

FOR INFORMATION

PUBLIC

OPEN SESSION

TO:	UTSC Academic Affairs Committee
SPONSOR: CONTACT INFO:	Prof. William A. Gough, Vice-Principal Academic and Dean 416-208-7027, vpdean.utsc@utoronto.ca
PRESENTER: CONTACT INFO:	Prof. Michael Souza, Acting Associate Dean, Undergraduate Programs and Curriculum adundergrad.utsc@utoronto.ca
DATE:	May 20, 2024 for May 27, 2024
AGENDA ITEM:	6 (a)

ITEM IDENTIFICATION:

Review of Academic Programs and Units, UTSC: Specialist (Joint) in Journalism

JURISDICTIONAL INFORMATION:

Under section 5.7 of the Terms of Reference of the UTSC Academic Affairs Committee (AAC) provides that the Committee “shall receive for information and discussion reviews of academic programs and/or units consistent with the protocol outlined in the *University of Toronto Quality Assurance Process*. The reviews are forwarded to the Committee on Academic Policy and Programs for consideration.”

GOVERNANCE PATH:

1. **UTSC Academic Affairs Committee [For Information] (May 27, 2024)**

PREVIOUS ACTION TAKEN:

- Committee on Academic Policy and Programs (AP&P), October 24, 2023 [For Information]. The Committee was satisfied with the Dean’s Administrative Response. No follow-up report was required.
- Academic Board, November 16, 2023 [For Information]. The Board was satisfied with the Report from AP&P.

HIGHLIGHTS:

The *Cyclical Program Review Protocol* “is used to ensure University of Toronto programs meet the highest standards of academic excellence” (UTQAP, Section 6.1). The *Protocol* applies to all

undergraduate and graduate degree programs offered by the University, and the University's full complement of undergraduate and graduate degree and diploma programs are reviewed on a planned cycle. Reviews are conducted on a regular basis, and the interval between program reviews must not exceed eight (8) years.

The external review of academic programs requires:

- The establishment of a terms of reference;
- The selection of a review team;
- The preparation of a self study;
- A site visit;
- Receipt of a report from the external review team;
- The Vice-Provost, Academic Programs' formal request for an Administrative Response;
- The formal Administrative Response, combining responses from the Dean and Vice-Principal Academic, as well as from the Chairs/Directors of the relevant programs and/or units; and
- The Final Assessment Report and Implementation Plan.

In accordance with the *Protocol*, an external review of the Specialist in Journalism (administered by the Department of Arts, Culture and Media (ACM), and a joint program with Centennial College) was commissioned for the 2020-21 academic year; due to pressures during the pandemic, the review was deferred until the 2022-23 academic year. During a site visit held from November 23-24, 2022, the review team met with a wide array of stakeholders, including UTSC and Centennial College senior academic administrators, the Department Chairs, and faculty, staff from both institutions, and students in the program. The reviewers congratulated the program for having “successfully navigated the challenges and barriers of a university-college partnership in Ontario.” They also acknowledged the significant advantages gained by the program because of the quality of scholarship offered by the University, combined with Centennial College's industry connections and the expanded types of placement roles offered to program students.

In their report, the reviewers recommended:

- The two institutions to develop collaboratively a conceptual map of the joint program so that there would be clearer distinctions between the joint program and related offerings;
- Removing the personal statement requirement for admissions;
- The two institutions to recommit to engage in more effective coordination and collaboration;
- Cultivating and strengthening a sense of community among students and faculty at both institutions;
- Reviewing current processes and procedures surrounding shared governance as outlined in the Memorandum of Understanding;
- Improving student supports;
- Strengthening combined marketing efforts so that students would be better informed of possible pathways to graduate studies.

In response to these recommendations, program leadership in the Department, alongside colleagues at Centennial College, will:

- Create a communications plan that clearly articulates a unified vision and mission for the program
- Produce a conceptual map of the joint program, focusing on the themes of collaboration, integration, communication, and promotion
- Update the joint program websites as well as all other relevant communications to clarify admissions and program requirements
- Hold and participate in regular meetings and annual retreats to allow for relationship-building, as well as facilitate collaborations through guest lectures, integrated workshops, and a speaker series to be hosted at both institutions
- Strengthen information and orientation sessions designed to ease the transition of students as they move between UTSC and Centennial College
- Develop existing initiatives to better connect students with recent graduates of the program, including the creation of a LinkedIn hub for the program to establish and strengthen connections
- Promote initiatives further to foster closer connections between joint program students and faculty
- Ensure operational processes and historical nuances of the program are documented to support contingency and succession planning
- Work closely with librarians in the Digital Scholarship Unit to ensure students are informed of the production equipment and studio space available in the Library's Makerspace
- Explore further promotional opportunities at venues often attended by industry professionals and through the J-Schools Canada/Écoles-J Canada network

Additionally, the Dean and the Dean's Office will:

- Work with the soon-to-be hired Joint Programs Coordinator who will work closely with their counterpart at Centennial College to oversee administrative functions and orientation events related to all UTSC/Centennial College Joint programs
- Receive regular updates on curriculum development through the Joint Programs Steering Committee and its program sub-groups
- Work with the Department and Centennial College proponents to review curriculum changes, ensuring that consultation is completed before proceeding with proposals
- Facilitate connections with the Development and Alumni Relations Office to help enhance outreach with alumni
- Monitor the administration of the Teaching Enhancement Grants through the Associate Dean, Teaching and Learning and the Centre for Teaching and Learning (CTL) team

The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the Chair as well as regular meetings with the Joint Programs Steering Committee (UTSC/Centennial College). A brief report to the Office of the Vice-Provost, Academic Programs, midway between the November 2022 site visit and the year of the next site visit, will be prepared. The next external review of the program has been scheduled for 2027-28.

FINANCIAL IMPLICATIONS:

There are no net financial implications to the campus' operating budget.



RECOMMENDATION:

This item is presented for information only.

DOCUMENTATION PROVIDED:

1. Review Report (January 30, 2023)
2. Provostial Request for Administrative Response (June 8, 2023)
3. Administrative Response (September 27, 2023)
4. Provostial Final Assessment Report and Implemental Plan (May 17, 2024)

Cyclical Review: Report Template

<p>As Commissioning Officer, I confirm that:</p> <ul style="list-style-type: none"> ✓ The review report addresses all elements of the terms of reference, which reflect the requirements outlined in the University of Toronto Quality Assurance Process (UTQAP), including the program evaluation criteria ✓ I have brought to the attention of the reviewers any clear factual errors in the report and the reviewers have corrected these. 	
<p>Commissioning Officers*: Centennial College: Dr. Glen Lowry, Associate Vice President - Applied Research, Hyflex Learning and Academic Partnership</p> <p>University of Toronto Scarborough: Professor William A. Gough, Vice-Principal Academic & Dean</p>	<p>Report Accepted as Final on</p> <p> [Jan 30, 2023]</p> <p> [Jan 29, 2023]</p>

<p>Reviewers are asked to provide an Appraisal Report that:</p> <ul style="list-style-type: none"> • Identifies and commends the program’s notably strong and creative attributes; • Describes the program’s respective strengths, areas for improvement and opportunities for enhancement; • Recommends specific steps to be taken to improve the program, distinguishing between those the program can itself take and those that require external action; • Recognizes the institution’s autonomy to determine priorities for funding, space and faculty allocation; • Respects the confidentiality required for all aspects of the review process; and • Addresses all elements of the terms of reference, which reflect the requirements outlined in the <i>University of Toronto Quality Assurance Process (UTQAP)</i>, including the program evaluation criteria.
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Program under review:	Joint Specialist in Journalism
Division/unit/school in which program(s) is housed:	Centennial College: UTSC: Arts, Culture, and Media
Commissioning officers:	Centennial College: Dr. Glen Lowry, Associate Vice President - Applied Research, Hyflex Learning and Academic Partnership

	UTSC: Professor William Gough, Vice-Principal Academic and Dean
Date of scheduled review:	November 23-24, 2022
Reviewers' names and affiliations:	<ul style="list-style-type: none"> • Professor Terry Flynn, Associate Professor, DeGroote School of Business, Communications, McMaster University • Professor Michelle Grimes, Business Conestoga College • Professor Hernando Rojas, University of Wisconsin Michigan, School of Journalism and Mass Communication • Kathy Vey, Freelance Journalist • Adeline Alexandra Burpee, Student Reviewer

1 Review Summary

- Please provide a summary of your findings.

The following is a summary of the appraisal of the Joint Specialist Degree Program in Journalism offered by UTSC and Centennial College conducted during a two-day site visit by the Review Team as requested by the University of Toronto Quality Assurance Process (UTQAP). The Team reviewed the self-study, held meetings with faculty, librarians and staff from both institutions, met with students and alumni from the joint program, and toured both campuses during the visit.

It should be noted that the University of Toronto Scarborough and Centennial College have had a long-standing relationship in developing joint programs that combine theoretical excellence, academic rigour, creative and practice-based skills development, and real-world applications. This particular program, the Joint Specialist Degree Program, has been in operation for 20 years and has successfully navigated the challenges and barriers of a university-college partnership in Ontario. Recognition must be given to leaders from both institutions for their vision, determination, and patience in promoting and encouraging these types of academic collaborations.

As with any long-term relationship and partnership, periodic reflection and reassessment are critical to achieving greater success, especially for a program whose students will enter a professional discipline that has undergone tremendous change and disruption in recent years. It is with these students in mind that we provide our overall assessment and recommendations in this review.

During our visit, three important themes emerged: culture, collaboration, and community. In this summary, we offer our thoughts on the current state of these themes and the challenges that they pose to the future success of the program.

Culture

Two institutions, two campuses, and two uniquely governed and mandated academic administrations: the foundation of a potential academic and program culture clash. The Review Team (comprising academics with experience in navigating these types of relationships) understands and acknowledges the cultural challenges inherent in a program of this type. We applaud the long-term commitment of the two institutions to make this work at an administrative and governance level, but culture lives or dies at the operational and classroom level. It is on the ground floor that we see an apparent clash – not a purposeful clash but one borne out of different commitments to curriculum, departmental leadership, and high quality academic programming.

Collaboration

Without overstating the complexities of academic programming during the COVID-19 pandemic, institutional collaboration and relationship-building, especially with changes in departmental structures, faculty and course delivery, became less of a priority. During this stressful period, program survival seemed more important than taking the time to review, reflect, and recommit to the partnership. The Review Team acknowledges these challenges and agrees that during the last three academic years it was difficult for both institutions to plan and manage beyond the current steady state of operations. Having said that, we also acknowledge that lack of collaboration between UTSC and Centennial over this period resulted in students feeling adrift and unseen. A recommitment to engaged and effective collaboration between the institutions is crucial to the future success of the program.

Community

Over the last two decades, this academic partnership has had a profound impact on the students and graduates of this program. Through visionary leadership and a commitment to navigating the challenges of these types of partnerships, the fields of journalism, professional communications, and content curation have benefited from this unique model of theory, skills, and practice. This sense of community among the students, alumni, faculty, and program supporters (internship employers) needs to be nurtured and strengthened. In recent years, a weakness in the relationship has developed, resulting in students, faculty and administrators lacking a feeling of joint purpose and demonstrating more of an institutional identification. This was articulated with frequent mentions of “they” rather than “we” in the discussions held with the Review Team. Students and graduates of this program also seek a strong sense of community between both institutions. Currently they express a sense of “in-betweenness” as they navigate the program. Their community, expressed in their own cohorts, is a found community rather than a constructed community – in the initial years of the program they didn’t know who else within the UTSC student body were also in this Joint Specialist program. It would not

be until their third year, as they met, some for the first time, that they realized that they were in the same program. Community building and bonding is a critically important part of this experience for all those involved, including students, faculty, and administrators.

Summary of Recommendations

The reviewers offer the following recommendations to both institutions, with the acknowledgment that there may be no simple solutions to what can be very complex institutional and academic challenges:

1. Make clearer conceptual (curriculum, goals, and professional profiles) demarcation between the joint journalism program and other journalism programs offered by each partner.
2. Convene a retreat of joint program leadership and instructors to develop a conceptual map for the program.
3. Increase communication between program partners.
4. Increase integration between program partners in curricular coherence and delivery.
5. Remove the personal statement requirement for admissions to align with competitor institutions.
6. Ease transition from the more theoretical years to the skills year and back. Potential solutions include earlier skills classes co-taught by partners, as well as combined projects at the end.
7. Consider relocating the skills core at the end of the program.
8. Clarify grading appeals process between the partners.
9. Systematically track joint program alumni and networking to help students expand and explore their understanding of opportunities in the field.
10. Further integrate placement opportunities by partners.
11. Transfer support systems as students migrate from one campus to the other.
12. Improve administration of internship programs to centralize departmental oversight over student declaration.
13. Clarify for students how and from whom they should seek advice.
14. Establish a joint librarian hub that can provide information and resources for joint program students. At minimum, provide a centralized information system (website) for the program.
15. Intensify combined marketing efforts.
16. Provide regular and ongoing connections for faculty to collaborate to reinforce learning across the years of the program and integrate theory and practice.
17. Consider working groups reporting to the Joint Committee to address some of the issues and promote accountability.

The reviewers provide this summary, appraisal, and recommendations as peer academic colleagues, with respect and consideration, and encourage both institutions to reflect on the past success, the inherent strengths, and the challenges identified in this report.

2 Program Evaluation Criteria

Please explicitly address the program that is listed in the Terms of Reference of the review.

- Objectives
 - ▶ Consistency of the program with each institution's mission and values, and unit academic plans.
 - ▶ Program requirements and learning outcomes are clear, appropriate and align with the UTSC's undergraduate Degree Level Expectations and the Ontario Qualifications Framework.
- Admission requirements
 - ▶ Appropriateness of admission requirements for the learning outcomes established for completion of the program.
- Curriculum and program delivery
 - ▶ Curriculum reflects the current state of the discipline or area of study and is appropriate for the level of the program.
 - ▶ Appropriateness and effectiveness of the program's structure, curriculum, length and mode(s) of delivery to its learning outcomes and degree/diploma level expectations; clarity with which these have been communicated.
 - ▶ Appropriateness of consistency and flow between the two institutions as it relates to curriculum
 - ▶ Evidence of innovation or creativity in the content and/or delivery of the program relative to other such programs.
 - ▶ Opportunities for student learning beyond the classroom.
 - ▶ Opportunities for student research experience.
- Assessment of learning
 - ▶ Appropriateness and effectiveness of the methods used for assessing student achievement of the defined learning outcomes and degree/diploma level expectations, throughout the program.
- Quality indicators
 - ▶ Assessment of program against international comparators.
 - ▶ Quality of applicants and admitted students; enrolment.
 - ▶ Student completion rates and time to completion.
 - ▶ Quality of the educational experience, teaching and graduate supervision.
 - ▶ Implications of any data (where available) concerning post-graduation employability.
 - ▶ Availability of student funding.

- ▶ Provision of student support through orientation, advising/mentoring, student services.
- ▶ Program outreach and promotion.
- Quality Enhancement
 - ▶ Initiatives taken to enhance the quality of the program and the associated learning and teaching environment.
 - ▶ Extent to which initiatives have been undertaken to enhance the program's accessibility (i.e., for students requiring physical or mental health accommodations) and diversity.

Objectives

As outlined in the self-study, this joint program is intended to blend the academic, theoretical strengths of UTSC with the experiential and career-focused strengths of Centennial College. Each institution has a strong commitment to ensuring students apply critical thinking and research skills, along with practical and technical skills, within the field of journalism. The reviewers found that the institutions understood the objectives of the program and their respective roles in developing well-rounded and successful graduates. However, the reviewers identified a lack of synergy between the institutions in meeting these objectives; a divide between theory (UTSC) and practice (Centennial), with little overlap between the institutions. Ideally, with more collaboration between faculty teams, the program will blend theory and practice throughout the degree.

Degree & Program Outcomes

The self-study demonstrated curriculum mapping of degree-level expectations (DLEs) and program learning outcomes (PLOs) to the UTSC and Centennial combined curriculum, with specific examples of student work and assessments. Among the UTSC programming, the reviewers found that outcomes related to Application of Knowledge and Autonomy, and Professional Capacity, respectively, may need additional focus in the curriculum design, through more applied/practical skills application, as well as career planning and support, particularly in Year 4. Additional course options and changes expected to launch in the next year may help to bolster these outcomes.

Admission Requirements

In reviewing admission processes and requirements, the reviewers found the grade-entry requirements to be appropriate in relation to the program's outcomes. The additional statement required for direct-entry applicants may be serving as a barrier to entry, as competing institutions (Toronto Metropolitan University, Carleton University) do not require supplemental submissions. As the program's enrolment has been decreasing, removing this additional requirement may help increase the number of applicants and conversion rate.

Recruitment practices are focused on high-school-direct applicants, which appear to be the primary and majority demographic of students entering the program. Some students appear to discover the program while attending other media studies programs at UTSC. The reviewers support the findings of the self-study, as there is an opportunity

for faculty teaching in the journalism specialist program to recruit other students from within UTSC for the specialist program.

Additionally, as UTSC also offers a journalism major, prospective applicants may be confused and not understand the differences between these programs, potentially impacting enrolment. The reviewers recommend cross-promotion for the specialist program, delivered to non-specialist journalism majors, with clear information about pathway procedures, course requirements, and other relevant details.

Curriculum & Program Delivery

As mentioned above, the reviewers noted that the program curriculum provides theoretical and academic study of journalism, as well as practical application. At UTSC, the program requirements are more structured than other programs within the department, due to limited courses relating to the discipline. Faculty noted that five to seven new course options for journalism students will become available for Fall 2023, which will help mitigate this problem.

In Years 1 and 2, students take one credit of required courses related to journalism or media studies. With three or four notable exceptions, some courses required for the specialist program are wider ACM offerings and either touch on journalism, or focus on the critical analysis of journalism, rather than the practice of journalism. Leveraging the professional experience of Centennial faculty, through guest lecturing or workshops, is an opportunity worth exploring.

In Year 3, students are immersed in journalism practice at Centennial College, taking prescribed courses over three semesters within its Contemporary Journalism graduate certificate program. The curriculum design for this year ensures students learn a variety of technical, reporting, and editing skills that align with current industry expectations. The associated Program Advisory Committee ensures that the program remains current with industry needs. The reviewers heard from students that the Centennial year, while intense, provided them with more of the training and skills they had hoped to receive in earlier years in the program, and personal connections and mentoring from Centennial faculty to assist them in their career goals. The reviewers identified an opportunity for more alignment with the theoretical learning from Years 1 and 2 in Year 3 of the program. Likewise to UTSC bringing Centennial faculty into their classrooms, faculty expertise from UTSC might participate in courses at Centennial.

Students reported that the work placement is a highlight of the program, and one of the main reasons they chose to enrol at UTSC. Consolidation and downsizing within the industry has meant fewer placement opportunities at traditional media outlets. The staff and faculty supporting the placements at Centennial have thus expanded the types of placement roles to include those in communications and social media. This helps demonstrate the skills transferability of the students – the reviewers recommend that UTSC and Centennial continue this approach.

Students return to UTSC in Year 4, completing 1.5 credits at the C- or D-level in MDS or JOU courses, of which at least 0.5 credit must be at the D-level. JOUD10H3 Senior Seminar in Journalism (0.5 credits) gives students the chance to complete an independent journalism project, similar to a capstone project. However, this course is offered in the

winter term, risking learning loss among students after an intensive three-semester experience at Centennial. The reviewers recommend that this course become a full-year, one-credit offering, so that students can continue to hone their skills as they wrap up the degree. Additionally, JOUD11H3 could be adapted to provide more journalism-focused research opportunities, such as data journalism or investigative work. Adjustments to either of these courses could involve industry experts or professionals to provide feedback on projects and enhance the reputation of the program.

While there are career modules in the Centennial courses, there appeared to be little attention paid to career planning and preparation within the UTSC curriculum. The students interviewed all intended to work in the journalism field upon graduation but recalled UTSC faculty commenting about the decline or “death” of the industry in their Year 1 and 2 courses, which students found discouraging. To support graduate success and the program’s reputation, the reviewers recommend that the UTSC program team explores ways to incorporate more connections and networking opportunities for students and to assist students in portfolio preparation suitable for the industry, particularly in the final year of the program.

Finally, options or pathways for graduate study from this program are not clearly communicated to students in the program. As the University of Toronto has a plethora of graduate programs, the reviewers suggest that UTSC faculty, staff and administration consider possible pathways to graduate studies at the university and promote these options to students.

Assessment of Learning

The self-study provided sufficient examples of assessments to evaluate the PLOS. Setting aside electives, the reviewers found that many of the JOU and MDS courses available to students at UTSC relied on more traditional university assessments such as academic essays and exams. Students interviewed by the reviewers noted that they would have preferred more practical, project-based assessments in Years 1 and 2, beyond the prescribed courses, that included journalistic writing, newsgathering, and storytelling, to help prepare them for the intensive practice in Year 3 at Centennial. UTSC faculty might consider alternative pedagogical approaches and assessments to provide students with more opportunity to practise basic journalism skills.

At Centennial, the reviewers found the variety and scope of assessments, overall, to be appropriate and effective for measuring the college PLOs. Students noted some dissatisfaction with the repetition of reporting assignments related to on-campus events and indicated they would prefer more variety and/or options for beat reporting in sports, entertainment, or other niche areas. The reviewers found that workloads at Centennial appear to be higher than at UTSC, and students struggle to adjust to these new expectations and demands. As well, students said that the extra-curricular requirements, such as chasing stories at night and on weekends, sometimes led to competing priorities with other courses and life demands, such as caregiving or part-time work. The reviewers recognized that practising newsgathering cannot take place only during daytime class hours, but suggest the Centennial faculty team provide additional flexibility for students, where and when possible.

Quality Indicators

The reviewers found that there is a deep commitment from both institutions to uphold the high-quality standards of the program. Its most direct competitors, TMU and Carleton, offer the same blend of theory and practice in their programs, as do other schools with undergraduate journalism programs in North America. The University of Toronto's reputation and quality of scholarship, combined with the real-life practice and wide-spanning industry connections offered by Centennial, provide significant advantages to this program. However, the joint program is relatively unknown in industry circles – as an indicator, two of the reviewers were unaware of this program before being asked to participate in this review process. Building the reputation of the program through industry outreach and connection may help address issues of enrolment. Notably, UTSC does not appear to track its alumni from this program. Identifying high-profile graduates in the media industry is an opportunity to show the value of the program and help with promotion among parents and prospective applicants.

The data showing entry grades of candidates appears to be relatively strong, with a reasonable applicant ratio; however, the program's enrolment has been declining in recent years. Factors such as supplemental admissions requirements, a separate journalism major creating confusion for applicants, the perception of a decline in traditional media and/or jobs, and turnover of key leadership roles at UTSC may be contributing to enrolment declines. However, TMU and Carleton have high applicant rates and waitlists, suggesting that there are more applicants available for this program. The reviewers found that students in this program generally complete it within 4.5 years, which is somewhat better than students in other UTSC programs and indicates dedicated and resilient cohorts.

Faculty at both institutions are highly qualified, with strong academic or professional backgrounds, both at the local and international level. UTSC faculty have particular strength in equity-related issues, which is a promising area of scholarship and research for the wider Canadian industry. Centennial faculty come with decades of professional experience at top-tier national outlets, with several contract faculty continuing to work as practising journalists.

Despite differences inherent to colleges versus universities, the quality of the teaching and learning experience appeared to be satisfactory, with sufficient breadth and depth expected at the undergraduate level. Students said they developed stronger positive relationships with faculty at Centennial, and with their cohort peers, in part due to smaller class sizes. Experientially, competitor programs have created program designs that allow students to engage in both theory and practice throughout the four years of this program, ensuring that students remain engaged with their major and honing practical skills over time. Blending theory and practice in more concrete ways should be a priority for this joint program.

Support services appear to be robust at both institutions, with administrative or support staff in both locations dedicated to advising students. The reviewers found that the transfer of care – when students move between institutions – is unclear to

administrative and support staff, and can create confusion for students about where or with whom to access services.

Quality Enhancement

Among the positive enhancements made to the program in recent years, the reviewers noted the following highlights:

1. Addition of five to seven new courses to provide more options for students in the specialist stream (2023).
2. Adjustments to Senior Seminar in Journalism (upcoming in Winter 2023) to allow for independent journalism projects and more alignment with industry.
3. Planned hire of a tenure-track faculty member. The reviewers recommend that UTSC focus on candidates who have experience as working journalists.
4. Instructional use of smartphones as a journalistic tool within the Centennial courses.
5. Addition of podcasting to the Centennial curriculum.
6. Training related to entrepreneurship and freelancing toward the end of the Centennial year.
7. Storyworks as a portfolio highlight and means to explore non-traditional careers.

3 Faculty/Research

- Scope, quality and relevance of faculty research activities.
- Appropriateness of the level of activity relative to national and international comparators.
- Appropriateness of research activities for the undergraduate and graduate students in the Faculty.
- Faculty complement plan.
- Appropriateness and effectiveness of the academic unit's use of existing human resources. In making this assessment, reviewers must recognize the institution's autonomy in determining priorities for funding, space and faculty allocation.

While this is primarily a skills-based undergraduate program, basic competencies in academic research and competencies in journalistic research are to be expected.

Scope Quality & Relevance of Faculty Research

From UTSC, the program currently has two full time tenure-stream professors, Dr. Kenzie Burchell (joined 2014) and Dr. Sherry Yu (joined 2017), and a third contractually limited (three-year) faculty member, Dr. Hadiya Roderique (joined 2022). In terms of academic research, the faculty at UTSC display a level of research productivity that is in line with what can be expected from faculty members at a research institution.

The faculty teaching load at UTSC's tenure stream is four courses (three undergraduate plus one graduate), and in its teaching stream is six courses (all undergrad). This is consistent with international standards for a research-intensive university.

Overall, the scope and quality of the academic research activities of the UTSC faculty are appropriate. While extant research is appropriate, it would be ideal if there were a tighter fit between the faculty's research agenda and journalism concerns. Not surprisingly, as faculty are in a media program, some of their research is more concerned with media writ large than with journalism studies. Nevertheless, the committee is enthusiastic about Dr. Roderique's contribution to the program and the impact of the journalistic research threads that the addition of that role to the program brings.

From the Centennial side of the joint program, the focus is on journalistic research skills rather than academic research. The professional experience and focus of the Centennial faculty seem ideal for the teaching of journalistic research skills. For example, Jessie Willms brings her skills as audience editor at *The Globe and Mail* to teach Data and Interactive Journalism in the joint program.

Activity Relative to National & International Comparisons

As mentioned above, the level of research activity by the academic faculty is comparable to what can be expected in a leading research institution in Canada and worldwide.

Appropriateness of Research Activities for the Students

In developing learning goal #2 (Knowledge and Methodologies), students as part of their program engage in a series of courses that include (1) *Methods of Inquiry and Investigation* taken at UTSC during their first year. This is then complemented with (2) *Data Management and Presentation* and (3) *Interactive Data and Analytics* in their third year at Centennial. This core series is complemented with journalistic research skills for writing and reporting, also during their third year at Centennial. We find the emphasis on data analytics to be a commendable feature of the joint program. We also recognize that there is an opportunity here for closer collaboration between units, by providing a course during Year 2 at UTSC that is aligned with the research skills that a journalist needs in an increasingly data-heavy environment.

Faculty Complement Plan

During the review it became evident that advocating for a permanent tenure-track position, building on the success of the existing CLTA, is highly desirable for the program. On the UTSC side, the small number of people directly involved with the program has been a hindrance that needs to be addressed. On the Centennial side of the program, the number of faculty seems appropriate and the challenges pertain more to continuing to articulate the content taught by different part-time instructors into a seamless experience.

4 Relationships

- Strength of the morale of faculty, students and staff.
- Scope and nature of relationships with cognate Faculties and academic units.
- Extent to which the program has developed or sustained fruitful partnerships (e.g., with other programs and institutions, or with employers and other organizations) in order to foster research, creative professional activities and to deliver teaching programs.
- Scope and nature of the program's relationship with external government, academic and professional organizations.
- Social impact of the program in terms of outreach and impact locally and nationally.

As previously indicated, the program is best served when the relationship between the institutions is open and collaborative. The relationship appeared to have eroded in recent years.

Morale at Centennial appeared to be high, with faculty and administrators working together effectively on behalf of the program, and within the overall academic unit. At UTSC, there was a disconnect between faculty and administrators, perhaps due in part to turnover in key roles. Faculty indicated they had been excluded from key program-related meetings and decision-making opportunities over the past 24 months. However, there appeared to be a willingness to improve relations. Students spoke highly of the relationships they had built with faculty and staff at Centennial. Other than the Program Manager at UTSC, students said they had no opportunities to connect with faculty. UTSC faculty also expressed concerns with the lack of interest and recognition of the program among other Media Studies faculty, some of whom have expertise that aligns with the program's curriculum. As mentioned in Section 1, improving culture and communication are priorities.

Externally, Centennial's relationships with industry organizations and employers remains strong, enabling work-integrated learning opportunities throughout the Year 3 curriculum. At UTSC, connections were indirect, although Dr. Rodrigue's plans to infuse industry involvement and feedback into her courses will be beneficial for students and the program. There is ample opportunity for the program to explore partnerships and other scholarly or professional activities involving external partners, leveraging the strength of the University of Toronto brand.

Societal impact and outreach is difficult to measure at UTSC – tracking alumni success and involvement of industry organizations would allow for more direct, observable examples. At Centennial, the published work of students, through *The Toronto Observer* and other media outlets, provides demonstrable impact to local and national communities.

5 Organization and Financial Structure

- The appropriateness and effectiveness of the program's organizational and financial structure, and the use of existing human, physical and financial resources in delivering the program. In making this assessment, reviewers must recognize the institution's autonomy in determining priorities for funding, space and faculty allocation.
- The degree to which the two institutions work together to sustain and develop the program
- The appropriateness with which resource allocation, including space and infrastructure support, has been managed.
- Opportunities for new revenue generation.

The program is well-resourced across both institutions. The financial structure outlined in the MOU appears to sufficiently support the program and students and satisfies operational costs between institutions, provided enrolment does not further decrease. Physical spaces, equipment and technology are readily provided to students at Centennial; at UTSC, staff members reported some pressure related to space utilization, but the program has not been significantly impacted. As there is no dedicated production space or equipment for the program at UTSC, it is recommended that the program work with the UTSC Library to help students access production space and equipment.

Staffing is sufficient at Centennial College, with a blend of full-time and contract faculty with professional experience in the media/journalism sector, as well as dedicated support staff for the program. Currently, the UTSC faculty team has one dedicated tenured professor, one tenure-track professor, and one CLTA; all other faculty are shared within Media Studies. The addition of another tenure-track faculty position in 2023, as outlined in the self-study and noted by administrators, will help provide needed professional expertise and support for the program. The reviewers recommend hiring additional adjuncts who are also practising journalists or have recent sector experience to help fill courses, as needed.

Partnership & Management

Within the partnership, both institutions have autonomy to operate independently of each other. However, due to leadership changes, as well as factors related to the COVID-19 pandemic, this autonomy grew into a divide between the institutions that is impacting the student experience. The reviewers found that Centennial has made considerable effort to involve UTSC in decision-making related to the program. UTSC, meanwhile, may need to review its processes and procedures to meet this expectation of shared governance, as outlined in the MOU and noted in recommendations from the last review.

At UTSC, there have been many changes among roles responsible for leading this program, including the program director, departmental Chair, and other key positions. It will take time for those new to these roles to acclimatize to their positions, and learn the

operational and historical nuances of the program. The reviewers recommend current leaders consider contingency and succession planning for these roles, so that there is adequate knowledge transfer in future.

The Joint Committee is an important oversight body for the program, meeting twice a year to discuss key issues and planning. The scope of this committee is strategic rather than operational. The reviewers suggest that the Joint Committee establish formal working groups to address operational issues, such as those outlined in this report. Working groups would be accountable to the Joint Committee, and can serve to ideate and implement solutions.

Finally, several staff and students raised concerns about the disruption in accessing key student services when students in the program move between institutions. Students with accommodations, for example, must register separately at each institution, with separate intake processes. Several students interviewed did not know which institution to go to in order to access health services. The reviewers recommend that the institutions work together to reduce friction felt by students as they move into Year 3.

6 Long-Range Planning Challenges

- Consistency with each institutions' academic plan.
- Appropriateness of:
 - ▶ Complement plan, as it relates to the program;
 - ▶ Enrolment strategy for the program;
 - ▶ Student financial aid as it relates to the program;
 - ▶ Development/fundraising initiatives as they relate to the program;
 - ▶ Management and leadership as they relate to the program.

Administrators at both institutions indicated a commitment to the program in the long term. Both groups of leaders recognized the value of the program and institutional partnership to support student learning and success and ensure the program remains viable. To ensure long-term sustainability of the program, many of the same recommendations apply:

- **Faculty Complement:** Aligning faculty research agendas more closely with the curriculum in the program, and ensuring new faculty have recent practical industry experience.
- **Enrolment:** Removal of additional admission requirements and monitoring of conversion rates; targeted outreach to high schools via media groups or clubs; further promotion of the specialist option in the wider Media Studies department.
- **Industry Involvement:** At UTSC, it is essential to engage practitioners and employers to retain currency within the program, given the significant shifts occurring in the industry.

- **Alumni Outreach:** Centennial informally tracks its alumni, while UTSC does not undertake activity in this area. To enhance program reputation, institutions may want to begin intentionally engaging alumni. Identifying notable graduates who are working in the field of journalism will help with enrolment and retention.
- **Management/leadership:** As mentioned, expansion of the Joint Steering Committee could include sub-committees to address specific needs or concerns arising in the program.

7 International Comparators

- Assessment of the program under review relative to the best in Canada/North America and internationally, including areas of strength and opportunities.

As outlined in the self-study, the specialist program measures up solidly when compared to undergraduate English-language journalism programs elsewhere in the province, and indeed in the rest of the country. While nowhere near the size or high profile of the larger players in this field, the UTSC/Centennial program has a distinct opportunity to raise awareness of its collaborative strengths and to increase enrolment by doing so.

Toronto Metropolitan University (formerly Ryerson University) has what is perhaps Canada's best-known journalism school; it offers undergraduate and graduate programs at its downtown campus in a faculty called The Creative School. TMU is also home to the RTA School of Media (formerly Radio & Television Arts), whose programs include Media Production, New Media, and Sport Media. Over the past decade, TMU has greatly expanded its course offerings, emphasizing its strengths in research, education, and innovation in media and communication, as well as the creative industries. The J-school's full-time faculty totals 16.

Alumni are heavily represented both on the front lines of news-gathering and in journalism management across the country and abroad. To its credit, the TMU School of Journalism makes good use of these connections by featuring former students in [Grads at Work](#) profiles online, and by tagging them and linking to their published journalism on [social media](#). Current students can see the successful path that others have taken after graduation, and prospective employers/colleagues are well-acquainted with the training that this new cohort of journalists has received at their alma mater.

For these reasons, TMU will continue to provide robust competition for the UTSC/Centennial joint program, particularly in the densely-populated Greater Toronto Area and for applicants who are not inclined to relocate across the province when pursuing their studies.

A far-reaching alumni network also exists at Ottawa's Carleton University, home of another highly-regarded journalism school — Canada's oldest, founded in 1945 — and another comparable program to the one under review. Carleton's School of Journalism

and Communication offers a bachelor of journalism program and master of journalism programs (one-year or two-year, depending on credentials). It has 21 full-time faculty.

Similarly, the University of British Columbia's School of Journalism, Writing, and Media focuses on research and teaching in journalism, media, writing, and communication, with undergraduate and graduate studies. The school has been a pioneer in Indigenous-focused courses and in digital journalism scholarship. It, too, spotlights [alumni news and profiles](#) on its website. On the east coast, on a much smaller campus, the University of King's College offers a four-year bachelor of journalism program, a post-baccalaureate one-year bachelor's program, and a master of journalism program. It also delivers a minor in journalism studies in conjunction with neighbouring Dalhousie University.

As mentioned in the self-study, the UTSC/Centennial program's university-college split experience gives it a greater focus on the critical and research-led study of journalism, in contrast to the industry-oriented skills training on which many J-schools concentrate. It should be noted that this is not necessarily a selling point for young people who are assessing an increasingly perilous job market or who do not wish to pursue post-graduate studies in journalism.

Joint university-college programs are no longer rare. In Ontario, specialist journalism and media studies programs may be found shared between the University of Ottawa and Algonquin College, York University and Seneca College, Brock University and Mohawk College, and Trent University and Durham College. All offer field placements and the opportunity to earn a bachelor of arts degree and an Ontario college diploma concurrently.

In this increasingly crowded field, the University of Toronto's prestige and reputation almost certainly give it an advantage. When it comes to deciding on a school, the U of T name carries considerable sway with parents of prospective applicants, as the reviewers heard from students in Year 3 at Centennial. At the same time, lack of public awareness of the UTSC/Centennial specialist program is a significant problem. Much more could be done to promote the program, not only among students and their families, but within the journalism industry itself. As noted previously, two of the reviewers were unfamiliar with the program before being invited to assess it. One local reviewer, in fact, had not heard of the program despite having scrutinized more than 1,000 CVs in the course of hiring for a variety of journalism positions since 2015.

The reviewers did not explore out-of-country equivalents to the joint program, except to note that basic tuition and fees for two semesters (2022-23) at NYU's Arthur L. Carter Journalism Institute in New York City amount to US\$58,168, even before factoring in surcharges for international students. As at UTSC/Centennial, NYU's undergraduate program focuses on both the theoretical and the practical, providing basic and advanced skills training, and culminating in a capstone project.



June 8, 2023

Professor William Gough
Vice-Principal, Academic & Dean
University of Toronto Scarborough

Dear Professor Gough:

Thank you for forwarding the report of the November 2022 external review of the Journalism Specialist program (offered jointly with Centennial College).

As indicated in our *Statement of Institutional Purpose*, the University of Toronto is committed “to being an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality.” This quality is assessed through the periodic appraisal of programs and units, which considers how our research scholarship and programs compare to those of our international peer institutions and assesses the alignment of our programs with established degree-level expectations. The University views the reports and recommendations made by external reviewers as opportunities to celebrate successes and identify areas for quality improvement.

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

I am writing at this time:

1. to request your administrative response to this report, which should include a plan for implementing the recommendations; these plans should be captured in the enclosed table;

2. to request your feedback on the review summary component of the draft *Final Assessment Report and Implementation Plan*; and
3. to outline the next steps in the process.

1. Request for Administrative Response and Implementation Plan:

In your **Administrative Response**, please address the following areas raised by the reviewers and their impact on the academic programs, *along with any additional areas you would like to prioritize*.

For each area you address, please provide an **Implementation Plan** that identifies actions to be accomplished in the immediate (six months), medium (one to two years) and longer (three to five years) terms, and who (Program Director, Dean) will take the lead in each area. If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.

Please ensure that your administrative response and implementation plan are prepared in alignment with [UTQAP](#) Section 6.4.5 ('Reviews of Inter-Institutional Programs').

- The reviewers noted a potential lack of clarity for prospective applicants regarding the differences between the joint program and other journalism-related programs at each partner institution. They recommended that UTSC and Centennial collaboratively develop a conceptual map of the joint program, and make clearer conceptual demarcation (around curriculum, goals, and professional profiles) between the joint program and related offerings.
- The reviewers recommended removing the personal statement requirement for admissions, to better align with competitor institutions.
- The reviewers observed that collaboration and relationship building between the partners had become lower priority during the COVID-19 pandemic. They emphasized that “a recommitment to engaged and effective collaboration between the institutions is crucial to the future success of the program” and made a number of recommendations related to enhancing coordination, including:
 - Exploring ways to increase communication between program partners, and to enhance strategic integration between the institutions in curricular coherence and delivery;
 - Exploring ways to ease the transition for students between the more theoretical segments of the program and those that are skills-focused;
 - Providing regular and ongoing opportunities for faculty to collaborate, to reinforce learning across the years of the program, and to integrate theory and practice;
 - Clarifying the grading appeals process between the partners;
 - Considering the establishment of mechanisms to address issues and promote accountability.

- The reviewers highlighted that a sense of community among students and faculty at both institutions, as well as alumni and industry partners is critically important to the success of the joint program, and should be nurtured and strengthened. They noted a particular opportunity for UTSC to encourage greater student interaction and connection with faculty and staff.
- The reviewers observed that Centennial has made considerable efforts to involve UTSC in decision-making related to the program; however that UTSC “may need to review its processes and procedures to meet this expectation of shared governance as outlined in the MOU and noted in recommendations from the last review.”
- The reviewers made a number of recommendations related to enhancing student supports, such as further integrating placement opportunities; strengthening the administration of internship programs; exploring the establishment of a centralized information system for the joint program; clarifying how and where students should seek advice; and systematically tracking alumni outcomes to help students better understand the variety of opportunities in the field. They noted opportunities for UTSC specifically to enhance career planning and preparation supports for students.
- The reviewers observed that “much more could be done to promote the program”, both to prospective students and within the journalism industry itself; and recommended that UTSC and Centennial intensify combined marketing efforts, including better communication of possible pathways to graduate studies.

Please prepare this response in consultation with the program under review. As part of this consultation, please request a brief administrative response from the program that focuses on items within their control. Please reflect this consultation and respond to the key elements of the program’s response in your response.

Finally, please confirm the **date of the next review** and your plans for **monitoring the implementation of recommendations** until then. I will ask you to provide a brief report to me midway between the 2022-23 review and the year of the next site visit.

2. Draft of Final Assessment Report (including Review Summary)

In Summer 2023, my office will provide a draft version of the *Final Assessment Report and Implementation Plan* (FAR/IP), which will include a summary of the review of the Journalism Specialist. At that time we will request your feedback regarding tone or accuracy of the summary component, and your response to any information that is requested in the comments. This document becomes part of the governance record.

3. Next Steps

Reviews of academic programs and units are presented to University governance as a matter of University policy. Under the University of Toronto Quality Assurance Process (UTQAP), the Vice-Provost, Academic Programs prepares a report on all program and unit reviews and submits these periodically to the Committee on Academic Policy and Programs (AP&P).

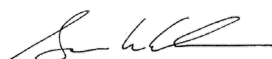
The review of the Journalism Specialist will be considered by AP&P at its meeting on **October 24, 2023. Please plan to attend this meeting, and ensure that the program leadership also attends.** Your presence is important and will allow you to respond to any questions the committee may have regarding the report, and your administrative response and implementation plan. An overview of what happens at AP&P is [available on our website](#).

I would appreciate receiving your completed administrative response and plan for implementing recommendations, as well as a copy of the program's response, and any comments on the draft FAR/IP by **Thursday, September 21, 2023**. This will allow my office sufficient time to prepare materials for the AP&P meeting.

The review summary and the Dean's administrative response are the two key components of the FAR/IP, which will be finalized after the AP&P meeting and distributed to you, the program lead(s), the Governing Council secretariat, and the Quality Council, and posted on our [website](#), as required by the UTQAP.

Please feel free to contact me or Emma del Junco, Acting Coordinator, Academic Planning and Reviews, should you have any questions.

Sincerely,



Susan McCahan
Vice-Provost, Academic Programs

cc.

Katherine Larson, Vice-Dean Teaching, Learning & Undergraduate Programs, University of Toronto Scarborough

Martha Harris, Academic Programs Officer, University of Toronto Scarborough

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

David Lock, Coordinator, Academic Planning and Reviews

Emma del Junco, Acting Coordinator, Academic Planning and Reviews

Alexandra Varela, Assistant Coordinator, Academic Planning and Reviews



September 27, 2023

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

Dean's Administrative Response: External Review of the Journalism Specialist program, University of Toronto Scarborough (offered jointly with Centennial College)

Dear Susan,

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

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

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

With this letter you will find below a table which summarizes the responses to the specific recommendations of the reviewers, and their anticipated timelines for implementation. This response has been developed with the Chair of the Department of Arts, Culture and Media in close consultation with counterparts at Centennial College, through a preliminary business meeting in May 2023 with program administrative leaders from both institutions and a retreat with continuing faculty from both UTSC and CC in August 2023.

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

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

Sincerely,

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

William Gough
Vice-Principal Academic & Dean

2022-23 UTQAP Review of the UTSC Journalism Specialist program (offered jointly with Centennial College) - Review Recommendations

Please do the following for each recommendation in the table:

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

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



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



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



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



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



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



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



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



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



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



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



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



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



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



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



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



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

UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

1 Review Summary

Program(s) Reviewed:	Journalism (HBA): Specialist (Joint program)
Units Offering Program:	School of Communications, Media and Design, Centennial College Department of Arts, Culture and Media, University of Toronto Scarborough
Commissioning Officers:	Associate Vice President, Partnerships, Pathways and Internationalization, Centennial College Vice-Principal Academic and Dean, University of Toronto Scarborough
Reviewers (Name, Affiliation):	<ul style="list-style-type: none"> • Prof. Terry Flynn, Associate Professor, DeGroote School of Business, Communications, McMaster University • Prof. Michelle Grimes, Business Conestoga College • Prof. Hernando Rojas, University of Wisconsin Michigan, School of Journalism and Mass Communication • Kathy Vey, Freelance Journalist • Adeline Alexandra Burpee, Student Reviewer
Date of Review Visit:	November 23-24, 2022
Date Reported to AP&P:	October 24, 2023

Previous UTQAP Review

Date: May 30 – 31, 2013

Summary of Findings and Recommendations

Significant Program Strengths

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

Opportunities for Program Enhancement

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

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

1. About the University and UTSC: UTSC Strategic Plan, 2020-25; UTSC Academic Plan (2015-20); UTSC Admissions Viewbook (2021-22); Campus Virtual Tour; Interactive Campus Map.
2. About the Review: Terms of Reference; Review Report Template; Remote Site Visit Schedule.
3. About the Program: Previous External Review Report (2013); Program Self Study, October 2022.
4. About Programs and Courses: Description of all programs; Description of all courses; Self-Study Data; Curriculum Mapping
5. Course Syllabi (all courses).
6. Faculty CVs (all faculty).

Consultation Process

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

Communications, Media, Arts, & Design; Director, Academic Excellence and Program Quality; Senior Manager, Office of Academic Partnerships and Pathways

- Departmental Leadership and Program Supervisors – UTSC and Centennial College: Chair of the Department of Arts, Culture and Media (UTSC), Acting Chair of the School of Communications, Media, Arts and Design, Program Coordinators (UTSC and CC)
- Administrative Staff – UTSC and Centennial College: Program Coordinator, Arts, Culture and Media (UTSC), Student Success Advisor (CC)
- Librarians – UTSC and Centennial College: Chief Librarian (UTSC), Liaison Librarian (UTSC), Director of Libraries and Learning Centres (CC), Manager, Library Services (CC), Librarian (CC)
- Registrars – UTSC and Centennial College: Registrar and Assistant Dean (Enrolment Management) (UTSC), Associate Registrar and Director of Systems & Operations (UTSC), Associate Registrar and Manager, Student Recruitment (UTSC), Associate Registrar and Director of Student Services (UTSC), Associate Vice President, Enrollment Services and Registrar (CC)
- Journalism program Faculty – UTSC and Centennial College
- Undergraduate students

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ Reviewers commended the Joint Specialist Degree Program for successfully navigating the challenges of university-college partnership in Ontario over the past 20 years
 - ▶ Both institutions are deeply committed to upholding the high-quality standards of the program
 - ▶ “The University of Toronto’s reputation and quality of scholarship, combined with the real-life practice and wide-spanning industry connections offered by Centennial [College], provide significant advantages to this program”
- Objectives
 - ▶ Reviewers concluded that both institutions understand the objectives of the program, and are committed to ensuring students apply critical thinking and research skills, along with practical and technical skills, within the field of journalism
- Admissions requirements
 - ▶ The grade-entry requirements appear appropriate
- Curriculum and program delivery
 - ▶ Curriculum provides both a theoretical and academic study of journalism as well as a practical application

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

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

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

- ▶ UTSC also offers a separate journalism major, which may cause confusion for applicants unaware of the differences between the programs
- Curriculum and program delivery
 - ▶ Reviewers observed that outcomes related to application of knowledge and autonomy, and professional capacity, may need additional focus in UTSC's curriculum design through more applied/practical skills application and career planning and support
 - ▶ Reviewers remarked on the limited course options at UTSC, though 5-7 new courses are already planned for Fall 2023
 - ▶ Some of the required courses for the specialist are wider Department of Arts, Culture, and Media offerings, only touching on journalism or "focus[ing] on the critical analysis of journalism, rather than the practice of journalism"
 - ▶ Students shared that the Centennial College year provided them with more of the training, skills, and mentoring they had hoped to gain earlier in the program
 - ▶ The scheduling of the Senior Seminar in Journalism (JOUD10H3) in winter term following three intensive semesters at Centennial College is seen as a possible risk for learning loss among students
 - ▶ "While there are career modules in the Centennial College courses, there appeared to be little attention paid to career planning and preparation within the UTSC curriculum"
 - ▶ Pathways for possible graduate study do not appear to be clearly communicated to students
- Assessment of learning
 - ▶ Many UTSC-delivered courses rely on more traditional university assessments such as academic essays and exams as opposed to more practical project-based assessments that would better prepare students for their intensive practice in Year 3 at Centennial College
 - ▶ Students shared some dissatisfaction with repetitive reporting assignments at Centennial College and would prefer more variety
 - ▶ Student workload appears to be higher at Centennial College than UTSC with students struggling to adjust to new demands and expectations
 - ▶ Centennial College's extra-curricular requirements can sometimes result in competing priorities for students that impacts other courses
 - ▶ "Experientially, competitor programs have created program designs that allow students to engage in both theory and practice throughout the four years of this program, ensuring that students remain engaged with their major and honing practical skills over time"
- Student engagement, experience and program support services
 - ▶ The transfer of care for when students move between institutions is unclear for administrative and support staff, which leads to confusion for students
 - ▶ Interviewed students recalled negative comments from UTSC faculty regarding the decline or "death" of journalism, which they found discouraging

The reviewers made the following **recommendations**:

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

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

2. Graduate Program(s) n/a

3. Faculty/Research

The reviewers observed the following **strengths**:

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

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

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

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

The reviewers made the following **recommendations**:

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

4. Administration

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

The reviewers observed the following **strengths**:

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

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

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

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

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

The reviewers made the following **recommendations**:

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



2 Administrative Response & Implementation Plan

UNIVERSITY OF
TORONTO
SCARBOROUGH

Office of the Vice-Principal Academic and Dean

September 27, 2023

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

Dean's Administrative Response: External Review of the Journalism Specialist program, University of Toronto Scarborough (offered jointly with Centennial College)

Dear Susan,

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

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

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

With this letter you will find below a table which summarizes the responses to the specific recommendations of the reviewers, and their anticipated timelines for implementation. This response has been developed with the Chair of the Department of Arts, Culture and Media in close consultation with counterparts at Centennial College, through a preliminary business meeting in May 2023 with program administrative leaders from both institutions and a retreat with continuing faculty from both UTSC and CC in August 2023.

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

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

Sincerely,

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

William Gough
Vice-Principal Academic & Dean

2022-23 UTQAP Review of the UTSC Journalism Specialist program (offered jointly with Centennial College) - Review Recommendations

Please do the following for each recommendation in the table:

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

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



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



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



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



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



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



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



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



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



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



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



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



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



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



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



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



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

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

The spokesperson for the reading group reported that the review summary accurately described the full review, and that the Dean’s administrative response adequately addressed all issues identified. The Reading Group sought additional clarification on several areas of the administrative response, which included concerns about confusion of the differences between this joint specialist program in journalism and other programs in journalism, and how the plan for clarifying the vision and mission for the program would be distributed across the division. The reading group observed that the Unit and Dean’s response seemed disconnected and asked the Unit to address concerns around administrative staffing levels and opportunities to consolidate and enhance community and faculty engagement, and alleviate workload issues in the short term through faculty appointments in other UTSC units. Lastly, the group sought clarification around the CLTA position, and related academic HR and hiring issues.

Thy Phu, Chair of the Department of Arts, Culture and Media responded that the promotions piece was part of the communication plan jointly developed with Centennial College. She explained that UTSC had a journalism studies stream as part of their media studies program and was trying to distinguish from that through the major modification process, which included a proposed renaming of the program to ‘Media and Communication Studies’. Through consultations with Centennial College, they articulated that the UTSC portion provided students with the skills to analyze how stories were told; and the joint program taught students how to tell the stories. Thus, part of the articulation of that plan included the revision of the website content for consistency at both UTSC and Centennial, and through faculty training.

Bill Gough, Vice-Principal Academic & Dean responded that as junior faculty members progressed in their career, and as UTSC moved forward in their complement plan, this would improve community engagement with faculty. Hiring plans had slowed down per previous years, and that CLTAs could be extended if warranted. The HR planning was exploring part-time teaching stream appointments, due to flexibility and that it could lead to longer appointments and permanent status if it was the accepted pathway. They were committed to additional hiring for the program and increased staff support, and that both Centennial and UTSC were moving towards having their own dedicated staff member supporting the joint program, adding to the overall staffing complement.

No follow-up report was requested.

4 Institutional Executive Summary

The reviewers noted that the program has been in operation for 20 years, and “has successfully navigated the challenges and barriers of a university-college partnership in Ontario”; and they recognized leadership from both UTSC and Centennial College “for their vision, determination, and patience in promoting and encouraging these types of academic collaborations.” They observed that both institutions understand the objectives of the program and their respective

roles in developing well-rounded and successful graduates, and that U of T's reputation and quality of scholarship, combined with Centennial's real-life practice and wide-spanning industry connections provide significant advantages to the program. Faculty at both institutions are highly qualified, with strong academic or professional backgrounds; and UTSC's strengths in equity-related issues were highlighted. The Centennial Program Advisory Committee ensures that the program remains current with industry needs, and anticipated new course options at UTSC are expected to enhance program flexibility. Finally, the reviewers noted that staff and faculty supporting placements at Centennial have expanded the types of placement roles to include those in communications and social media, and that students praised work placements as a highlight of the program and a key reason they choose to enrol at UTSC.

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

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

5 Monitoring and Date of Next Review

The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the Chair of the Department of Arts, Culture and Media. An interim report to the Office of the Vice-Provost, Academic Programs will be prepared in the Fall of 2025. The next external review of the program will take place in the 2027-28 academic year, together with the external reviews of the Department's programs which are offered jointly with Centennial College.

6 Distribution

On June 30th 2024, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Vice-Principal Academic & Dean of University of Toronto Scarborough, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to unit/program leadership.