

Committee on Academic Policy and Programs Welcome and Orientation Part 2: Cyclical Reviews

Senior assessor
Presentation



AP&P and Cyclical Reviews



Timing:

- Report on reviews (“Compendium”) twice a year



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Report on reviews includes:

- Final Assessment Report and Implementation Plans (draft), which contain:
 - Bullet point summary of Review Report
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AP&P ensures that:

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- Request a one-year follow-up report from the Dean on specific issues that require a longer period of response



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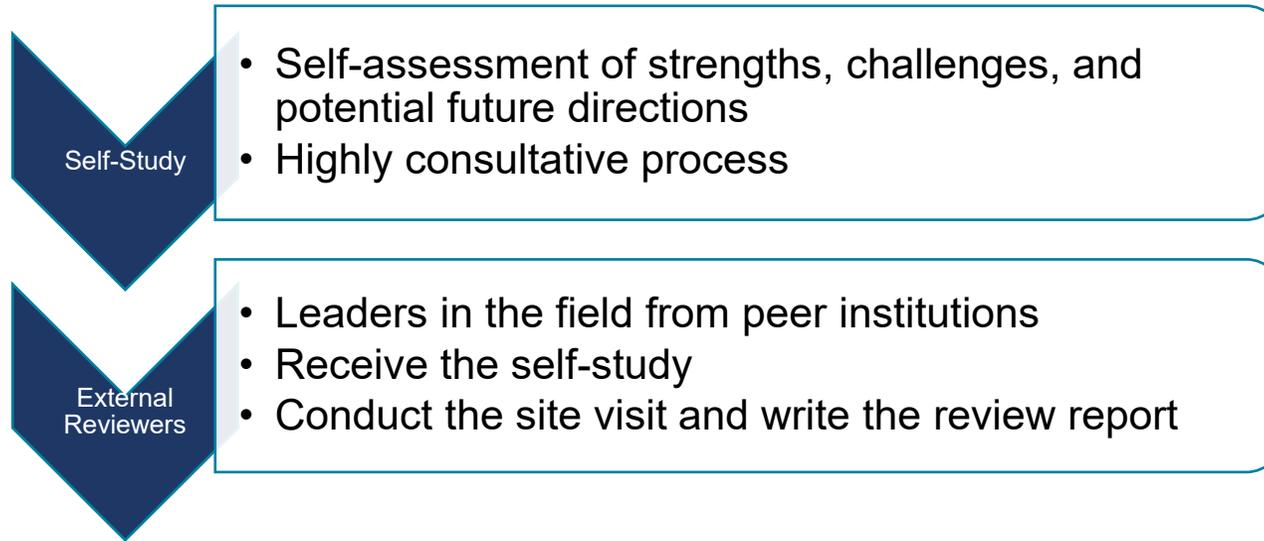
Cyclical Reviews and Peer Review



Self-Study

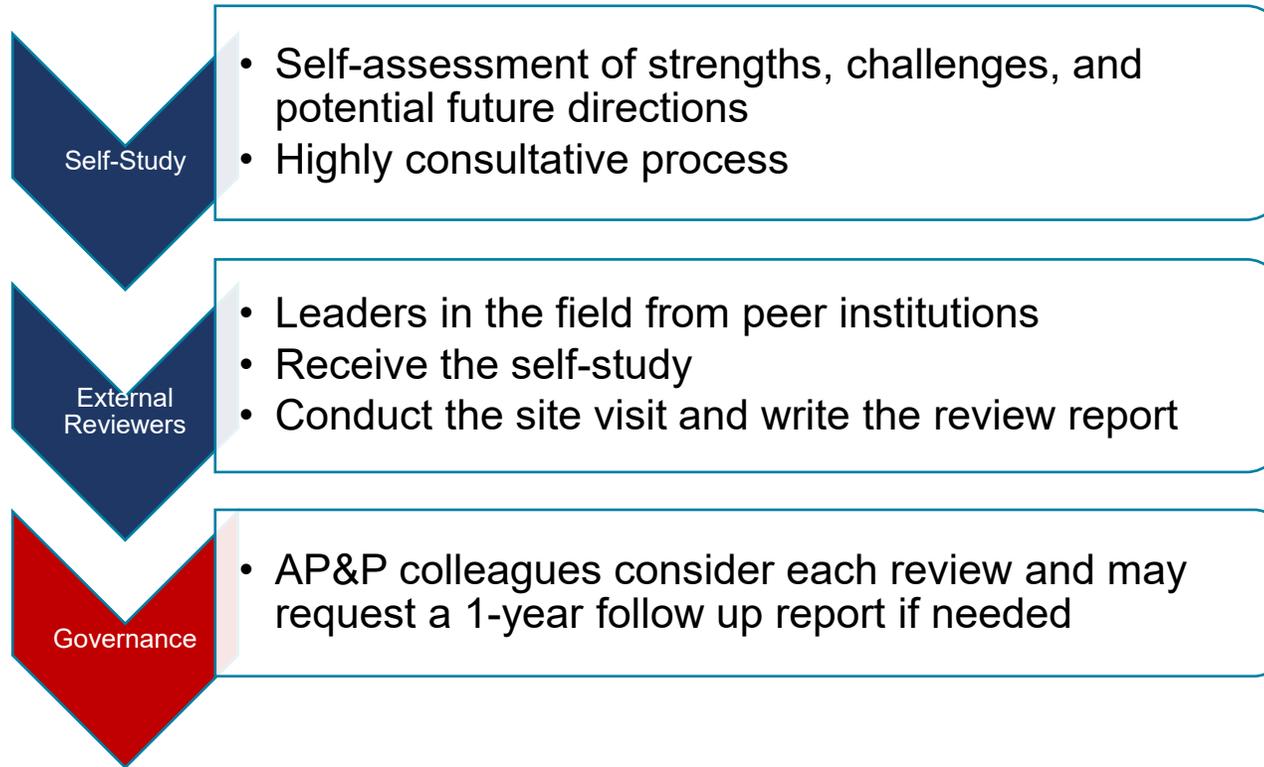
- Self-assessment of strengths, challenges, and potential future directions
- Highly consultative process

Cyclical Reviews and Peer Review

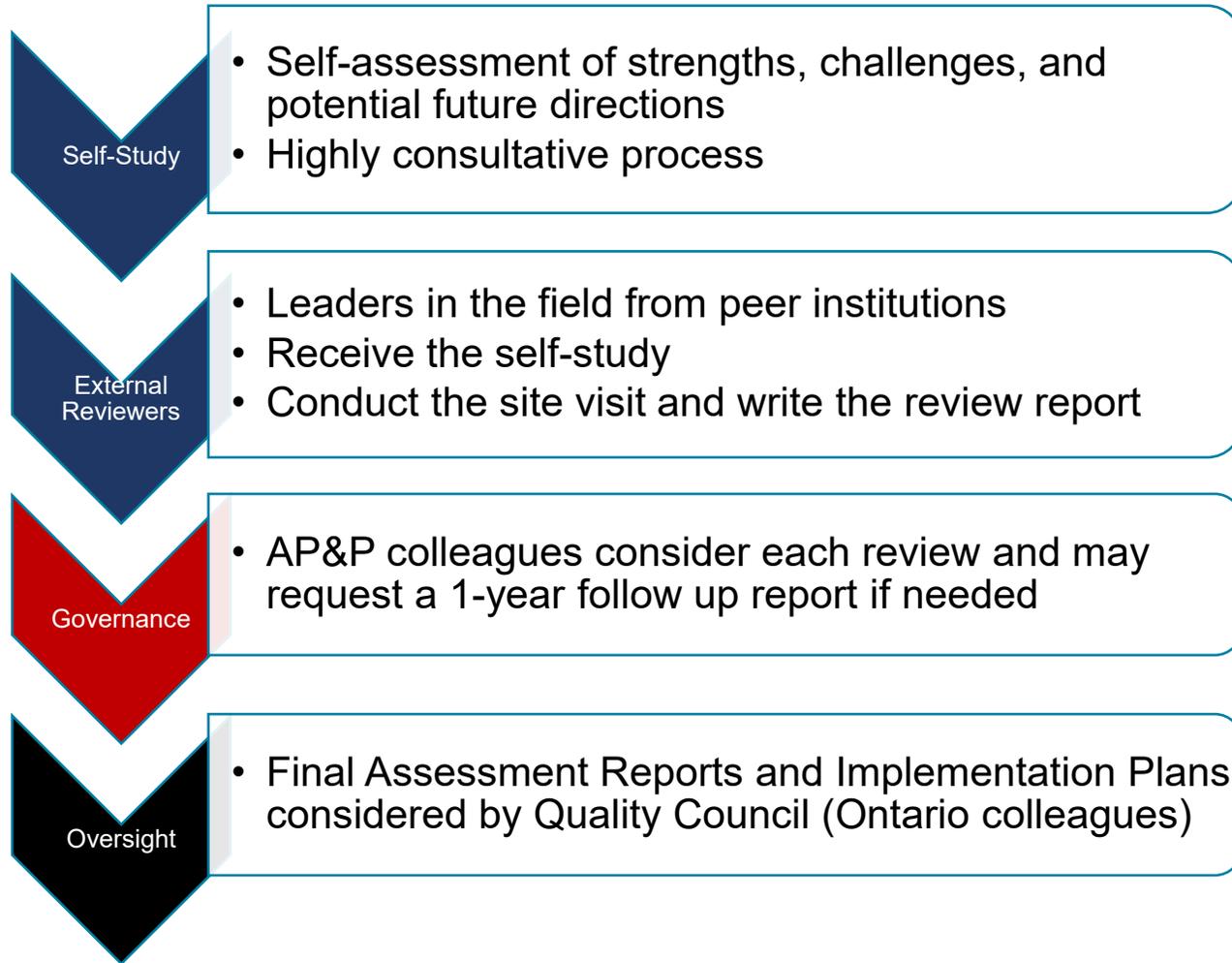




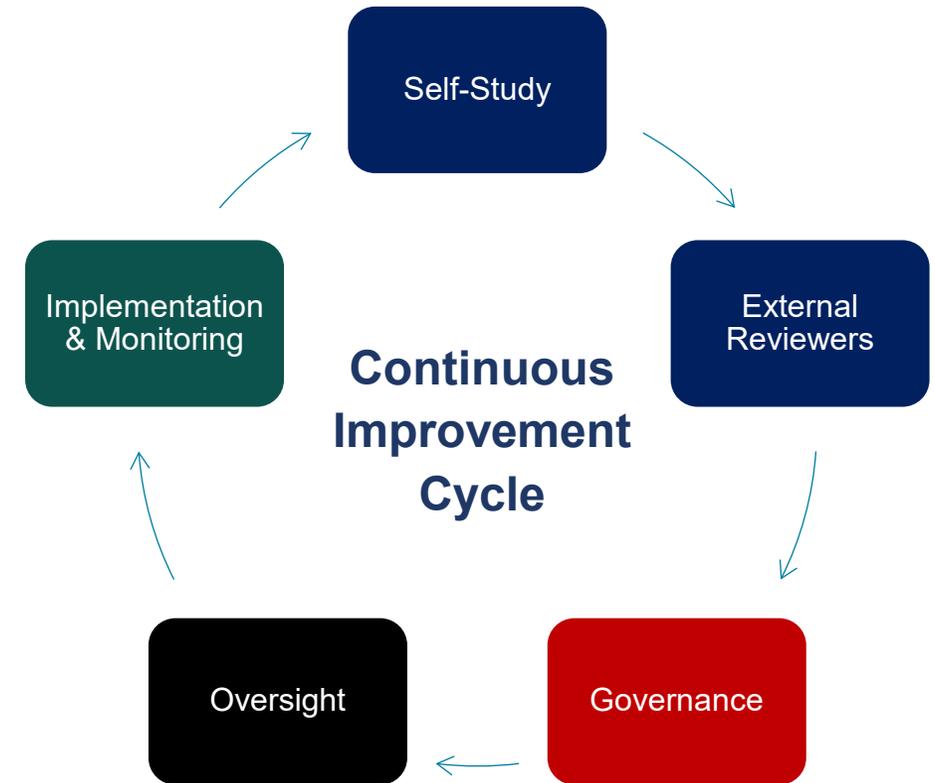
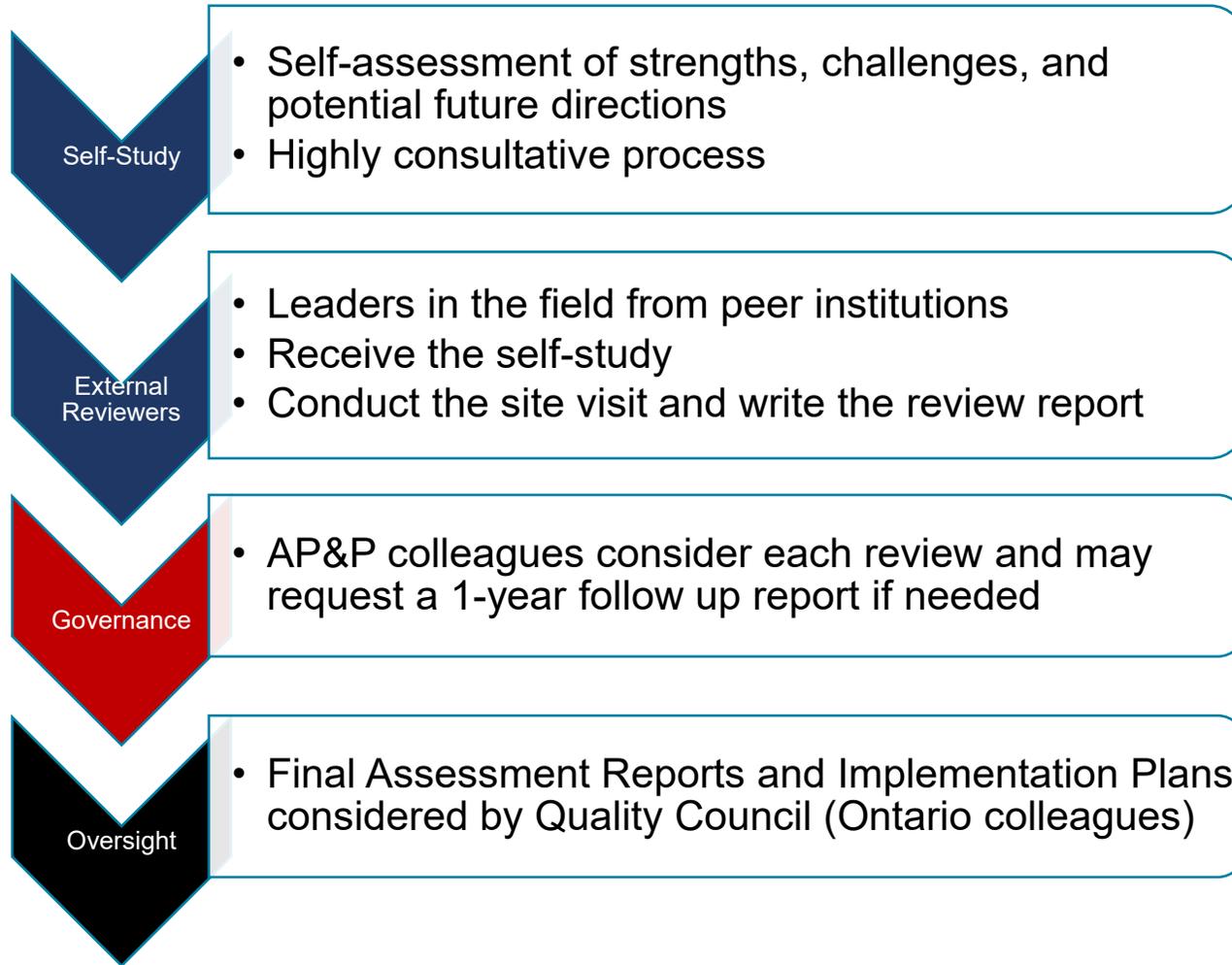
Cyclical Reviews and Peer Review



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Cyclical Reviews and Peer Review



AP&P and Cyclical Reviews: Reading Groups



Four reading groups:

- 3-4 reviews per group

AP&P and Cyclical Reviews: Reading Groups



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Group leader:

- Acts as coordinator and spokesperson

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Each group receives:

- Final Assessment Report and Implementation Plans (draft), which contain:
 - Review summary
 - Dean's administrative response and implementation plan, including a table summarizing responses to recommendations
- Full review report

AP&P and Cyclical Reviews: Reading Groups



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- Final Assessment Report and Implementation Plans (draft), which contain:
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Each group also receives:

- Self-Study
- Program/unit response (in departmentalized Faculties/Divisions)



AP&P and Cyclical Reviews: Reading Group Materials

AP&P Ensures that:		Reading Group Questions		Follow-up Reports	
<ul style="list-style-type: none"> •Reviews take place in line with U of T policies/guidelines •Provost’s Office has managed the process appropriately •All issues regarding academic program quality have been addressed or there is a plan to address them 		<ul style="list-style-type: none"> •Does the summary accurately tell the story of the full review? •Does the administrative response adequately address all the issues identified, or are there questions, comments or substantive issues that the committee wishes to raise with the Dean? 		<ul style="list-style-type: none"> •Concerns may be raised in an external review report that require a longer period of response. •Under UTQAP, the reading group may request a One-Year Follow-up Report (in addition to the <i>Interim Monitoring Report</i> required for all reviews) to ensure that improvements are made 	
Full review report					
Written by external reviewers	Written after reading the self-study and visiting with faculty, students and staff during the site visit	Reviewers are active and respected in their field; associate/full professors with program management experience; from peer institutions offering high-quality programs in the field under review	Addresses the terms of reference		
Review Summary					
Written by the Office of the Vice-Provost Academic Programs	Written after the full Review Report has been received in the VPAP office	Full and accurate; captures tone and content of the Review Report	Identifies key issues in the Review Report		
Administrative Response & Implementation Plan					
Written by the Dean in consultation with the program and/or unit under review; usually formatted as a table	Written at the request of the Vice-Provost, Academic Programs; Addresses the issues identified in the Review Report	Describes the resources, financial and otherwise, that would be provided in supporting the implementation of selected recommendations	Proposes a timeline for the implementation of recommendations; responds to the key elements of the program’s/unit’s response		
Self-Study			Program/Unit Response (<i>departmentalized Faculties/Divisions only</i>)		
<ul style="list-style-type: none"> •Written by degree program(s) and/or unit under review •Written before the external reviewers' site visit •Broad-based, reflective and forward-looking report that includes critical self analysis; assessment of strengths/challenges; the range of activities ; future plans •Addresses the terms of reference 			<ul style="list-style-type: none"> •Written by degree program(s) and/or unit under review •Written at the request of the Dean; part of the Dean’s consultation on the Administrative Response •Responds to the Review Report •Included as a column in the Administrative Response Table 		

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SUGGESTION:
Refer to the
**“Reading Group
Guidance”**
handout (PDF)
for a clearer view
of the details on
this slide.

AP&P and Cyclical Reviews: Reading Group Materials



Reading Group Questions

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Follow-up Reports

- Concerns may be raised in an external review report that require a longer period of response
- Under UTQAP, the reading group may request a One-Year Follow-up Report
- In addition, the reading group may request the Interim Monitoring Report (required for all reviews)
- Follow-up reports ensure that improvements are made

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Full Review Report

- Written by external reviewers
- Written after reading the self-study and visiting with faculty, students and staff during the site visit

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Administrative Response & Implementation Plan

- Written by the Dean in consultation with the program and/or unit under review
(normally formatted as a table)
- Written at the request of the Vice-Provost, Academic Programs and addresses the issues identified in the Review Report

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Self-Study

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AP&P request for one-year follow up
("concerns...raised in an external review report...[require] a long and sustained period of response")

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All reviews automatically require an interim monitoring report due midway between the year of the last and next site visit

Thank you!



The first meeting of the year will be focused on answering your questions and discussing key responsibilities.



2025-26 REVIEWS FOR AP&P: CYCLE 2

Provostial:

- none

Decanal:

- Faculty of Arts & Science:
 - Centre for Industrial Relations and Human Resources
 - Department of Statistical Sciences
 - Digital Humanities program
 - International Relations program
 - Sexual Diversity Studies program

- University of Toronto Mississauga:
 - Department of Management
 - Department of Mathematical and Computational Sciences
- University of Toronto Scarborough:
 - Department of Philosophy

Follow-up Reports:

- none

2025-26 REVIEWS FOR AP&P: CYCLE 4

Provostial:

- Leslie Dan Faculty of Pharmacy

Decanal:

- Faculty of Applied Science & Engineering:
 - University of Toronto Institute for Aerospace Studies (UTIAS)
 - Department of Electrical and Computer Engineering
- Faculty of Arts & Science:
 - Canadian Studies program
 - Cognitive Science program

- Centre for Criminology & Sociolegal Studies
- Department of Spanish and Portuguese
- Women & Gender Studies Institute
- Temerty Faculty of Medicine
 - BSc Physician Assistant program
- University of Toronto Mississauga:
 - Department of Chemical and Physical Sciences
- University of Toronto Scarborough:
 - Department of Historical and Cultural Studies
- + *up to 1 Additional Review (pending receipt from reviewers)*

AP&P Reading Group Guidance

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AP&P Reading Group Guidance

Example of	Scenario	Reading Group Action
<p>Questions a reading group might want to ask the Dean or unit/program representative after reading the administrative response and implementation plan</p>	<p>An administrative response mentions that changes to the qualifying exam were being considered in response to review recommendations.</p>	<p>Question: Will students be consulted as part of the process of changing the qualifying exams?</p>
	<p>An administrative response does not mention efforts in place to address time-to-completion even though the review report observes that this is a challenge for the program.</p>	<p>Question: What efforts are in place to improve time-to-completion in the doctoral program?</p>
	<p>A review report is overall very positive, commending a program for a number of innovations and unique delivery model; however, the report raises a broader question about the program's isolation from the rest of the unit or division. The administrative response does not touch on this broader question.</p>	<p>Question: Is anything being planned to address the reviewers' comments around the program's isolation from the broader unit or division?</p>
	<p>The administrative response outlines plans to increase interactions between faculty and students by promoting departmental initiatives on social media. However, the administrative response doesn't mention the possibility of using common spaces to support such interactions, even though the review report comments on lack of conference rooms and student spaces.</p>	<p>Question: Could the Dean comment on whether common spaces might be made available to support faculty/student interaction, in addition to the strategies already outlined in the administrative response?</p>
<p>Issues warranting a request for a follow up report.</p>	<p>The administrative response clearly addresses the reviewers' recommendations by describing specific plans for new hiring, curriculum revisions and curriculum mapping, and new staffing. However, also in response to the reviewers' recommendations, the administrative response outlines significant longer-term plans to change the structure through which the program is currently offered.</p>	<p>Request a one-year follow-up to address the medium to long-term development of the program, including the eventual establishment of an EDU and independence from the present home Department.</p>