students in all degree programs to better serve career preparation and training in Indigenous research methodologies”	CIS has consulted extensively with ELOS as they have endeavored to expand opportunities for FAS students to engage in more Indigenous-focused experiential learning. A number of new opportunities and pathways have been created. One of the responsibilities for the soon-to-appointed Associate Director will be to work with CIS faculty to better engage with these opportunities in connection to their teaching and research activities.	The Dean’s office is pleased that ELOS has been consulted and is happy to lend support wherever needed to identify new experiential learning opportunities for CIS students.
The reviewers emphasized the significant burden on CIS of work related to the University of Toronto’s response to Truth and Reconciliation Commission’s Calls to Action, reflected in disproportionate service loads of many affiliated faculty members. They recommended prioritizing the expansion of	8	“Expanding the number of UTFA faculty in CIS: CIS has recently hired a number of exciting new Indigenous studies scholars. Yet it remains one of the smallest units in the Faculty of Arts and Science, by quite a margin. A move to an EDU:A unit will require additional UTFA members to fulfill CIS’s research, teaching and administrative responsibilities in a	Effective July 2023, most faculty transitioned to a majority appointment in CIS. The Unit is now making necessary staffing upgrades to address increased responsibilities around research funding administration (the majority appointment unit is responsible to administer research funds for faculty) and to plan for	The Vice-Dean, Faculty and Academic Life and Academic HR are happy to continue to work with CIS to develop solutions regarding workload concerns in this important and expanding unit.

<p>continuing faculty appointments within CIS where opportunities permit; carefully monitoring and managing cross-appointment service expectations; and focusing on faculty mentorship, particularly in relation to leadership succession planning. (In preparing your response you may wish to consult with the Office of the Vice-Provost, Faculty and Academic Life.)</p>		<p>sustainable way. The review committee recommends a cluster of at least three full-time UTFA hires in CIS. In addition, currently cross-appointed CIS faculty expressed concern about the potential of “double-service” expectations from two units. We would advise that any cross-appointed hires have their FTE (and tenure home) split 60/40, such that the expectation for service exists only in one of the two units, preferably the one that matches their tenure home”</p>	<p>leading 3<sup>rd</sup> year reviews and tenure/continuing status reviews. For 2024-25 those will include: one 3<sup>rd</sup> year review (teaching stream), two tenure reviews, and one continuing status teaching stream review. One additional tenure stream faculty member has requested a one-year deferral for tenure review. CIS has applied for one position through the academic positions request process for a 2024-25 search and a July 2025 start date. The request was submitted for Assistant Professor or Associate Professor.</p> <p>The 60/40 split recommendation to off-set “double-service” expectations does not actually work in the experience of CIS. For example, a 25% appointed faculty member in CIS served as Acting Director for 6 months in 2023. As with all cross-appointments, negotiations happen annually between the units around service commitments but given that most individual faculty members opted for a 51/49 split there will continue to be an expectation of half service in each unit. CIS, via the Dean’s Advisory Committee on Indigenous Research, Teaching, and Learning, has, however, actively engaged with Academic HR and the Vice-Dean, Faculty &amp; Academic Life to improve the PTR process to include better provisions for recognizing Indigenous-specific contributions in research, teaching, and learning. It is also noted that it is not just appointed departments who seek service contributions from CIS faculty members; most are called upon by other departments in FAS and in other divisions to provide guest lectures, consult on grant</p>	
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			applications, and/or serve on tenure/promotion review committees. It is anticipated that the updates to the PTR process will help Chairs and PTR committees better recognize the extra service activities performed by CIS faculty and other Indigenous faculty in FAS.	
	9	“given the highly competitive market for scholars trained in Indigenous Studies, the review committee recommends CIS and the FAS administration consider posting open field and open-ranked searches to cast as wide a net as possible for qualified candidates. In addition, these searches should remain open until filled.”	There are two active faculty searches in progress, one filling a previously unsuccessful teaching stream search in Anishinaabemowin Language and Culture and the other a tenure track position in Indigenous Health & Ecology. These will be the first 100% hires in the Centre.  CIS continues to be in discussions about opportunity hires with other FAS units.	Now that the EDU:A transition has taken place, the Centre is able to undertake the necessary faculty searches and appointments recommended by the reviewers.
	10	“We suggest that CIS and FAS plan for administrative leadership succession, as well as ongoing administrative training and mentorship for interested CIS faculty and administrative leaders (Dr. Hill included). While the academic plan mentions mentorship in the context of graduate students and alumni support, it mentions nothing regarding faculty mentorship - for a comparatively underfunded Indigenous studies unit, however, this is crucial, particularly given that leadership works best in Indigenous studies units by building up the leadership capacity of the team already within them”	The Director has been involved in Chairs/Directors mentoring meetings offered by FAS leadership.  The new Associate Director position is also part of a leadership development plan (anticipated start date is July 1, 2024). The significant number of people coming up for tenure/continuing status in 2024 will also help grow the pool of possible successors.	The Dean’s office is pleased that the administrative support offered by the Associate Director role will facilitate a stronger succession plan and build in resiliency within the unit.
The reviewers observed that the Centre for Indigenous Studies still holds a relatively marginalized position within the Faculty of Arts and Science. They made a number of possible recommendations related to increasing the status and visibility of CIS within the University of Toronto and broader community, including:	11	“Unit name change to the Department of Indigenous Studies: as part of the unit’s move from an EDU:B to an EDU:A, we recommend a name change from the Centre of Indigenous Studies to the Department of Indigenous Studies. Like other academic disciplines with post-war/1960s origins, Indigenous studies does not enjoy the same recognition as longer standing disciplines in the Faculty of Arts and Sciences (or across the UofT’s campuses). As such, the term	CIS has chosen to pursue developing a graduate program first and will perhaps consider a name change later.	The Dean’s office agrees that the priority right now is developing the new graduate programs proposal, which is a lengthy, years-long endeavour. New ‘branding’ and other promotional strategies designed to attract new students to CIS will naturally follow once the new graduate programs are ready to accept students.

<ul style="list-style-type: none"> <li>Changing the unit’s name to the ‘Department of Indigenous Studies’ to reflect its new EDU:A status and enhance its profile (in preparing your response, you may wish to provide contextual information on academic unit types).</li> <li>Prioritizing “brand” promotion for the unit.</li> <li>Identifying and securing a centrally located and distinctively branded physical and symbolic space for CIS (reviewers note both potential benefits and disadvantages regarding the possibility of sharing space with First Nations House).</li> </ul>		‘centre’, with its common connotations as a research-specific unit, does not appropriately signal the fact that CIS engages in teaching, research and administration. As such, department branding would better foreground their disciplinary distinctiveness”		
	12	“Department of Indigenous Studies ‘Brand’ Promotion: the University of Toronto (likely a combination of FAS leadership and UofT leadership as a whole) should, in addition to an ongoing increase in base funding for CIS, set aside one-time support (funding/personnel/expertise) to promote the unit as it moves to EDU:A status (soft money for website updating, swag, celebration events, community outreach, etc.), followed by ongoing faculty level support. As a small unit at a large university, CIS would benefit from a boost in profile but we presume that they lack the fiscal wherewithal to do this without assistance”	CIS has engaged with the ongoing updates to the FAS websites including the new standard format for the unit website. CIS has been actively developing promotional give-away items to increase the visual presence on campus and in the local Indigenous community.	The Dean’s office is pleased to advise CIS on further updates to their website or promotional endeavours.
	13	“Securing a new space: the movement of the CIS from an EDU:B to an EDU:A unit (accompanied by a possible unit name change) presents an ideal situation to secure a new physical and symbolic space for the unit: one that is centrally located, universally accessible and distinctively branded as Indigenous Studies. We heard from several constituents that they are in the midst of new space possibilities, shared with First Nations House. This is a double-edged sword insofar as sharing that space will connect them to a larger Indigenous community on campus. At the same time, however, it may increase the external impression that they are a service unit. We leave it up to CIS and the appropriate portfolio managers at the UofT to determine what best suits CIS’s short term and long term desires and requirements”	<p>A new building site has been identified; however, due to additional unforeseen delays, the building opening is likely several years away. As such, the CIS Director has flagged interim space needs to FAS Infrastructure Planning (who has long been involved with CIS space planning) for assistance in addressing expanded space needs from now until the new building opens. Infrastructure Planning will make recommendations for a plan, in coordination with decanal leadership, and in partnership with other divisions located in the vicinity of the current CIS space.</p> <p>Regarding the positives and negatives of being in close proximity to FNH, CIS stands by their decision to proceed with a co-located new site and have been supported by the project development team about ways to</p>	The Director, Infrastructure Planning, will continue to work with CIS to identify interim space until the new building opens.

			mitigate confusion between the two units via signage, separate physical entrances, and visual design distinctions.	
	14	“the review committee strongly encourages FAS and the UofT to make the building of a permanent home for CIS and FNH a top priority”	See 13.	Please see item 13.
The reviewers emphasized that “FAS and [U of T] should see a greater investment in CIS as one among several means of increasing Indigenous student enrolment, which appears low relative to peer institutions.”	15	“FAS and the UofT should see a greater investment in CIS as one among several means of increasing Indigenous student enrolment, which appears low relative to peer institutions. The review committee notes that anecdotal evidence suggests universities with prominent and well-supported Indigenous studies programs have correspondingly greater success at recruiting and retaining Indigenous students, many of whom enrol in some level of Indigenous studies coursework and participate in Indigenous studies programming though they may not earn an Indigenous studies degree.”	<p>The CIS Director is actively engaged in FAS conversations about Indigenous student recruitment via the IRTL Committee and in connection with the Office of the Faculty Registrar. Recruitment is a centralized activity within the University, but CIS staff are offering support to the new Indigenous Recruitment Officer where and when requested. The CIS Director is meeting with the recruiter around plans for outreach to the 9 host First Nations communities, particularly Six Nations of the Grand River which constitutes almost half of the current students receiving the scholarship.</p> <p>CIS is contributing to increased community visibility for the university as a whole and for our department specifically. The full-time Indigenous Outreach Communications &amp; Programming Coordinator is central to those initiatives with expanded in-person programming, a more robust website, and an active on-line presence.</p>	The Dean’s office continues to offer support to Indigenous issues with regard to recruitment strategies.
The reviewers made a number of observations and comments that point to a significant amount of administrative overhead within CIS, and the need to create more capacity to support its programming. (In preparing your response, you may wish to consider areas in which the Faculty of Arts and Science might provide additional	16	“Hiring additional administrative staff: as it stands, CIS appears to function with a lower base level of administrative support than many of the other academic programs we conversed with the leadership of. FAS budgeting for additional staff in CIS is crucial to supporting both current programming, but will also help develop outreach programs centring experiential learning, including	At the time of the review the Centre was staffed by one full-time Coordinator (responsible for office management, financials, scheduling, academic advisement, and space management) and one half-time (grant funded) language and programming coordinator. In winter 2023, the former Coordinator was offered a new position as	Administrative HR is happy to continue to work with CIS to fulfill all staffing needs, particularly during this exciting period of growth.

<p>support, or even potentially assume some of this overhead where appropriate.)</p>		<p>land-based learning and language immersion courses that are part of the review committee’s curricular recommendations”</p>	<p>Centre Manager. During 2023-2024, the Centre Manager was away, so coverage was provided by temporary staff with financial processing support coming from the Finance Office. In the Fall of 2023 two new staff positions were added: first, a full-time Outreach and Communications Coordinator (covered by a grant and program budget carry forward funds through April 2024); and second, an Assistant to the Director (covered by an increase to the personnel budget for CIS). Upon the return of the Centre Manager in February, CIS now has three full-time staff members (two continuing and one contract). The grant that covers half the Outreach and Communications position has been extended for two more years (through March 2026); CIS has made an official request to FAS for a permanent increase in the personnel budget to cover initially the 50% two-year extension and then the full continuing salary/benefits following that term.</p> <p>An additional 2-year term staff position has been attached to the Centre related to Indigenous Language Revitalization partnership development via financial support from the Deans Office. That position will start in April 2024.</p> <p>With the new staff team in place, the Manager is working through appropriate division of tasks between staff members and in discussion with the Director about any unmet/unallocated tasks that appear left of out existing job descriptions. The Director will work with Administrative HR to address those gaps.</p>	
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	17	<p>“CIS would greatly benefit from added base funding for staff support to coordinate student-learning, volunteer and internship opportunities in and around Toronto, which has a wide variety of organizations with which CIS may develop or enhance mutually beneficial partnerships. CIS would also benefit from added base funding for land-based teaching, an important component of Indigenous pedagogy and an increasingly prominent feature of similar programs with a focus on language, politics, and the environment”</p>	<p>ELOS now has designated funding for Indigenous initiatives, and CIS will continue to consult with ELOS regarding the specific nature of those initiatives and evaluation of them.</p>	<p>ELOS is excited to have secured funding for Indigenous initiatives and will continue to consult with CIS on their development.</p>
	18	<p>“As CIS moves to EDU:A status, the review committee feels it is an opportune time for the UofT to commit funding to support undergraduate research practicums in CIS, including faculty-student research mentoring and participation in community-driven research projects, for example.”</p>	<p>In discussion with Research Director on opportunities. At the program curricular level, there is a research component in the capstone course, and discussions are underway on integrating this into the major program more broadly. Several faculty have participated in the JHI scholars in residence, and several students have subsequently been involved.</p>	<p>The Dean’s Office is available for consultation regarding A&amp;S-sponsored undergraduate research initiatives, such as the Research Opportunity Program, should this be of interest to CIS.</p>
	19	<p>“Unit ongoing budget increase: CIS’s move to a ‘full’ academic unit will require a base budget increase. We would not presume to understand the complexities of the University of Toronto’s budget model, but “full” departmental status is necessarily associated with numerous ongoing strategic and operational goals and outcomes requiring further funding”</p>	<p>There have been increases in the budget especially with staffing to address the increased responsibilities as a result of the move to EDU:A status.</p>	<p>The Dean’s Office will continue to work with CIS to address budget needs.</p>
	20	<p>“The review committee recommends the UofT and FAS support an increase in staffing and management of CIS, allocating funds to hire at least one full-time administrative staff hire as well as support for a CIS Associate Director, which should include an administrative stipend and course releases to compensate for this service.”</p>	<p>For staffing information, see 16. FAS has committed budget funds to support a CIS Associate Director, effective July 1, 2024. For more information on this role see 7 and 10.</p>	<p>Please see item 16.</p>

Other recommendations not prioritized in the Request for Administrative Response	21	“The review committee encourages FAS and its advancement team to work with CIS to increase fundraising for both [of its] scholarships and develop other scholarships for CIS students”	<p>CIS and FAS Advancement meet regularly on advancement priorities, including scholarship fundraising for CIS students and Indigenous students across FAS.</p> <p>The University’s recently announced tuition grant to students from nine host First Nations includes a small number of current CIS students; it is expected this scholarship opportunity will impact CIS visibility and future enrolments. The CIS Director was actively involved in the creation of this scholarship initiative.</p>	<p>FAS Advancement is pleased to continue consulting with CIS on advancement priorities, including scholarship fundraising.</p> <p>As part of the University-wide initiative, students applying to FAS from one of the nine First Nations communities on or adjacent to the University’s campuses will receive a grant to cover their tuition. This initiative is part of our collect goals of reducing access barriers in order to attract more Indigenous students to FAS and U of T.</p>
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