



**FOR  
INFORMATION**

**PUBLIC**

**CLOSED SESSION**

**TO:** Executive Committee

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

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

**DATE:** November 24, 2025 for December 1, 2025

**AGENDA ITEM:** 10a

**ITEM IDENTIFICATION:**

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

**JURISDICTIONAL INFORMATION:**

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

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

The compendium of review summaries is forwarded, together with the record of the AP&P’s discussion, to the Agenda Committee of the Academic Board, which determines whether there

are any issues warranting discussion at the Board level. The same documentation is sent to the Executive Committee and the Governing Council for information (*Policy for Approval and Review of Academic Programs and Units*).

### **GOVERNANCE PATH:**

1. Committee on Academic Policy and Programs [for information] (October 21, 2025)
2. Agenda Committee of the Academic Board [for information] (Nov 4, 2025)
3. Academic Board [for information] (Nov 13, 2025)
4. **Executive Committee of the Governing Council [for information] (Dec 1, 2025)**
5. Governing Council [for information] (Dec 11, 2025)

### **PREVIOUS ACTION TAKEN:**

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

### **HIGHLIGHTS:**

External reviews of academic programs and units are important mechanisms of accountability for the University and a vital part of the academic planning process. Academic reviews are critical to ensuring the quality of our programs through vigorous and consistent processes that assess the quality of new and existing programs and units against our international peers.

Materials for the external review reports and the complete decanal responses for eight external reviews of units and/or academic programs were submitted to AP&P for information and discussion. All these reviews were commissioned by Deans. The signed administrative responses from each Dean highlight action plans in response to reviewer recommendations.

Overall, the themes raised in these reviews echoed those in previous compendia: the strong quality and reputation of our programs, the high calibre of our students, and the significant scholarly and professional contributions of our faculty. Reviews consistently highlighted innovative and relevant curricula, interdisciplinary breadth, and the impressive ways units connect theory to practice through research opportunities, experiential learning, and partnerships beyond the university. Many also commended the commitment to advancing equity, diversity, and inclusion, and to fostering vibrant intellectual and social communities for students.

As always, the reviews noted areas for further development. Units were encouraged to strengthen coordination across cognate programs, to ensure the sustainability of teaching and

program delivery, and to continue enhancing supports and mentorship for students and faculty alike. Reviews also underscored the importance of addressing enrolment pressures, strengthening experiential and career supports, and ensuring that diversity and accessibility goals are reflected in curricula, faculty hiring, and student opportunities.

At the end of the governance cycle, the Final Assessment Report and Implementation Plans are finalized and posted on the Vice-Provost, Academic Programs website. Links to these documents are shared with relevant divisional Dean's offices as well as the Secretaries of AP&P, Academic Board, and Governing Council, and the Ontario Universities Council on Quality Assurance. Divisional Deans subsequently provide these links to relevant unit or program leadership.

### **FINANCIAL IMPLICATIONS:**

Not applicable.

### **RECOMMENDATION:**

For information

### **DOCUMENTATION PROVIDED:**

- Compendium of Reviews of Academic Programs and Units



UNIVERSITY OF  
**TORONTO**

OFFICE OF THE VICE-PROVOST,  
ACADEMIC PROGRAMS

# Reviews of Academic Programs and Units

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

**October 21, 2025**

# Reviews of Academic Programs and Units

## Report to the Committee on Academic Policy and Programs

October 21, 2025

### Decanal Reviews

#### Faculty of Arts & Science

- Digital Humanities program (housed in Woodsworth College)
  - ▶ *Undergraduate*: Digital Humanities, Minor (Arts program)
- Centre for Industrial Relations and Human Resources and its programs
  - ▶ *Undergraduate*: Industrial Relations and Human Resources (HBA): Specialist, Major; Work and Organizations, Humanities Contexts (HBA): Major; Work and Organizations, Sciences Contexts (HBA): Major; Work and Organizations, Social Sciences Contexts (HBA): Major, Certificate in Human Resource Management (CHRM), Category I Certificate
  - ▶ *Graduate*: Industrial Relations and Human Resources: MIRHR, PhD
- International Relations program (housed in Trinity College)
  - ▶ *Undergraduate*: International Relations (HBA): Specialist, Major; Certificate in International Relations
- Mark S. Bonham Centre for Sexual Diversity Studies and its programs
  - ▶ *Undergraduate*: Sexual Diversity Studies (HBA): Specialist, Major, Minor
- Department of Statistical Sciences and its programs
  - ▶ *Undergraduate*: Actuarial Science (HBSc): Specialist, Major; Data Science (HBSc): Specialist; Statistical Science, Methods and Practice (HBSc): Specialist; Statistical Science, Theory and Methods (HBSc): Specialist; Statistics (HBSc): Major, Minor; Applied Data Science Minor
  - ▶ *Graduate*: Financial Insurance: MFI; Statistics: MSc, PhD

#### University of Toronto Mississauga

- Department of Management and its programs
  - ▶ *Undergraduate*: Management (BBA): Specialist (Streams/Fields: Management, Human Resource Management; Management (BA): Major; Commerce (BCom): Specialist; Commerce – Accounting (BCom): Specialist; Commerce – Finance (BCom): Specialist; Commerce – Marketing (BCom): Specialist; Commerce (BA): Major; Certificate in Effective Business Practices & Leadership Skills

- Department of Mathematical and Computational Sciences and its programs
  - ▶ *Undergraduate*: Applied Statistics (HBSc): Specialist, Major, Minor; Bioinformatics (HBSc): Specialist; Computer Science (HBSc): Specialist, Major, Minor; Information Security (HBSc): Specialist; Mathematical Sciences (HBSc): Specialist, Major, Minor

#### **University of Toronto Scarborough**

- Department of Philosophy and its programs
  - ▶ *Undergraduate*: Philosophy (HBA): Specialist, Specialist Co-op, Major, Major Co-op, Minor; Biomedical Ethics: Minor (Arts)

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

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

## 1 Review Summary

<b>Program(s) Reviewed:</b>	Digital Humanities, Minor (Arts program)
<b>Unit Offering Program(s):</b>	Program housed in Woodsworth College
<b>Commissioning Officer:</b>	Dean, Faculty of Arts and Science
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"> <li>• Giovanna Ceserani, Professor of Classics, Department of Classics, Stanford University</li> <li>• David Schloen, Professor of Archaeology, University of Chicago</li> </ul>
<b>Date of Review Visit:</b>	October 25, 2024
<b>Review Report Received by VPAP:</b>	March 26, 2025
<b>Administrative Response(s) Received by VPAP:</b>	September 12, 2025
<b>Date Reported to AP&amp;P:</b>	October 21, 2025

**Previous UTQAP Review: n/a**

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

Terms of reference; Self-study & Appendices; Access to all course descriptions; Access to the curricula vitae of faculty. As this is a new program, no previous review report could be provided to reviewers.

### Consultation Process

Vice-Dean, Academic Planning, Associate Dean, Student Affairs; College Principal; Program Coordinator and Acting Coordinator; program administrative staff; faculty and CLTAs; undergraduate students; and heads of cognate units: History; English; Centre for Medieval Studies; Statistical Sciences; Computer Science; and Geography & Planning.

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Substantial and growing enrolments are a testament to the Digital Humanities program's success and relevance
- Objectives
  - ▶ Program is well designed and has been successful in achieving its curricular goals
- Curriculum and program delivery
  - ▶ Teaching plans demonstrate thoughtful engagement with current approaches in the field of digital humanities, and attention to both theory and practice
  - ▶ Contributing faculty are dedicated to excellence in teaching methods, and exhibit sophisticated and ambitious teaching goals
  - ▶ Faculty maintain high academic standards, and provide individualized attention to students
  - ▶ Faculty have considered how to implement advancements in the field into a curriculum that will provide students with both transferrable technical skills, and critical and theoretical sophistication
- Innovation
  - ▶ Faculty have developed innovative project-based learning experiences, and foster an engaging cross-disciplinary learning environment

- Accessibility and diversity
  - ▶ Most Digital Humanities students identify as women, and reviewers note that the program provides a “positive learning environment for acquiring technical skills on the part of students who remain in the minority in STEM fields”
- Student engagement, experience and program support services
  - ▶ Students appear self-confident and enthusiastic
  - ▶ Students speak positively of the program and highlight its effective project-based learning environment; its integration of creative work with rigorous research methodologies; its sophisticated critical engagement with the social implications of technology; its successful encouragement of cross-disciplinary collaboration among students from different academic backgrounds; and the excellence of contributing faculty and TAs

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

- Curriculum and program delivery
  - ▶ “Teaching positions are secured only through 2026”

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ Ensure sufficient permanent teaching positions to enable the very successful existing curriculum to be taught with enough course sections to meet student demand
  - ▶ Expand course offerings based on student demand

## 2. Graduate Program(s) – n/a

## 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Contributing faculty are up-to-date with recent developments in the field
  - ▶ “The thoughtfulness and deep preparation of the faculty speaks directly to the success of the program in attracting growing numbers of dedicated students”

The reviewers made the following **recommendations**:

- Faculty
  - ▶ Reviewers recommend exploring the conversion of current teaching positions to permanent appointments; ensuring stable faculty complement for program continuity; and supporting the demands of growing enrolment

## 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
  - ▶ Leaders of cognate units consistently express support for the program’s growth, recognizing its value as complimentary to the academic programs in their own units
  - ▶ Woodsworth staff who support the program exhibit impressive dedication and professionalism
- Organizational and financial structure
  - ▶ Woodsworth College staff and leadership provide support to the program by assigning instructors, scheduling courses, ensuring appropriate technical supports, and administering student supports
  - ▶ “[T]he placement of the Digital Humanities program within Woodsworth College is working well and should be continued”; reviewers note the existing structure makes sense and appears to be a “viable mechanism” for offering a program that cuts across existing disciplinary boundaries
- Long-range planning and overall assessment
  - ▶ Student interest in the program is growing, and would likely grow more with additional program outreach and advertising
  - ▶ Program has “proved its value through exceptional student engagement and academic quality”
- International comparators
  - ▶ Program represents an exemplary achievement in the context of North American digital humanities pedagogy

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

- Relationships
  - ▶ “Reliance on word-of-mouth recruitment limits program visibility”
- Organizational and financial structure
  - ▶ Woodsworth staff support the Digital Humanities program while also serving other programs in the College, and note some concerns about capacity
  - ▶ Desire noted for dedicated space for Digital Humanities community members, to encourage collaboration and community
- Long-range planning and overall assessment
  - ▶ Significant enrolment growth places the Digital Humanities program at a critical juncture; based on current available teaching and administrative staffing resources, the program has reached the limits of its enrolment capacity

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Leaders of cognate units note opportunities to strengthen outreach and expand student awareness of the Digital Humanities minor
  - ▶ Reviewers also highlight need for systematic program outreach strategies, noting opportunities for expanded student recruitment and potential for broader community engagement
- Organizational and financial structure
  - ▶ Ensure sufficient administrative staffing to support program coordination and growth management, maintain institutional knowledge, and provide student and faculty supports
  - ▶ Develop sustainable program management systems
  - ▶ Reviewers strongly recommend exploring the allocation of dedicated space for Digital Humanities in Woodsworth College or elsewhere on campus, noting opportunities to create an institutional hub for Digital Humanities, strengthen connections with Toronto's digital humanities network, and support project-based learning activities
- Long-range planning and overall assessment
  - ▶ Program should receive the necessary supports to continue at its current level, and to potentially increase the number of course sections to meet demand for instruction in the area
  - ▶ Reviewers do not believe it is currently advisable to expand the program to include a major; resources should be expended to ensure the ongoing success of the minor
  - ▶ "It is...urgent to provide sufficient resources to maintain what the program has already achieved and enable its further success"
  - ▶ "With appropriate resources for the stable staffing of courses, enhanced administrative support, and a physical space for community building, the program is positioned for continued growth and enhanced impact. Investment in these areas would secure the program's future and strengthen its role in the university's academic landscape"



## 2 Administrative Response & Implementation Plan

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UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

September 12, 2025

Professor Nick Rule  
Vice-Provost, Academic Programs  
University of Toronto

### **RE: UTQAP cyclical review of Digital Humanities Minor program (Woodsworth College)**

Dear Prof. Rule,

I write in response to your letter of June 11, 2025, regarding the October 25, 2024, UTQAP cyclical review of the Digital Humanities minor program housed at Woodsworth College and requesting our Administrative Responses. The program reviewed was: Digital Humanities, Minor.

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers Professor Giavanna Ceserani, Stanford University, and Professor David Schloen, University of Chicago, for their comprehensive review of the Digital Humanities minor program. We would also like to thank and acknowledge the Woodsworth College Principal, program coordinators, faculty, administrative staff, and all those who contributed to the preparation of the self-study. We also wish to thank the many staff, students, and faculty members who met with the external reviewers and provided thoughtful feedback. The UTQAP cyclical review process is an invaluable exercise that affords us the opportunity to take stock of our academic units and programs, to recognize achievement, and identify areas for improvement.

The review report was finalized on March 21, 2025, after which the Principal shared it widely with stakeholders in the program. We are extremely pleased with the reviewers' positive assessment of the overall strength of the program and its outstanding, productive faculty. The reviewers observed that the Digital Humanities Minor program represents an exemplary achievement in the context of North American digital humanities pedagogy, and that substantial and growing enrolments are a testament to the program's success and relevance. Teaching plans demonstrate thoughtful engagement with current approaches in the field, and attention to both theory and practice. Contributing faculty have developed innovative project-based learning experiences and foster an engaging cross-disciplinary learning environment. Most students in the Minor identify as women, and the reviewers highlighted that the program "provides a positive learning environment for acquiring technical skills on the part of students who remain a minority in STEM fields." Students speak positively of their experiences in the program, and cognate units recognize its value as complementary to their own academic offerings. Finally, the reviewers observed that the Woodsworth College staff who support the program exhibit impressive dedication and professionalism, and that the Minor's structural location within the College appears to be working well. The review report also raised several issues and challenges and identified areas for enhancement, including those summarized in the accompanying Review Recommendations Table.

OFFICE OF THE DEAN

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Each of these recommendations has been addressed in the attached Review Recommendations Table, which outlines the unit's response, the Dean's response, and an Implementation Plan identifying action items and timelines for each recommendation. My Administrative Response and Implementation Plan was developed in consultation with the Principal and with the Vice-Dean, Academic Planning, and senior leadership within my office. The Implementation Plan provided identifies timeframes of immediate- (six months), medium- (one to two years), and longer- (three to five years) term actions and who (Faculty, Dean, unit) will take the lead in each area. I also identified any necessary changes in organization, policy, or governance, where appropriate, as well as any resources, financial or otherwise, that will be provided, and who will provide them.

The next UTQAP cyclical review of the Digital Humanities Minor Program will take place no later than the 2031-32 review cycle. My office monitors progress on Implementation Plans through periodic meetings with unit leadership. I also acknowledge that your office will request a brief Interim Monitoring Report midway between the October 2024 UTQAP cyclical review and the year of the next site visit in 2031-32 to report on progress made on the Implementation Plan as outlined in the accompanying Review Recommendations Table.

Thank you very much for the opportunity to respond to the review report. The reviewers' comments and recommendations will help inform the future priorities of the Digital Humanities Minor program.

Sincerely,



Stephen Wright  
Interim Dean, Faculty of Arts & Science  
Professor, Department of Ecology & Evolutionary Biology

cc.

Karen Reid, Acting Principal, Woodsworth College  
Gillian Hamilton, Vice-Dean, Academic Planning, Faculty of Arts & Science  
Ebba Kurz, Interim Associate Dean, Unit-Level Reviews, Faculty of Arts & Science  
Caitlin Burton, Senior Manager, Curriculum, Change & Reviews, Office of the Dean, Faculty of Arts & Science  
Lachmi Singh, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-Provost, Academic Programs  
Andrea Benoit, Academic Planning & Review Officer, Office of the Dean, Faculty of Arts and Science

## 2024-25 UTQAP Review of FAS Digital Humanities Minor Program (Woodsworth College) - Review Recommendations

Please do the following for each recommendation in the table:

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

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Program Response	Dean's Response
The reviewers highlighted increasing student demand for Digital Humanities courses but noted concerns related to the current instability of Digital Humanities teaching positions, and to the capacity of instructors currently teaching in the program. They highlighted the importance of devoting available resources to maintaining curricular excellence and ensuring the ongoing success of the Minor, recommending that the program collaborate with divisional leadership to consider long-term strategies to stabilize instructional capacity and assess the feasibility of expanding course offerings.	1.	"...we believe that the Digital Humanities program of the University of Toronto is well designed and has been successful in achieving its curricular goals, and should thus receive all necessary support, not just to continue at its current level but to increase the number of sections of digital humanities courses to meet the demand for instruction in this vibrant field of study."	We are pleased with the reviewers' approval of the DH curriculum and are definitely interested in expanding the course offerings and number of sections. In the short term, we are working with the Department of Geography and Planning and the new interdisciplinary minor program in Applied Data Science to cross-list appropriate courses to count toward the DH minor. In the medium- to long-term, to stabilize instructional capacity, we will need one new permanent faculty position. To sustainably grow the program, we will need a second new permanent faculty position.	<p><b>Immediate- long term:</b> The A&amp;S Dean's office (ASDO) celebrates the success of the Digital Humanities minor program. We encourage the program's initiative in building new relationships with cognate units and cross-listing courses to strengthen the overall suite of course offerings for students.</p> <p>See below, #2, to address the unit's stated need for one new permanent faculty member. As well, we highlight that, under the new budget model, the program can pursue its own academic priorities and goals, including strengthening its inter-unit teaching relationships, without necessarily seeking new teaching-stream faculty.</p>
	2.	<p><b>Faculty Positions:</b></p> <ul style="list-style-type: none"> <li>• "Convert current teaching positions to permanent appointments"</li> </ul>	<p>In the short term, we will apply to the Faculty Appointments Committee in 2025-26 for one new teaching-stream position.</p> <p>In the medium- to long-term, we plan to apply for a second new teaching-stream</p>	<p><b>Immediate- medium term:</b> The ASDO notes that all requests for new positions across the Faculty are submitted yearly to the Faculty Appointments Committee (FAC), which includes representation across its sectors (Humanities, Social Sciences and Sciences) and from the Colleges. The FAC reviews all</p>

			position, ideally before all possible extensions of the current CLTA contracts end in 2029.	requests for new positions and makes recommendations to the Dean regarding which requests should be granted. In any given year, there are many more requests than available positions. Any positions approved through the FAC are posted in accordance with the Policy and Procedures on Academic Appointments.
3.	<ul style="list-style-type: none"> <li>“Ensure stable staffing for program continuity”</li> </ul>	See #2 above.  We aim to make a very strong case to the Faculty Appointments Committee for the need for an additional teaching-stream line.		See above, #2.  In addition, the ASDO will assist the program in exploring additional partnerships with other units in A&S to support student demand for courses in the program.
4.	<ul style="list-style-type: none"> <li>“Support growing enrollment demands”</li> </ul>	See #2 above.  We currently rely on Sessional Lecturers and/or graduate student Course Instructors to help staff sections of the 200-level courses, but it is far from ideal to have the foundational courses taught by non-permanent faculty. Raising the cap in foundational courses taught by core faculty alone is not feasible because the courses foreground hands-on, experiential learning requiring 1:1 instructor involvement. Moreover, university computer labs have limited capacity and cannot accommodate additional students. We thus need additional core faculty to expand the number of sections necessary for growing enrollment.		See above, #2.
5.	<p><b>[Program Development]:</b></p> <ul style="list-style-type: none"> <li>“Expand course offerings based on demand”</li> </ul>	See #2 above.  Currently we are expanding course offerings in a couple of ways. In 2023-2024 and 2024-2025, we opened two additional sections of the 200-level foundation courses. In the summers, we offer the first foundation course (DHU235H) in order to give students a head start on the program. We expect to		<b>Immediate- long term</b> The ASDO supports the unit’s actions on regular curricular renewal, developing new offerings as indicated and retiring courses that are no longer as relevant. Additionally, the unit can work with leadership in the ASDO undergraduate portfolio to determine where additional courses across the Faculty may be cross-listed with Digital Humanities to expand

			continue this practice in future summers. In 2024-2025, we expanded elective and capstone options through one new 300-level course (Digital Feminisms) and one new 400-level course (AI, Literature, and Culture). In 2025-2026, we are able to offer two additional new 300- and 400-level courses (Tactile Digital Humanities and Early Modern Slavery, respectively). In Summer 2026 we will offer the first Summer Abroad DH course (DHU339H1O in Oxford, UK), taught by a faculty member from UTM. However, we need more permanent faculty positions to maintain these offerings. In the long-term, we will only be able to sustain these expanded offerings with the addition of permanent faculty.	offerings for program students. The ASDO will initiate this conversation by canvassing interest at the CPAD Humanities and Social Sciences sectoral meeting. The A&S Office of the Faculty Registrar can also work with the unit on this matter.
The reviewers highlighted the importance of consistent administrative supports for program coordination, growth management, institutional memory, and program resilience. They recommended that leadership assess administrative staffing resources and explore ways to strengthen coordination, continuity, and supports for students and faculty affiliated with the program.		<b>Administrative Infrastructure:</b>		
	6.	<ul style="list-style-type: none"> <li>“Establish dedicated administrative support position”</li> </ul>	Completed: We recently hired a new staff person who is 50% program assistant and 50% registrarial assistant. This person works with the Vice Principal on course scheduling, sessional instructor hiring, and all other aspects of program management.	<b>Immediate term:</b> The ASDO is pleased that this recommendation has already been addressed by the College.
	7.	<ul style="list-style-type: none"> <li>“Create sustainable program management systems”</li> </ul>	In progress: With the onboarding of the new program assistant (see #6 above), we are currently standardizing procedures for course scheduling, hiring of sessional instructors and TAs, etc.	<b>Immediate- medium term:</b> The Office of the Faculty Registrar and Administrative Human Resources are also available to offer guidance and assistance in this area.
Observing an apparent reliance on “word-of-mouth” for recruitment, the reviewers highlighted opportunities to strengthen program visibility and outreach mechanisms. They recommended that the program develop systematic, coordinated outreach strategies to enhance student awareness of the offering and extend its reach both within and beyond the University.	8.	<b>[Administrative Infrastructure:]</b> <ul style="list-style-type: none"> <li>“Develop systematic outreach and recruitment strategies”</li> </ul>	In the short-term, the DH program has developed promotional materials to distribute to current and potential students in DH classes and at program exploration fairs. DH has also begun using Woodsworth College’s social media and alumni communication channels more frequently. This allows us to advertise upcoming courses, reach a larger student population and raise awareness about the field more generally,	<b>Immediate- medium term:</b> The ASDO can connect the College to the Office of the Faculty Registrar to facilitate the Department’s participation in the many events it offers to communicate program choice information to students, such as the following:  Through the Sidney Smith Commons, the Faculty of Arts & Science offers a series of

			<p>especially with potential employers and donors.</p> <p>In the medium-term, we have revived the annual Digital Humanities Undergraduate Conference, which draws students from across units who have pursued DH projects and provides a venue in which to discuss their work and establish connections between students with similar interests. In May 2025, twelve students presented work from a variety of DHU and non-DHU classes. The conference also celebrated the recipients of the 2025 Woodsworth College/CDHI Undergraduate Digital Project and Research Award and Honourable Mention. This award, which has now been offered twice, was advertised via social media, college newsletters, and program emails.</p> <p>We will continue to strengthen our relationships with instructors in other units that teach digitally-inflected or adjacent courses, whose students might be interested in DHU courses, our conference, and this project award. First- and second-year classes that incorporate digital projects (like MST201H, VIC184H), are particularly important to these outreach plans</p>	<p>in-person and online events, workshops and resources through Program Exploration Days to support students as they prepare to make their program selection. The Program Exploration Fair, discussed in the Program Response, offers two full days for students to explore over 300 programs available to Arts &amp; Science students and learn about experiential learning including research, internships and international opportunities.</p> <p>The weekly AMA (Ask Me Anything) event in February features upper year students talking about their experiences and offering tips for navigating program selection and learning about program options and experiential learning opportunities. Program Planning Days also offer students insight into how to choose a program of study and understand program requirements. Program student unions also participate in “Clubs Fair” held at the beginning of each academic year.</p> <p>The Dean’s office also suggests that unit leadership explore the most common program pairings with Digital Humanities, and initiate discussions with those units to amplify the visibility and relevance of Digital Humanities programs. The Dean’s office can assist the College in navigating data resources to identify these pairings.</p>
9.	<p><b>[Program Development:]</b></p> <ul style="list-style-type: none"> <li>• “Strengthen connections with Toronto’s digital humanities network”</li> </ul>		<p>Since the UTQAP review, the Critical Digital Humanities Initiative (CDHI) has announced major structural changes due to the conclusion of their institutional grant funding. As they transition to the UTSC campus, we will deepen our ties with former CDHI members and the UTSC Digital Scholarship Unit housing it to ensure that Woodsworth</p>	<p><b>Immediate- medium term:</b> The ASDO applauds these initiatives to broaden its internal and external relationships.</p>

			<p>DH students can still benefit from events, funding, and research partnerships.</p> <p>We will maintain relationships with cognate departments and programs including History, English, Medieval Studies, Book &amp; Media Studies, Geography, the Applied Data Science Minor, and Computer Science. Endeavours will include co-sponsoring events (e.g. guest lectures), sharing workshops and learning opportunities (e.g., skills- and career-focused sessions, information about funding or research opportunities), and building community and collaborations between the student bodies.</p> <p>We will continue nurturing our close collaborations with the Thomas Fisher Rare Books Library, the Pontifical Institute of Mediaeval Studies rare book collection, the Centre for Renaissance and Reformation Studies, UTARMS, MADLab, and Map &amp; Data Library to ensure students are familiar with and feel comfortable utilizing/exploring DH-related resources on campus.</p> <p>The capstone courses (DHU436 and 437) are particularly useful for strengthening connections with Toronto-based DH projects and historical and data collections. DHU437 is particularly important for maintaining connections with DH scholars across all three campuses and the GTA community, by embedding students as researchers in faculty-led projects, such as <i>Italian Indigenous Connections</i> and the Indigenous history project <i>First Story Toronto</i>.</p> <p>Beyond U of T's campus, through class visits and public speakers, the DH program</p>	
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			cherishes its ties to local, regional, and international DH practitioners inviting them to collaborate with students in meaningful ways.	
The reviewers recommended exploring the feasibility of identifying dedicated space on campus for the Digital Humanities program to support project-based learning, foster community, and solidify the program's interdisciplinary presence on campus.		<b>Physical Space:</b>		
	10.	<ul style="list-style-type: none"> <li>“Allocate dedicated program space”</li> </ul>	Medium-term plan: Woodsworth is currently engaged in a building expansion project, projected to be completed in fall 2027. We have already designated a room that will be the Digital Humanities Hub. We are currently determining the technology requirements for such a hub and also pursuing donor naming opportunities.	<b>Immediate- long term:</b> The ASDO confirms that this major infrastructure project is on track for completion in late 2027. In addition, our office can work with the Woodsworth College advancement lead on donor naming opportunities.
	11.	<ul style="list-style-type: none"> <li>“Create a hub for Digital Humanities activities”</li> </ul>	See #10 above.	See #10, above. Once completed, the program will have the physical space needed for the program to consolidate its activities and support students.
	12.	<ul style="list-style-type: none"> <li>“Support community building and collaboration”</li> </ul>	See #10 above.  The new building will also have a large event space that will accommodate visiting speakers and student conferences. See #8 above.	See #10, above.
	13.	“...a designated space in Woodsworth College for students enrolled in the program would be desirable to give them a place to work together on their projects, present their digital creations to one another, engage with visiting scholars, and interact socially to build community among the students and their instructors. The leadership of Woodsworth is aware of this need. We strongly recommend that space be allocated for this purpose at Woodsworth or elsewhere on campus.”	See #10 above.	See #10, above.

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

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*Note: This section will be updated by the Office of the Vice-Provost, Academic Programs after the conclusion of the governance cycle, using language verbatim from the approved Report of the AP&P committee meeting.*

### 4 Institutional Executive Summary

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The reviewers observed that the Digital Humanities Minor represents an exemplary achievement in the context of North American digital humanities pedagogy, and that substantial and growing enrolments are a testament to the program's success and relevance. Teaching plans demonstrate thoughtful engagement with current approaches in the field, and attention to both theory and practice. Contributing faculty have developed innovative project-based learning experiences, and foster an engaging cross-disciplinary learning environment. Most students in the Minor identify as women, and the reviewers highlighted that the program "provides a positive learning environment for acquiring technical skills on the part of students who remain a minority in STEM fields." Students speak positively of their experiences in the program, and cognate units recognize its value as complementary to their own academic offerings. Finally, the reviewers observed that the Woodsworth College staff who support the program exhibit impressive dedication and professionalism, and that the Minor's structural location within the College appears to be working well.

The reviewers recommended that the following issues be addressed: devoting available resources to maintaining curricular excellence and ensuring the ongoing success of the Minor, and collaborating with divisional leadership to consider long-term strategies to stabilize instructional capacity and assess the feasibility of expanding course offerings; assessing administrative staffing resources and exploring ways to strengthen coordination, continuity, and supports for students and faculty affiliated with the program; developing systematic, coordinated outreach strategies to enhance student awareness of the offering and extend its reach both within and beyond the University; and exploring the feasibility of identifying dedicated space on campus for the Digital Humanities program to support project-based learning, foster community, and solidify the program's interdisciplinary presence on campus.

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

### 5 Monitoring and Date of Next Review

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The Arts & Science Dean's office monitors progress on Implementation Plans through periodic meetings with chairs and directors and through regular governance and curricular oversight.

The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than midway between the October 2024 UTQAP cyclical review and the year of the next site visit in 2031-32 on the status of the implementation plans.

The next review will be commissioned no later than the 2031-32 review cycle.

## **6 Distribution**

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On August 15<sup>th</sup> 2026, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Arts and Science, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to unit/program leadership.

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

## 1 Review Summary

<b>Program(s) Reviewed:</b>	Industrial Relations & Human Resources (HBA): Specialist, Major Work and Organizations, Humanities Contexts (HBA): Major Work and Organizations, Sciences Contexts (HBA): Major Work and Organizations, Social Sciences Contexts (HBA): Major Certificate in Human Resource Management (CHRM), Category I Certificate Industrial Relations and Human Resources: MIRHR, PhD
<b>Unit Reviewed:</b>	Centre for Industrial Relations and Human Resources
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"> <li>• Avner Ben-Ner, Professor, Carlson School of Management, University of Minnesota</li> <li>• Sarosh Kuruvilla, Andrew J. Nathanson Professor of Industrial Relations and Asian Studies, Cornell University</li> </ul>
<b>Date of Review Visit:</b>	February 13-14, 2025
<b>Review Report Received by VPAP:</b>	May 5, 2025
<b>Administrative Response(s) Received by VPAP:</b>	September 12, 2025
<b>Date Reported to AP&amp;P:</b>	October 21, 2025

## Previous UTQAP Review

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**Date:** June 4-5, 2018

**The reviewers observed the following strengths:**

- CIRHR is one of the leading units in the field in Canada and internationally
- Outstanding reputation in the field of employment relations
- CIRHR graduates are in high demand
- MIRHR is a flagship program with a large number of highly successful alumni

**The reviewers made the following recommendations:**

- Conduct a curriculum review of the undergraduate program, emphasizing the need to differentiate the undergraduate and Master's program, ensuring appropriate coverage, and eliminating overlap
- Conduct a curriculum review of the Master's program, noting the highly variable experience that students can have in the program, blend of IRHR and business coursework, and the mix of professionally-oriented and business-oriented content
- Improve funding and support for PhD students and bolster research opportunities and funding for this group
- Consider the appropriate complement mix, which includes primary and cross-appointed tenure-stream faculty as well as adjuncts connected to the profession, to ensure stability and faculty availability for students
- Determining how the unit, the College, and the Faculty plan to address both long-term space needs and the overall structure for the Centre

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

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

### Consultation Process

Dean, Vice-Dean Academic Planning, Associate Dean Student Affairs, Faculty of Arts & Science; Director; Associate Director Undergraduate, Associate Director Graduate; senior leadership; Faculty; sessional lecturers; undergraduate and graduate students; program alumni; administrative staff; library staff; Chairs of relevant cognate units: Sociology, Diaspora & Transnational Studies (A&S); Management (UTSC).

# Current Review: Findings and Recommendations

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## 1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Curriculum and program delivery
  - ▶ Considerable thought has gone into design of curriculum and specific mix of courses available to Work and Organization (WO) students from their home departments and CIRHR
- Innovation
  - ▶ Introduction of WO major for all undergraduates was viewed positively, with some faculty in cognate departments noting the value it adds to their students' education
- Student engagement, experience and program support services
  - ▶ High levels of satisfaction among new students in Industrial Relations & Human Resources (IRHR) major
  - ▶ IRHR student interviews reflected uniform satisfaction with the major's courses
  - ▶ Staff note that students frequently request to take more courses than required for the IRHR major and specialist degrees; this is permitted with some constraints
  - ▶ WO students with a second major from another discipline welcomed the opportunity to take courses in a more applied discipline like IRHR/WO that they felt would support their success in the job market
  - ▶ Students were uniformly appreciative of the "culture" of the CIRHR and the responsiveness of its professors
  - ▶ WO students are passionate about the program
- Quality indicators – undergraduate students
  - ▶ Increased demand from undergraduates for a major with practical implications that serves as a pathway into the labour market; this is reflected in a significant increase in course enrollments from 2020-21 to 2023-24
  - ▶ Combined enrolment in IRHR major and specialist streams has increased approximately 50% from 2022 to 2024
  - ▶ New WO student enrolment has increased by 75% from 2022 to 2024
  - ▶ Combined enrolment in IRHR and WO majors increased 60% from 2022 to 2024
- Quality indicators – faculty
  - ▶ IRHR students expressed satisfaction with delivery of courses and were "exceptionally satisfied" with the quality of the faculty
  - ▶ IRHR students valued the practical insights provided by sessional faculty, most of whom are current IRHR practitioners

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

- Curriculum and program delivery
  - ▶ WO students raised concerns including limited course options in the program, unclear distinctions between WO and IRHR majors, and a lack of clarity around course access
  - ▶ WO students noted a need for better communication about how the major relates to their parent disciplines and how it supports job market preparation
- Accessibility and diversity
  - ▶ Students noted that WO major was not well advertised, with many discovering it by chance
  - ▶ Students suggested broader promotion of the WO major across multiple venues and platforms, and expressed interest in contributing to outreach efforts, particularly through social media
- Student engagement, experience and program support services
  - ▶ IRHR students noted a lack of internship opportunities
  - ▶ WO students expressed a desire to access course syllabi in advance, though it was unclear to reviewers whether such information is currently available to students
  - ▶ WO students felt that there was insufficient career advice provided, particularly given the program's practical focus
  - ▶ Undergraduate students seemed largely unaware of the CIRHR library as an available resource
- Quality indicators – faculty
  - ▶ Growth in both IRHR and WO majors has placed pressure on staff and faculty resources

The reviewers made the following **recommendations**:

- Admissions requirements
  - ▶ Increase advertising of IRHR and WO majors across the university, reflecting undergraduate feedback that highlighted strong satisfaction with the new major alongside a desire for broader visibility
- Curriculum and program delivery
  - ▶ Introduce a university-wide 100-level course on work, employment, and labour relations to raise the profile of CIRHR, inform undergraduates more broadly about the field, and potentially attract students to enrol in the WO major; course could be team-taught by multiple faculty members, each of whom delivers a portion
- Student engagement, experience and program support services
  - ▶ Improve communication to ensure undergraduate students are aware of the CIRHR library as a resource and study space, particularly as undergraduate programs expand, to help enhance cohesion among students
  - ▶ Students highlighted need for more undergraduate research opportunities in both IRHR and WO majors, as well as more information about the nature of IRHR research

## 2. Graduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ MIRHR program, the flagship master's offering at CIRHR, has shown steady growth
  - ▶ MIRHR is a core offering at comparator institutions, and has been instrumental in establishing CIRHR's reputation as a leading centre in Canada for the study of industrial relations and human resources
- Student engagement, experience and program support services
  - ▶ Faculty and graduate students spoke highly of the helpfulness of library staff, and the library's evolving role reflects broader trends in the transformation of traditional library functions
  - ▶ MIRHR student satisfaction with the program and courses is notably higher than the U of T average, particularly in terms of "intellectual quality of the faculty, the overall quality of graduate teaching, the quality of academic advising, and the helpfulness of staff"
- Quality indicators – graduate students
  - ▶ MIRHR enrolment has increased 42% from 2022 to 2024
  - ▶ Applications to the MIRHR program have increased steadily in the past 10 years
  - ▶ Yield rates for MIRHR program are significantly higher than University averages
- Quality indicators – alumni
  - ▶ CIRHR data shows a strong majority of graduates are employed within six months of completing the program and within their chosen field of study, though many students are already employed while studying part time
  - ▶ Historical data indicate most PhD graduates secure academic positions after graduating
  - ▶ External stakeholders and alumni interviewed regard MIRHR program as the best in the country

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

- Admissions requirements
  - ▶ PhD program has a small and sometimes inadequate applicant pool
  - ▶ There is a need to better align applicant interests with full range of faculty research areas
- Curriculum and program delivery
  - ▶ Reviewers note tension between the narrow focus on industrial relations or human resources and the broader range of faculty expertise in areas such as Organizational Behaviour, Labour or Applied Economics, Labour History, and Economic Sociology
- Student engagement, experience and program support services
  - ▶ Some PhD students are admitted without a designated advisor, raising concerns about adequate guidance

- ▶ PhD students' experiences and expectations of the program vary, indicating a need for clearer standards and more consistent practices in advising and training
- Quality indicators – graduate students
  - ▶ Certificate in Human Resource Management (CHRM) program applications and enrolments have declined significantly in recent years
  - ▶ Reviewers noted slight difficulty determining the MIRHR's program's selectivity over time with precision
- Student funding
  - ▶ PhD student funding is insufficient in the context of Toronto's high cost of living
  - ▶ Small number of PhD applications may be partly linked to the limited funding available
  - ▶ Recent university-wide increase in PhD funding may not substantially alleviate challenges related to cost of living in Toronto
  - ▶ High living costs contribute to PhD students taking on excessive teaching assignments to supplement their income, which negatively impact their research progress

The reviewers made the following **recommendations**:

- Overall quality
  - ▶ Evaluate the continued usefulness of the CHRM program against key criteria, including: the potential for future enrolment growth; administrative costs relative to program benefits; whether CHRM students displace IRHR and WO majors; and the rates at which CHRM graduates advance to the MIRHR or opt for the CHRM instead of pursuing graduate study
  - ▶ Strengthen marketing efforts for the PhD program to increase the number and quality of applicants
  - ▶ Develop a comprehensive PhD program enhancement plan that addresses funding challenges, improves applicant pool, establishes consistent advising protocols, and strengthens alignment between faculty expertise and PhD student recruitment
- Curriculum and program delivery
  - ▶ Implement proposed methods training sequence in the PhD program
  - ▶ Establish a formal agreement with the Rotman School of Management to ensure that CIRHR PhD students have the ability to enrol in selected Rotman courses and that Rotman PhD students have access to relevant CIRHR course offerings
  - ▶ PhD program cross-enrolment agreement with Rotman would enhance course access and collaboration
- Student engagement, experience and program support services
  - ▶ Admit PhD students only when a faculty member is prepared to take responsibility for their supervision, to ensure students are not left without adequate guidance
  - ▶ Establish clear standards and consistent practices for PhD advising and training to address variation in students' experiences and expectations, recognizing that strong doctoral education requires collective support

- Quality indicators – alumni
  - ▶ Implement a systematized process for collecting employment data from MIRHR graduates, including job-seeking status, campus recruitment outcomes, and independent job placements, in order to support stronger alumni relations
- Student funding
  - ▶ Identify additional sources of funding to supplement existing PhD program support, particularly for conference travel and research expenses

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ CIRHR is a small but excellent unit, recognized as the best in Canada for research reputation
  - ▶ Recently recruited cohort of young faculty is expected to further strengthen its research profile
  - ▶ Scholarly accomplishments of CIRHR’s tenured and tenure-stream faculty are impressive
  - ▶ CIRHR faculty are highly productive in research and related activities; the quality, quantity, and citation rates of their research rival those of leading industrial relations and human resource centers globally
- Research
  - ▶ Faculty members produce journal articles and books on a wide range of topics related to employment, labour markets, unions, compensation, gender, inequality, immigration, disability, and more, across various geographic, industry, and historical contexts
  - ▶ Faculty’s work contributes to both foundational research and policy development, and is published in highly ranked discipline-based and specialized-field journals
  - ▶ Faculty members have secured numerous grants from a variety of sources, including government, foundations, and other Canadian and international funders
  - ▶ Faculty members regularly present their work at seminars, conferences, and to policymakers
- Faculty
  - ▶ Sessional faculty maintain positive relationships with the CIRHR Director and consistently demonstrate a willingness to step in and cover courses as needed
  - ▶ Assistance provided by the library in linking readings to online sources is useful for instructors
  - ▶ Concerns noted regarding how CIRHR can manage expansion without compromising instructional quality or increasing class sizes; current faculty levels are insufficient to support growth on a sustainable basis

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

- Faculty
  - ▶ Steady enrolment increases place pressure on teaching resources
  - ▶ Heavy reliance on sessional, with some teaching a wide range of courses

#### 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
  - ▶ CIRHR, though a small unit, benefits from collegial faculty relationships
  - ▶ Undergraduate students describe CIRHR as welcoming, faculty are seen as highly responsive, and staff demonstrate exceptional commitment, often going above and beyond to support students; reflecting a culture of shared dedication
  - ▶ CIRHR benefits from a core group of committed alumni who are eager to support the Centre in various capacities
- Organizational and financial structure
  - ▶ Students appreciate the CIRHR library as an integral part of their learning experience and research journey.
  - ▶ CIRHR library is an important resource, serving in its physical form, as a venue for CIRHR events as well as a welcoming workspace and “home base” graduate students
- Long-range planning and overall assessment
  - ▶ Supportive environment surrounding CIRHR provides “unparalleled opportunities” for sustained growth in the future
  - ▶ With appropriate institutional investments, CIRHR has the potential to double in size within the next five years
  - ▶ Meetings with alumni highlighted significant untapped potential for expanding executive education courses and industry-facing events in industrial relations and human resources
- International comparators
  - ▶ CIRHR is considerably smaller than international comparators, but maintains comparable per capita research productivity
  - ▶ CIRHR is situated in a highly supportive environment, offering exceptional opportunities for growth in comparison with comparators

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

- Relationships
  - ▶ Alumni engagement appears largely ad hoc rather than systematic
  - ▶ Reviewers note concerns regarding staff workload; students commented that staff and coordinators often respond to emails outside regular hours, highlighting a strong culture of commitment but one that may not be sustainable without additional support
  - ▶ Reviewers note some tension in relationships between CIRHR and faculty from cognate departments, seemingly related to graduate teaching and the availability of office space at CIRHR
- Organizational and financial structure
  - ▶ Reviewers heard internal governance concerns related to concentration of decision-making power in the role of the Director, with processes such as course release allocation viewed as lacking transparency
  - ▶ Undergraduate enrolment increases have required addition of new course sections, increased reliance on sessional instructors, and a greater need for teaching assistants; growth may generate additional revenue under the new budget model but it brings increased costs that may need to be funded by CIRHR
- Long-range planning and overall assessment
  - ▶ Reviewers note significant constraints to capitalizing on growth prospects, including a shortages of faculty, support staff, and space
  - ▶ Managing growth without compromising quality is a major concern, particularly given the risk that a rising student-faculty ratio could affect the effectiveness of teaching in an applied discipline where experiential learning is essential
  - ▶ Continued growth in undergraduate enrolment may lead to space shortages and strain on faculty and staff, posing a risk to the Centre's strong culture
  - ▶ There is a need for succession planning across all positions, with particular attention to the roles of Director and Graduate Coordinator

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Examine staff workloads and compare them with appropriate benchmarks
  - ▶ Addressing workload pressures will be essential to sustaining the strong culture of commitment valued by students and faculty
  - ▶ Explore opportunities to strengthen relationships with cognate departments by regularly identifying faculty who could contribute to graduate teaching in CIRHR
  - ▶ Examine the sources of existing tensions with cognate units, and consider practical incentives to encourage ongoing participation in graduate teaching
  - ▶ Develop a comprehensive alumni relations strategy that includes improved tracking, database management, and regular engagement activities to enhance alumni contributions to teaching, executive development, fundraising, and internship opportunities

- ▶ Alumni and external relations strategy could include establishing an external advisory body of prominent alumni and practitioners, with subcommittees focused on areas such as fundraising, executive development, events, and classroom participation, fostering systematic and mutually beneficial engagement across the CIRHR community
- ▶ Consider creating a dedicated full-time role focused on alumni relations, distinct from career advising
- Organizational and financial structure
  - ▶ Strengthen internal governance by moving toward a more collective decision-making model that ensures broader faculty input on key matters; as CIRHR continues to grow, reducing reliance on a centralized leadership structure will help support transparency and long-term sustainability
  - ▶ Prioritize succession planning for key leadership roles to ensure smooth transitions and institutional continuity
  - ▶ Leverage the incentives of the university's new budget model, which supports growth in undergraduate and master's enrolments, to generate revenue that can be reinvested in essential areas such as staffing, alumni relations, and space to sustain CIRHR's continued expansion
  - ▶ Develop a space utilization and expansion plan that addresses immediate space constraints while planning for long-term growth requirements
- Long-range planning and overall assessment
  - ▶ Identifying opportunities for revenue generation will be essential for CIRHR to grow into the largest industrial relations and human resources program in Canada
  - ▶ Offer executive development courses based on industry needs and aligned with faculty expertise; these courses could generate revenue, foster faculty-industry connections, and potentially lead to projects for MIRHR and undergraduate students
  - ▶ Hold facilitative workshops for industry and labour representatives focused on recent developments such as strikes or government policy changes; these workshops would bring together key stakeholders and could potentially generate revenue
  - ▶ Invite industry participants and alumni to attend regular CIRHR talks and events, with a fee-based model; alumni emphasized the importance of these types of events and expressed willingness to help initiate and support these efforts
  - ▶ Pursue long-term revenue growth through increased enrolment at the undergraduate and master's levels
  - ▶ Harness the efforts of loyal and enthusiastic alumni who are eager to support the development of revenue-generating programs in a systematic and organized manner
  - ▶ Address the need for organizational and space infrastructure to support revenue-generating initiatives; consider leveraging Rotman School's business community networks and renting their services and facilities as needed
  - ▶ Undertake a strategic planning exercise to determine an appropriate pace of growth, assess the number of new faculty needed to maintain quality, and identify staffing requirements to adequately support a growing student body



September 12, 2025

Professor Nick Rule  
Vice-Provost, Academic Programs  
University of Toronto

**RE: UTQAP cyclical review of the Centre for Industrial Relations and Human Resources (CIRHR)**

Dear Prof. Rule,

I write in response to your letter of July 17, 2025, regarding the February 12-13, 2025, UTQAP cyclical review of CIRHR and requesting our Administrative Responses. The following programs were reviewed: Industrial Relations & Human Resources (HBA) Specialist, Major; Work and Organizations, Humanities Contexts (HBA) Major; Work and Organizations, Sciences Contexts (HBA) Major; Work and Organizations, Social Sciences Contexts (HBA) Major; Category 1 Certificate in Human Resource Management; Industrial Relations and Human Resources MIRHR, PhD.

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers, Professor Avner Ben-Ner, University of Minnesota – Twin Cities, and Professor Sarosh Kuruvilla, Cornell University, for their very comprehensive review of the CIRHR. We would also like to thank and acknowledge the director, program coordinators, faculty, administrative staff, and all those who contributed to the preparation of the self-study. We also wish to thank the many staff, students, and faculty members who met with the external reviewers and provided thoughtful feedback. The UTQAP cyclical review process is an invaluable exercise that affords us the opportunity to take stock of our academic units and programs, to recognize achievement, and identify areas for improvement.

The review report was finalized on May 5, 2025, after which the director shared it widely with stakeholders in the Centre. We are extremely pleased with the reviewers' positive assessment of the overall strength of CIRHR and its outstanding, productive faculty. The reviewers praised the Centre for Industrial Relations and Human Resources as a welcoming and supportive environment, emphasizing students' appreciation for the Centre's culture and the responsiveness of its faculty and staff. They commended the thoughtful design of the curriculum, which offers practical, applied learning opportunities that connect directly to the labour market, and acknowledged the significant recent growth in undergraduate enrolments. They described the MIRHR program as CIRHR's flagship master's offering, citing its steady growth and central role in establishing the Centre's reputation as a leading institution in Canada. The reviewers applauded the scholarly accomplishments of CIRHR faculty, observing that the quality, quantity, and citation rates of their research rival those of top international peer institutions. They recognized faculty research for its breadth and impact, contributing to both foundational knowledge and policy development across multiple domains. The reviewers underscored CIRHR's strong internal culture and committed alumni network, whose enthusiasm and willingness to support the Centre are a major asset. Finally, they commended the Centre's strong and collegial leadership, which has fostered a culture of shared dedication and excellence. The review report also raised several issues and challenges and identified areas for enhancement, as outlined in the accompanying Review Recommendations Table.

Each of these recommendations has been addressed in the attached Review Recommendations Table, which outlines the unit's response, the Dean's response, and an Implementation Plan identifying action items and timelines for each recommendation. My Administrative Response and Implementation Plan

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was developed in consultation with the CIRHR director and with the Vice-Dean, Academic Planning, and senior leadership within my office. The Implementation Plan provided identifies timeframes of immediate- (six months), medium- (one to two years), and longer- (three to five years) term actions and who (Faculty, Dean, unit) will take the lead in each area. I also identified any necessary changes in organization, policy, or governance, where appropriate, as well as any resources, financial or otherwise, that will be provided, and who will provide them.

The next UTQAP cyclical review of the CIRHR will take place no later than the 2032-33 review cycle. My office monitors progress on Implementation Plans through periodic meetings with the director, and through the unit's five-year unit-level academic planning process, which will begin at the conclusion of the cyclical review. I also acknowledge that your office will request a brief Interim Monitoring Report midway between the 2024-2025 UTQAP cyclical review and the year of the next site visit in 2032-33 to report on progress made on the Implementation Plan as outlined in the accompanying Review Recommendations Table.

Thank you very much for the opportunity to respond to the review report. The reviewers' comments and recommendations will help inform the future priorities of the CIRHR and its undergraduate and graduate programs.

Sincerely,



Stephen Wright  
Acting Dean, Faculty of Arts & Science  
Professor, Department of Ecology & Evolutionary Biology

cc.

Rafael Gomez, Director, CIRHR, Faculty of Arts & Science  
Gillian Hamilton, Vice-Dean, Academic Planning, Faculty of Arts & Science  
Ebba Kurz, Interim Associate Dean, Unit-Level Reviews, Faculty of Arts & Science  
Caitlin Burton, Senior Manager, Curriculum, Change & Reviews, Office of the Dean, Faculty of Arts & Science  
Lachmi Singh, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-  
Provost, Academic Programs  
Andrea Benoit, Academic Planning & Review Officer, Office of the Dean, Faculty of Arts and  
Science

## 2024-25 UTQAP Review of FAS Centre for Industrial Relations & Human Resources - Review Recommendations

Please do the following for each recommendation in the table:

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

<b>Request Prompt</b> <i>verbatim from the request</i>	<b>Rec. #</b>	<b>Recommendations from Review Report</b> <i>verbatim from the review report</i>	<b>Unit Response</b>	<b>Dean's Response</b>
The reviewers noted undergraduate student concerns regarding program delivery and support, including limited course options for Work and Organizations students, limited access to courses across CIRHR programs, and a lack of research and career development opportunities. They also highlighted the need to clarify the differences between the programs in Work and Organizations and in Industrial Relations and Human Resources.	1.	"[I]t is not clear to [students] why WO students cannot take IRHR courses whereas IRHR students can take WO courses. The WO students feel that there is a lack of choices in the WO program, and the need for more faculty."	<p><b>Explanation:</b> One of the reasons CIRHR originally gained unanimous support from cognate units for the creation of the WO major in 2022 was by promising that we would not allow students to be double majors in IRHR <u>and</u> WO. The reason is that many units were/are experiencing declines in their UG student enrollments. We wanted a program like WO to appeal to students who may want to major in a humanities or science program, but who are worried about job prospects following their degrees. A WO major paired with a humanities or science major would be ideal in this regard as it would fulfill the needs of students, while also maintaining enrollments in traditional majors in sciences and humanities.</p> <p><b>Short Term:</b> Opportunities for WO majors to take IRHR courses can be increased, so long as we still honour our original commitments to other cognate units that we will not have students complete a double major in both WO and IRHR. This will involve looking at pre-requisites and ensuring we are not</p>	<b>Immediate term:</b> The Arts & Science Dean's Office (ASDO) supports the program's commitment to the original program proposal, and to exploring other feasible course options for WO majors.

			<p>disadvantaging any students in either IRHR or WO major programs.</p>	
	2.	<p>“[S]tudents highlight the need for more undergraduate research opportunities (both IR/HR majors and WO majors) but also more information on what IR/HR research looks like.”</p>	<p><b>Explanation:</b> We have a research-active faculty that also has successfully raised research funds which would be available for students to use as research assistants. However, two things (currently) prevent this research activity from flowing down into the undergraduate student body. First, our tenure-research stream faculty complement is relatively small (8 FTE) compared to our UG population which is now approaching 500+ students. Second, to the extent that research assistant opportunities do exist, they are usually given to master’s students. Our master’s program is fairly large (over 100+ MIRHR students), and these students tend to have the research skills that faculty require for their work.</p> <p><b>Short Term:</b> In terms of “information on what IR/HR research looks like,” the CIRHR library is meeting with the undergraduate program staff and director to plan library outreach and programming for undergraduate students, and hope to continue our growing inclusion in undergraduate classes through in-class library-led instruction, as well as librarian and library staff participation in IRHSA events.</p> <p><b>Short-to-Medium Term:</b> There are three existing course designations that allow undergraduates to explore research as part of their undergraduate experience.</p> <ul style="list-style-type: none"> <li>• <b>IRE395H1 - Independent Study:</b> Independent study under the direction of a faculty member.</li> </ul>	<p><b>Immediate- medium term:</b> The ASDO supports the unit’s plans for broadening available research opportunities for undergraduate students. The ASDO encourages the Director to connect with the ELOS team and with the Vice-Dean Undergraduate to explore curricular opportunities in this area.</p>

			<ul style="list-style-type: none"> <li>• <b>IRE396H1 - Research Participation:</b> Credit course for supervised participation in a faculty research project.</li> <li>• <b>IRE399H1 - Research Opportunity Program:</b> Credit course for supervised participation in a faculty research project.</li> </ul> <p>Because each of these three options are offered only when a faculty member is willing and available to supervise, we will begin in Fall 2025 to inform faculty of these opportunities and to help spread the word to their undergraduates. Likewise, we intend to inform undergraduates that these courses offering research experience exist, and encourage them to be proactive and initiate contact with Professors in our program.</p>	
	3.	“[Students] felt that for a practical major, there was not enough career advice.”	<p><b>Explanation:</b> Historically we have had (and still have) a strong career development component in our Professional Masters program. This is because our Graduate administrator also had a career and alumni relations function and because we could use a portion of professional program fees to structure external career development support. Our undergraduate program has only recently been added since 2023-24 academic year, at which time we hired a full-time Career Development officer for the entire suite of Centre programs.</p> <p><b>Short Term:</b> We’re committing to establishing more formalised/systematized alumni relations/interactions with our professional Master’s graduates, which will also support the delivery of more student organization-led and department-sponsored</p>	<p><b>Immediate- long term:</b> The ASDO applauds this initiative, which both strengthens alumni relations and positions graduate students as mentors to undergraduate students, all of which strengthens the Centre’s professionalization activities. The unit may also wish to consider participating in A&amp;S initiatives, such as backpack 2 Briefcase. Also see #6, below.</p>

			<p>professional development opportunities. Our alumni are a huge asset and will be called upon to do more mentoring, coaching and job posting for our undergraduate population.</p> <p>Our Career Development Officer will lead this initiative.</p>	
4.	<p>“[Students] highlight the need for clarity (which we share) regarding the difference between the WO major and the IRHR major.”</p>	<p><b>Explanation:</b> The key difference is that the Work and Organizations (WO) major focuses on understanding work as a social and economic activity, the operation and coordination of organizations, and broader community and economic development. In contrast, the Industrial Relations and Human Resources (IRHR) major centers on employment relations, human resource management, and labour relations, with a particular emphasis on employment in larger, often unionized, organizations.</p> <ul style="list-style-type: none"> <li>• Additional context: <ul style="list-style-type: none"> <li>• While both are interdisciplinary and cover some overlapping content (e.g., people management), the IRHR major is more specialized in employment relations and human resources, whereas WO offers broader perspectives on the nature and management of work and organizations.</li> <li>• As mentioned above, students cannot enroll in both majors simultaneously, underscoring their distinct curriculum pathways.</li> </ul> </li> </ul>	<p><b>Immediate- long term:</b> The ASDO supports the Centre’s extremely comprehensive plans and methods outlined here for addressing and articulating undergraduate program distinctions.</p>	

			<ul style="list-style-type: none"><li>• These distinctions should be clearly communicated in program materials and advising, allowing students to understand the unique focus and career trajectory offered by each major [Some ideas are listed below].</li></ul> <p><b>Short-to-Medium Term:</b></p> <ol style="list-style-type: none"><li>1. Revise and Align Program Descriptions<ul style="list-style-type: none"><li>• Update official calendar and website language to clearly articulate the distinct focus and learning outcomes of each major.</li><li>• Use parallel structure to make comparisons easy to understand.</li></ul></li><li>2. Develop a One-Page Comparison Sheet<ul style="list-style-type: none"><li>• Include side-by-side charts of:<ul style="list-style-type: none"><li>• Program focus</li><li>• Core topics</li><li>• Example courses</li><li>• Career pathways</li></ul></li><li>• Distribute during orientation, advising, and through departmental social media.</li></ul></li><li>3. Embed Differentiation in Academic Advising</li></ol>	
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			<ul style="list-style-type: none"> <li>• Consistently highlight distinctions in individual advising sessions.</li> </ul> <p>4. Host an Annual “Program Pathways” Info Session</p> <ul style="list-style-type: none"> <li>• Associate Director, Undergraduate to host session explaining focus areas, answer student questions, and share alumni experiences.</li> <li>• Record and post the session online for ongoing access.</li> </ul> <p>5. Integrate Clarity into First-Year Gateway Courses</p> <ul style="list-style-type: none"> <li>• Possibly add a short orientation module in introductory courses that explains how WO and IRHR differ.</li> </ul> <p>6. Leverage Alumni Testimonials</p> <ul style="list-style-type: none"> <li>• As WO graduates (who entered in 2022-23) begin to exit/graduate our program, we can feature short written or video stories from graduates of each program describing how their major aligned with their goals and led to specific career paths.</li> </ul>	
The reviewers noted student comments emphasizing the need for broader	5.	“[S]tudents highlighted that the WO major was not well advertised... They highlighted	<b>Explanation:</b> Part of the issue with our WO major is that because it is so new, we have	<b>Immediate- long term:</b> The ASDO can connect the Director, if interested, to A&S

<p>communication about the Work &amp; Organizations program, its links to parent disciplines, and its value for career preparation. They recommended developing a broadly available first-year course to introduce students to the discipline, raise the Centre's profile, and attract students to enrol in its programs.</p>		<p>the need to advertise the degree more, and in multiple outlets, and through multiple media.”</p>	<p>still not been able to leverage experiential testimonials and word-of-mouth advertising from successful graduates of the program. As of 2025-26, the first full cohort of WO majors will begin graduating from our program. Some of the ideas below draw from this growing pool of graduates.</p> <p><b>Short-Term:</b> To address the concern that the WO major is not well advertised and students seek more multi-channel promotion, the following is something that we propose to look into:</p> <ul style="list-style-type: none"> <li>• Expand Program Visibility Across Platforms <ul style="list-style-type: none"> <li>• Enhance the WO major's presence on the FAS/central and department websites through feature stories, program highlights, and student profiles.</li> <li>• Actively utilize social media for targeted informational “blasts”.</li> <li>• Post on campus digital screens and host pop-up info desks where students congregate.</li> </ul> </li> <li>• Leverage Experiential Engagement <ul style="list-style-type: none"> <li>• Organize program-specific events (panels, workshops, meet-and-greets) and coordinate with student clubs to promote the WO</li> </ul> </li> </ul>	<p>Communications to facilitate promotion of the Centre's activities and students, as well as to the Office of the Faculty Registrar to facilitate the Department's participation in the many events it offers that communicate program choice information to students, such as the following:</p> <p>Through the Sidney Smith Commons, the Faculty of Arts &amp; Science offers a series of in-person and online events, workshops and resources through Program Exploration Days to support students as they prepare to make their program selection. The Program Exploration Fair offers two full days for students to explore over 300 programs available to Arts &amp; Science students and learn about experiential learning including research, internships and international opportunities.</p> <p>The weekly AMA (Ask Me Anything) event in February features upper year students talking about their experiences and offering tips for navigating program selection and learning about program options and experiential learning opportunities. Program Planning Days also offer students insight into how to choose a program of study and understand program requirements. Program student unions also participate in “Clubs Fair” held at the beginning of each academic year.</p> <p>The ASDO also suggests that unit leadership explore the most common program pairings with WO, and initiate discussions with those units to amplify the visibility and relevance of CIRHR programs. The ASDO can assist the Chair in navigating data resources to identify these pairings.</p>
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			<p>major directly to undergraduates.</p> <ul style="list-style-type: none"> <li>• Include WO faculty in campus-wide recruitment events and even (where possible) senior high school outreach.</li> <li>• Empower Student Ambassadors and Alumni <ul style="list-style-type: none"> <li>• Recruit current WO majors and recent graduates as ambassadors; have them share authentic experiences across various outlets.</li> </ul> </li> <li>• Annual Advertising Calendar <ul style="list-style-type: none"> <li>• Plan periodic advertising pushes (start of semester, before program selection deadlines, etc.) and ensure materials are updated regularly.</li> </ul> </li> </ul> <p><b>Medium Term:</b> See below, re <b>Item 7: the development of a university-wide introductory course</b> which will help increase awareness of the undergraduate programs and advertise our majors to more potential students, in addition to providing students with an in-depth overview of the field of study.</p> <p><b>Medium Term:</b> The IRHR library is also undertaking a major reclassification of the IRHR Library collection</p>	
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			<p>in order to become a circulating campus library. This reclassification will increase the library's (and thus the Centre's) visibility to the broader community of U of T researchers and students engaged in interdisciplinary research related to industrial relations, labour history, public policy, business, sociology, human resources, and work.</p>	
	6.	<p>"[Students] talked about the need for better communication----how the major links with their parent disciplines and how this major helps in preparation for the job market. These were seen as important to reach more students."</p>	<p><b>Explanation:</b> Partially this critique is a function of the interdisciplinary nature of our major degree programs. Below are some solutions to address these concerns, that we feel stem from the diversity of our course offerings (we integrate law, economics, management etc., into one "field of study").</p> <p><i>Goal: Better Communication on Interdisciplinary Links and Job Preparation:</i></p> <p><b>Short-to-Medium Term:</b></p> <ol style="list-style-type: none"> <li>1. Explicitly articulate interdisciplinary relationships in all program materials <ul style="list-style-type: none"> <li>• Program websites, calendars, brochures, and advising sheets should clearly name the related disciplines and how their major builds on that disciplinary foundation.</li> <li>• Use examples of how key concepts from History, Psychology, English, or other fields apply within WO or IRHR contexts.</li> </ul> </li> </ol>	<p><b>Immediate- medium term:</b> The ASDO supports the Centre's detailed communication plans outlined here. Career support for current undergraduate students is housed (a) in Colleges; and (b) centrally through Student Life. The ASDO can facilitate connections with the relevant organizations to ensure that Unit leadership has up-to-date information on career outcomes and preparation for students in this major.</p>

			<ol style="list-style-type: none"><li>2. Create integrative communications that link academic experience to career readiness<ul style="list-style-type: none"><li>• Develop narrative examples or videos with alumni in our field showing how students use their disciplinary training combined with WO or IRHR to succeed in job markets.</li><li>• Highlight typical career paths and skillsets developed, e.g., policy analysis (linked to political science), organizational analysis (linked to sociology), or employee wellbeing (linked to psychology).</li></ul></li><li>3. Use 'parent discipline' streams in WO as a communication tool<ul style="list-style-type: none"><li>• Directly promote the Humanities, Social Science, and Science streams as tailored pathways that connect core disciplinary knowledge with work and organization studies.</li><li>• In advising, stress the complementarity of WO with the student's main major in all Arts and Science disciplines.</li></ul></li><li>4. Engage faculty and student ambassadors from diverse disciplines</li></ol>	
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			<ul style="list-style-type: none"> <li>• Feature faculty with cross-disciplinary expertise discussing how their disciplines inform the majors.</li> <li>• Use student/alumni testimonials illustrating the interdisciplinary and career connections.</li> </ul> <p>5. Integrate interdisciplinary and career focus modules in gateway courses</p> <ul style="list-style-type: none"> <li>• Include short orientation modules that any instructor can use, explaining the parent discipline links and career pathways associated with the majors.</li> </ul> <p>6. Provide advising tools that map majors to parent disciplines and career outcomes</p> <ul style="list-style-type: none"> <li>• Develop advising handouts that explicitly connect degree paths to disciplinary combinations and employment outcomes for easier student understanding.</li> </ul> <p>These steps -- which will involve Career Development Officer working with Undergraduate staff/faculty -- we hope will enhance student awareness that the IRHR and WO majors are deeply interdisciplinary, connected to their parent disciplines, and distinctly prepare students for the evolving job market.</p>	
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	7.	<p>“The faculty should consider the introduction of a university wide ‘introduction to work, employment and labor relations’ course that is offered at the 100 level... Such a course can raise the profile of CIRHR and also serve to inform undergraduates more broadly regarding the study of work.”</p>	<p><b>Short Term:</b> We are exploring the creation of an introductory 101 course and, in summer 2025, the CIRHR Executive Committee will meet and create a course proposal for presentation to the Arts &amp; Science Vice-Dean, Undergraduate.</p> <p>We believe the development of a university-wide introductory course will also help increase awareness of the undergraduate programs and advertise our majors to more potential students, in addition to providing students with an in-depth overview of the field of study. Such a course would likely require reconsidering the existence/content of IRW240H1 “Introduction to Work and Organizations.” Similar to how we recently retired IRE240 “Introduction to Employment Relations” due to having too many intro courses, a 100-level course may make some of IRW240 redundant.</p> <p><b>Medium Term:</b> The Associate Director, Undergraduate will advance the new course proposal through the A&amp;S governance process, and the program administrator will advertise the new course with college registrars.</p>	<p><b>Short- medium term:</b> The ASDO thanks the reviewers for this suggestion, which the Centre is keen on exploring with our office. New courses proposed by an A&amp;S Unit must be approved through an A&amp;S governance pathway. Students from other divisions (e.g., UTM, UTSC) are welcome to take A&amp;S undergraduate courses, subject to enrolment controls and availability, just as A&amp;S students can access courses offered by other divisions, for which they are qualified. The Director is invited to discuss this idea with the Vice-Dean Undergraduate, who can offer guidance on a proposal for this initiative, and the scope of consultation required.</p>
<p>The reviewers raised several concerns regarding the PhD program, including recruitment challenges, limited student funding relative to the cost of living in Toronto, inconsistent advising practices, and difficulty aligning entering students with areas of faculty expertise; they recommended developing a comprehensive plan to address these issues. The reviewers also encouraged formalizing cross-enrolment opportunities with cognate units, to broaden course offerings for PhD students.</p>	8.	<p>“Develop a comprehensive PhD program enhancement plan that addresses funding challenges, improves the applicant pool, establishes consistent advising protocols, and creates clearer links between faculty expertise and Ph.D. student recruitment.”</p>	<p><b>Short Term:</b> In the short term, the Centre will mandate that admitted PhD students be matched with an appropriate supervisor; potential doctoral students who cannot be matched to a supervisor should not be admitted.</p> <p>We will also actively solicit applications to the PhD program, particularly in fields that are underrepresented among the graduate cohort. Ad hoc efforts to contact colleagues at other institutions and encourage</p>	<p><b>Immediate term:</b> The new graduate funding commitment effective September 2025 of \$40K will go some way in addressing the reviewers’ observation that the graduate funding model in place at the time of the review was inadequate. Further, the New Budget Model allows units greater autonomy in managing its budget, including financial support for graduate students.</p> <p><b>Immediate- medium term:</b> The ASDO is available for consultation on modifying</p>

			<p>applications – which the Centre has already begun to do – are a good start and should continue.</p> <p>We will also make research-methods training a permanent part of the doctoral program. The incoming interim PhD coordinator and the library will be implementing in-class librarian instruction on library research methods, as well as launching a pilot program to have each PhD student meet with the library to establish baseline skills related to advanced use of library resources in order to effectively conduct literature reviews, locate relevant data, and navigate research publication issues.</p> <p><b>Medium Term:</b> In the medium term, we will create a formal plan of action to improve the quality of applications to the doctoral program. This might involve a survey of how peer institutions recruit doctoral students; outreach efforts within the University; and changes to the PhD program website.</p> <p>We will also discuss options for building support for PhD students into large grants. The grant cycle and the application cycle are different, but faculty might be encouraged to consider building support for doctoral training into large grants.</p> <p>Additionally, we might consider the creation of pre-doctoral fellowships as valuable recruiting/screening tools which would allow external students to work with a faculty member for a few months on a research project before applying for doctoral studies. Students would receive a realistic preview of a research career before a PhD, and provide</p>	<p>program requirements to include a methods course, and for assistance in developing the proposal to do so.</p> <p><b>Medium term:</b> The ASDO supports the unit's plans outlined here for improving its applicant pool to graduate programs.</p>
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			<p>us richer, first-hand information on the students before evaluating their PhD applications.</p> <p>We intend to identify applications in the next application cycle from students working in fields represented by the Centre faculty but unrepresented within the doctoral cohort. We'll encourage the doctoral admissions committee to consider interviewing these students for admission if they meet the benchmarks for the program.</p> <p>We will also consider offering course releases or other benefits to faculty who take on doctoral supervision, particularly but not exclusively to faculty on the tenure track. The Centre (along with other smaller University of Toronto departments) is an outlier in that pre-tenure faculty supervise doctoral students directly. The unit is, at present, too small to mandate against this practice, but faculty who do take on doctoral supervision before tenure should receive material consideration from the Centre.</p> <p>We intend to develop clear advising expectations and align incentives such that advising isn't seen as unduly burdensome, especially by more junior faculty.</p> <p>Long Term: In the long term, we will consider, as the consequences of the new budget model on doctoral applications and admissions become clear, how to find new sources of financial support for doctoral study, so that the Centre can, eventually, offer a package that will make the Centre roughly competitive with its peer institutions.</p>	
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	9.	<p>“We were informed that CIRHR doctoral students take some courses (e.g., OB) in the Rotman School, if there is space. It would be beneficial to forge an agreement that ensures that CIRHR Ph.D. students can enrol in certain Rotman courses. It would be also beneficial if Rotman Ph.D. students were steered to courses provided to CIRHR doctoral students.”</p>	<p><b>Short-Term:</b></p> <ul style="list-style-type: none"> <li>• Our members of faculty do at times encourage Rotman students to take courses at the CIRHR – the qual methods course, for example, has seen several Rotman students enrolled in the past two years. We can be more systematic about this.</li> <li>• <b>Coordinated Course Planning and Enrollment:</b> CIRHR Director will establish a joint advisory committee or liaison group with faculty and graduate program coordinators from CIRHR and Rotman to review and coordinate course offerings, enrollment limits, and waitlist priorities for doctoral students.</li> <li>• <b>Shared Academic and Research Seminars:</b> Promote joint seminars, workshops, and research events to integrate students across the two doctoral programs, fostering intellectual exchange and interdisciplinary collaboration. [We already do some of this, but again, we can be more systematic about it going forward].</li> </ul>	<p><b>Immediate- long term:</b> The ASDO supports the unit’s response to this suggestion for more coordination with students and faculty at the Rotman School of Management. The ASDO leadership team is available for guidance and support for this curricular enhancement, should that be necessary. The Vice-Dean Academic Operations, in particular, will be involved in discussions between the Centre and Rotman to ensure smooth coordination with other enrolment arrangements across the Faculty’s units.</p>
<p>Noting declining enrolment in the Certificate in Human Resource Management, the reviewers recommended that the Centre consider the usefulness and viability of the offering in relation to future enrolment expectations, the cost of administering it, and</p>		<p>“In recent years, the number of applicants to and the number of students in the Certificate program have declined... In our view, the Centre should evaluate the usefulness of the program relative to several criteria:</p>	<p><b>Explanation:</b> The certificate program has significant potential to generate financial revenue while also bridging the gap between undergraduate studies and the MIRHR program.</p>	<p><b>Immediate term:</b> The ASDO supports the unit’s consideration of the reviewers’ observations.</p>

the effects it may have on enrolment in the Centre's undergraduate and graduate programs.			Based on the inquiries we've received for the MIRHR program, the certificate program could appeal to two key groups of students: individuals interested in a career in HR or IR who cannot commit to completing a master's degree due to financial or time constraints; and those who fall below the admission threshold for the master's program and need additional HR coursework to strengthen their credentials.	
	10.	<ul style="list-style-type: none"> <li>• "Is there reason to expect a future increase in enrollments?"</li> </ul>	<b>Short-Term:</b> Yes, but to grow the program and increase enrollment, opening applications to international students would be an obvious and effective strategy. This could not only broaden our applicant pool but also enhance the program's visibility and diversity.	<b>Immediate term:</b> The ASDO leadership team can advise the unit on the feasibility of growing enrolment in the Certificate program.
	11.	<ul style="list-style-type: none"> <li>• "Does the cost of administering the program (marketing, handling students records, and more) exceed the financial and other benefits of enrolling a few students?"</li> </ul>	<b>Response:</b> The tuition is an issue. Currently students pay domestic tuition for this post-baccalaureate certificate. We agree, it is important to carefully consider the increased administrative workload associated with processing international applications and providing support for international students. Additionally, with a potential rise in enrollment, we must address how to accommodate larger class sizes given the already high demand for undergraduate courses.	<b>Immediate term:</b> The ASDO is available to consult with the unit on this matter.
	12.	<ul style="list-style-type: none"> <li>• "Do CHRM students displace IRHR and Work and Organizations undergraduate majors in light of the strong demand for these majors?"</li> </ul>	<b>Response:</b> No, this is not an issue as CIRHR administers who gets into the Certificate in HR program.	<b>Immediate term:</b> The ASDO supports the Centre's assessment of this issue.
	13.	<ul style="list-style-type: none"> <li>• "Do graduates of the certificate program go on to the Centre's Master's program, a desirable outcome?"</li> </ul>	<b>Response:</b> Yes. This is a well-acknowledged pathway to successful entry and completion of the MIRHR degree.	<b>Immediate term:</b> The ASDO supports the Centre's assessment of this issue.
	14.	<ul style="list-style-type: none"> <li>• "Do students in the certificate program opt for the CHRM instead of enrolling in the Master's program, a less desirable outcome?"</li> </ul>	<b>Response:</b> No. Based on many years of personal recruitment/letter reference writing etc., most students entering the Certificate	<b>Immediate term:</b> The ASDO supports the Centre's assessment of this issue.

			are doing so as a stepping stone to the MIRHR.	
<p>The reviewers highlighted the potential for executive education programming to help form productive connections with industry partners and alumni, support learning opportunities for students, and generate additional revenue. They recommended that CIRHR develop an executive education strategy encompassing program offerings, resource requirements, and revenue targets, leveraging faculty expertise, alumni networks, and external partnerships.</p>	15.	<p>“Create an executive education strategy with specific program offerings, required resources, and revenue targets, leveraging alumni expertise and industry connections.”</p>	<p><b>Response:</b> We agree that there is demand and large potential in this space. Given our current staff complement, however, launching such programs may be difficult.</p> <p>That said, working with partners such as Woodsworth College or partnering with Departments such as Economics or Sociology, CIRHR could overcome the constraints (i.e., in faculty time, staff capacity, and physical infrastructure etc.) that currently limit our ability to forcefully move into the HR and IR executive education space.</p> <p><b>Short Term:</b></p> <ul style="list-style-type: none"> <li>• While our immediate focus is on stabilizing the professional masters program -- especially given the growing demand of the undergraduate program and the need for faculty and staff succession planning – we will form a faculty working group/committee to start planning for CIRHR executive learning.</li> <li>• We would also need, in the short term, a staff role at the Centre (such as an EA role attached to the Directors office) that could help move such a project along.</li> </ul> <p><b>Medium-to-Long Term:</b> Executive education is seriously being considered as an opportunity to engage alumni, but also to use their talents as potential educational leaders</p>	<p><b>Immediate- medium term:</b> The ASDO directs the Centre, first, to the Office of Professional &amp; Lifelong Learning, which has been established to help A&amp;S units interested in offering executive education (and other not-for-credit) offerings. The ASDO has also struck a new Professional Program Working Group that will be bringing forth recommendations on the formation of new professional programs.</p>

			<p>in professional learning programs. This, we feel, can be achieved through partnerships with long-time partners such as Woodsworth College (who could provide us with high-end space) and/or external providers (i.e., Lancaster House).</p> <p>This will require additional resources, strategic staffing, and external funding up-front to implement meaningfully. We must also consider potential overlap with Rotman’s exec-education program, and how best to avoid directly competing with one another.</p>	
The reviewers expressed concern that, despite their exceptional dedication, CIRHR staff are working beyond capacity; they recommended assessing staff workloads and benchmarking against comparable units.	16.	“The staff are extremely committed but overworked... there is need to examine staff workloads and look at benchmarks.”	<p><b>Response:</b> We are in the midst of working with our HR partners at FAS to review staffing at CIRHR. There is an upcoming retirement (already announced) in one staff position which will be incorporated into planning considerations.</p>	<b>Immediate- medium term:</b> The ASDO Administrative HR team will work with the unit to assess the program’s staffing needs.
The reviewers recommended that the Centre engage in strategic space planning to explore the feasibility of addressing immediate space constraints while planning for long-term growth requirements.	17.	“Develop a space utilization and expansion plan that addresses immediate space constraints while planning for long-term growth requirements.”	<p><b>Explanation:</b> CIRHR is housed in a historic heritage home (121 St. George Street) with limited physical space. The Centre includes administrative offices, faculty offices, a graduate student PhD office with carrels, an IRHR Library with study spaces, and computer workstations. The Centre has space constraints due to the building structure and shared use. There have been previous or ongoing intermittent closures due to construction, and recurring basement floodings.</p> <p><b>Short Term:</b></p> <ol style="list-style-type: none"> <li>1. Comprehensive Space Audit and Needs Assessment <ul style="list-style-type: none"> <li>• In Fall 2025 we will conduct a thorough audit of current space usage including offices,</li> </ul> </li> </ol>	<b>Immediate- medium term:</b> The ASDO supports the unit’s plans for space allocation upon completion of Woodworth and is also encouraged to liaise with our Vice-Dean, Research & Infrastructure, to discuss future space needs. The ASDO also acknowledges the unit’s plans for great efficiency in scheduling meeting rooms and enhancing the space for students.

			<p>study areas, student communal spaces, faculty research facilities, and tech infrastructure.</p> <ul style="list-style-type: none"> <li>• At our start-of-year meetings with faculty, staff, and students we will open up discussion to identify key space needs and priorities.</li> <li>• Forecast future growth of doctoral, graduate, and undergraduate students and faculty to quantify long-term space requirements.</li> </ul> <p><b>Short-Medium Term</b></p> <ul style="list-style-type: none"> <li>• Implement scheduling and booking systems for shared spaces such as meeting rooms, study carrels, and computer workstations to maximize utilization.</li> <li>• Explore modest reconfigurations or furniture solutions that increase usable space without major renovations.</li> <li>• Investigate temporary off-site or satellite locations for overflow study or office space if feasible.</li> </ul> <p><b>Long-Term Expansion Planning</b></p> <ul style="list-style-type: none"> <li>• CIRHR has been allocated new offices in the</li> </ul>	
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			<p>forthcoming Woodsworth expansion.</p> <ul style="list-style-type: none"> <li>Engage university facilities planners and architects to explore options such as building additions, renovation/expansion of adjacent spaces.</li> </ul> <p>Stakeholder Engagement and Advocacy</p> <ul style="list-style-type: none"> <li>Form a space planning committee including faculty, students, staff, and university facilities representatives.</li> <li>Create a space plan that might excite potential donors for a space expansion drive that could include the empty driveway to the north of our building (currently between 121 and 123 St. George).</li> </ul> <p>Monitor and Review</p> <ul style="list-style-type: none"> <li>Establish regular review mechanisms to track space utilization and adjust plans as programs grow or change.</li> <li>Incorporate feedback from the CIRHR community on effectiveness of space solutions.</li> <li>The library will be involved in the space audit and needs assessment to ensure that the library space continues to</li> </ul>	
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			<p>maintain and improve research, reference and consultation to undergraduate and graduate students.</p> <p>This approach balances immediate needs with strategic foresight to ensure that CIRHR's space supports its academic mission and anticipated growth effectively.</p>	
<p>The reviewers observed inconsistent relationships with cognate units across the tri-campus system; they recommended that CIRHR continue efforts to engage faculty in units who could contribute to graduate teaching, and explore strategies to address existing tensions and strengthen interdepartmental collaboration.</p>	18.	<p>"It does seem worthwhile for CIRHR to consistently scan the cognate units for professors who might be able to teach for them, given the shortage of faculty."</p>	<p><b>Short-Term:</b> We are in the process of adding two U of T faculty from other units as non-budgetary cross appointments. Currently one of these faculty has already begun teaching for us – one is an Associate Professor, Teaching Stream in Organizational Behaviour &amp; HR Management at University of Toronto Mississauga; and one other, an Assistant Professor from the iSchool, has participated in many research-related events and programs at the Centre. Our plan is to involve them more in Centre activities and invite them to teach.</p>	<p><b>Immediate term:</b> The ASDO supports fruitful relationships between the Centre and cognate units and is happy to assist in identifying additional synergies between their faculty and CIRHR for potential teaching partnerships that would enrich the learning environment of students.</p>
	19.	<p>"Examination and analysis of the roots of the tension, but also how these "cognate faculty" could be enticed to teach graduate courses regularly in CIRHR would be important."</p>	<p><b>Explanation:</b> We currently have two faculty members that have non-budgetary graduate cross-appointments at CIRHR from U of T Scarborough campus, who have access at the moment to individual (non-shared) offices at the Centre. Their main offices are at U of T Scarborough. A third non-budgetary cross-appointment from U of T Scarborough currently holds her graduate appointment (and office space on St. George campus) at OISE.</p> <p>Given that we are hiring new faculty which are 100 percent appointed at CIRHR and St. George campus, and given that we will be hiring new staff positions, priority for office space will be given to our staff/faculty. As a</p>	<p><b>Immediate term:</b> The ASDO agrees with this assessment of shared space for faculty from other divisions.</p>

			<p>result, a return to shared office spaces for non-budgetary cross-appointments will have to occur. This is perhaps one of the sources of the “tension” observed by the external reviewers.</p>	
<p>The reviewers recommended that CIRHR develop an alumni and external relations strategy to better leverage alumni and practitioner support. Suggestions included establishing an external advisory body, taking a more structured approach to alumni outreach and engagement, and creating opportunities for alumni involvement in teaching, workshops, events, fundraising, and student career development activities.</p>	20.	<p>“CIRHR should develop a strategy with regard to alumni and external relations. Elements of this strategy could include the creation of an external advisory body of prominent alumni and leading practitioners to advise the faculty and Director of CIRHR. The advisory body could also create separate sub committees to deal with different issues such as fund raising, executive development programs, talks and events, participating in classroom teaching and so forth. The purpose would be to involve alumni and others in the life of CIRHR in a systematic way such that there are mutual gains for alumni, business leaders, labor organizations as well as to CIRHR faculty, undergraduates and graduates, and Ph.D. students.”</p>	<p><b>Response:</b> We agree that CIRHR stands to benefit significantly from more structured alumni engagement. Our alumni are deeply committed and have expressed enthusiasm to contribute in a variety of ways, including mentoring, advising, networking, and event participation. We appreciate this goodwill and intend to develop a stronger framework for long-term alumni relations.</p> <p><b>Short-to-Medium Term:</b></p> <ul style="list-style-type: none"> <li>• We also agree that the CIRHR has tremendous potential to benefit from a more structured alumni engagement strategy. We recognize the importance of this recommendation and plan to begin with foundational improvement, including: a) tracking of MIRHR employment outcomes post-graduation; b) strengthening ties with existing alumni through targeted surveys and small-scale engagement initiatives; and c) identifying a small group of alumni champions to advise on outreach and help initiate a long-term strategy.</li> </ul> <p>While we support the idea of an advisory board and alumni subcommittees, these structures must follow once foundational tracking and data system are in place.</p>	<p><b>Immediate- medium term:</b> The ASDO supports the unit’s detailed plans to further utilize its relationships and partnerships with alumni. The ASDO recognizes the value that the Centre’s alumni offer to its students and supports the unit’s initiatives to strengthen these relationships. Advancement alumni relations would be happy to work with the unit to support an alumni development plan.</p>

			<p>However, we also recognize the importance of setting clear professional boundaries in these relationships.</p> <ul style="list-style-type: none"> <li>We will build a system to track employment and contact data, forming the basis of a centralized alumni database. To support appropriate and productive engagement, we will also develop a code of conduct or engagement guidelines for alumni volunteers, to ensure professionalism and appropriate boundaries, piloting small-scale initiatives (e.g., alumni panels or informal networking events) with staff supervision before scaling up. If needed, we will consult with advancement and legal counsel to ensure our approach is compliant with university policies and best practices.</li> </ul> <p>We believe that with proper structure and oversight, alumni can play an enriching and supportive role in CIRHR's mission, while safeguarding the professional environment we offer our students.</p>	
<p>The reviewers noted that, although CIRHR currently benefits from collegial internal relationships and effective leadership, its highly centralized governance model may not be sustainable as the Centre grows. They recommended considering ways to distribute decision-making authority more broadly among faculty and developing a succession planning process for key leadership positions.</p>	21.	<p>"Establish formal shared governance mechanisms to distribute decision-making authority more broadly among faculty and implement a succession planning process for key leadership positions."</p>	<p><b>Response:</b> With our current Director concluding his term in 2026, this is the ideal time to review the role of the Director and its many functions.</p> <p><b>Short Term:</b> We will begin considerations around:</p> <p>a) the sharing of the Director's responsibility and mandate with existing Associate Directors; potentially formalising our current</p>	<p><b>Immediate- medium term:</b> The ASDO will undertake the recruitment of a new Director in accordance with Policy and the Faculty's practice. As set out in Policy, the process for selection involved collegial consultation with faculty, staff, and students in the unit.</p>

			<p>Graduate Coordinator role into an Associate Director of Research and PhD program</p> <p>b) succession planning to recruit and best prepare the incoming director for success. We plan to initiate these discussions in the Fall 2025 academic term, starting with the CIRHR Executive Committee and later to a faculty-staff meeting agenda item.</p>	
<p>The reviewers recommended that CIRHR undertake a strategic planning process that considers the pace of expansion across programs, faculty and staff resources required to maintain instructional quality and student support, and other issues such as class sizes, faculty workload, and space constraints.</p>	22.	<p>“CIRHR should undertake a strategic planning exercise with a view to identifying the pace of growth, the number of new faculty required to grow without deleterious effects on quality, and the number of staff members required to provide an increased student body with the appropriate support and attention that is required.”</p>	<p><b>Response:</b> We acknowledge the importance of undertaking a comprehensive strategic planning exercise to guide CIRHR’s sustainable growth—encompassing the pace of growth, faculty hiring needs, and staffing requirements to maintain high quality and student support.</p> <p><b>Short-Term</b></p> <ul style="list-style-type: none"> <li>Initiate a Strategic Planning Exercise: Establish a one-day planning retreat that includes leadership, faculty, staff, and student representatives to lead the strategic planning process specific to growth and resource needs.</li> </ul> <p><b>Medium-Term</b></p> <ul style="list-style-type: none"> <li>Develop a Detailed Strategic Plan: Use insights from the planning retreat to finalize a comprehensive plan outlining: <ul style="list-style-type: none"> <li>Desired pace of program growth (undergraduate and graduate) with enrollment targets</li> </ul> </li> </ul>	<p><b>Medium-long term:</b> The unit will be requested to undertake a 5-year unit-level academic planning exercise upon completion of this review, which will enable the unit to engage in strategic planning and discuss its plan with the Dean and senior leadership. Many of the topics suggested by the Centre are included in the A&amp;S template for five-year unit-level academic plans. This planning exercise could take place as early as the 2026-27 academic year.</p>

			<ul style="list-style-type: none"> <li>• Faculty recruitment plan specifying the number and timing of new hires necessary to maintain program quality, including areas or specialties to target</li> <li>• Staffing needs analysis for administrative, academic advising, and student support roles to accommodate increased student numbers effectively</li> </ul> <p><b>Long-Term</b></p> <ul style="list-style-type: none"> <li>• Plan for long-term enhancements to physical space, technology, and administrative systems necessary for a larger academic community.</li> </ul> <p>This phased approach ensures deliberate, evidence-based decision-making that balances growth ambitions with the imperative of sustaining program quality and student support.</p>	
23.		<p>“A strategic planning exercise to the size and sustainability of the [MIRHR] program, the relative mix of foreign versus domestic students... and the capacity of the faculty to teach cutting edge topics to maintain quality, is probably necessary in view of the growth in the undergraduate program, and the changing university budget model.”</p>	<p><b>Response:</b> We fully agree with the need for a strategic planning exercise to determine an appropriate and sustainable pace of growth of our program.</p> <p>The MIRHR program has seen a 42% increase in enrollment from 2022 to 2024, and while we celebrate this growth, it has significantly strained our staff resources – the urgency of this matter cannot be overstated.</p> <p><b>Short-to-Medium Term:</b></p> <p>This approach will help maintain the high standard of service that graduate student</p>	See above, #22. Also, see above, #16.

			currently enjoy, preserve institutional knowledge, and safeguard the operational stability of the MIRHR program during a time of transition and potential growth.	
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### 3 Committee on Academic Policy & Programs (AP&P) Findings

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*Note: This section will be updated by the Office of the Vice-Provost, Academic Programs after the conclusion of the governance cycle, using language verbatim from the approved Report of the AP&P committee meeting.*

#### 4 Institutional Executive Summary

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The reviewers praised the Centre for Industrial Relations and Human Resources as a welcoming and supportive environment, emphasizing students' appreciation for the Centre's culture and the responsiveness of its faculty and staff. They commended the thoughtful design of the curriculum, which offers practical, applied learning opportunities that connect directly to the labour market, and acknowledged the significant recent growth in undergraduate enrolments. They described the MIRHR program as CIRHR's flagship master's offering, citing its steady growth and central role in establishing the Centre's reputation as a leading institution in Canada. The reviewers applauded the scholarly accomplishments of CIRHR faculty, observing that the quality, quantity, and citation rates of their research rival those of top international peer institutions. They recognized faculty research for its breadth and impact, contributing to both foundational knowledge and policy development across multiple domains. The reviewers underscored CIRHR's strong internal culture and committed alumni network, whose enthusiasm and willingness to support the Centre are a major asset. Finally, they commended the Centre's strong and collegial leadership, which has fostered a culture of shared dedication and excellence.

The reviewers recommended that the following issues be addressed: addressing undergraduate student concerns regarding program delivery and support, including limited course options for Work and Organizations students, limited access to courses across CIRHR programs, and a lack of research and career development opportunities; clarifying the differences between the programs in Work and Organizations and in Industrial Relations and Human Resources; developing a broadly available first-year course to introduce students to the discipline, raise the Centre's profile, and attract students to enrol in its programs; developing a comprehensive plan to address PhD program concerns, including recruitment challenges, limited student funding relative to the cost of living in Toronto, inconsistent advising practices, and difficulty aligning entering students with areas of faculty expertise; formalizing cross-enrolment opportunities with cognate units, to broaden course offerings for PhD students; considering the usefulness and viability of the Certificate in Human Resource Management in relation to future enrolment expectations, the cost of administering it, and the effects it may have on enrolment in the Centre's undergraduate and graduate programs; developing an executive education strategy encompassing program offerings, resource requirements, and revenue targets, leveraging faculty expertise, alumni networks, and external partnerships; assessing CIRHR staff workloads and benchmarking against comparable units; engaging in strategic space planning to explore the feasibility of addressing immediate space constraints while planning for long-term growth

requirements; continuing efforts to engage faculty in units who could contribute to CIRHR's graduate teaching; exploring strategies to address existing tensions and strengthen interdepartmental collaboration; developing an alumni and external relations strategy to better leverage alumni and practitioner support; considering ways to distribute decision-making authority more broadly among faculty and developing a succession planning process for key leadership positions in the Centre; and undertaking a strategic planning process that considers the pace of expansion across programs, faculty and staff resources required to maintain instructional quality and student support, and other issues such as class sizes, faculty workload, and space constraints.

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

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

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The Arts & Science Dean's office monitors progress on Implementation Plans through periodic meetings with chairs and directors and through regular governance and curricular oversight.

The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than midway between the February 2025 UTQAP cyclical review and the year of the next site visit in 2032-33 on the status of the implementation plans.

The next review will be commissioned no later than the 2032-33 review cycle.

## **6 Distribution**

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On August 15<sup>th</sup> 2026, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Arts & Science, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to unit/program leadership.

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

## 1 Review Summary

<b>Program(s) Reviewed:</b>	International Relations, (HBA): Specialist, Major Certificate in International Affairs/Global Scholar
<b>Division/Unit Offering Program(s):</b>	Faculty of Arts and Science Trinity College
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"> <li>• Richard J. Samuel, Ford International Professor of Political Science and Director of the MIT-Japan Program, Department of Political Science, Massachusetts Institute of Technology</li> <li>• Kaija E. Schilde, Associate Dean of Studies, Jean Monnet Chair in European Security and Defense, and Associate Professor of International Relations, Frederick S. Pardee School of Global Studies, Boston University</li> </ul>
<b>Date of Review Visit:</b>	October 28, 2024
<b>Review Report Received by VPAP:</b>	January 29, 2025
<b>Administrative Response(s) Received by VPAP:</b>	September 12, 2025
<b>Date Reported to AP&amp;P:</b>	October 21, 2025

## **Previous UTQAP Review**

**Date: October 8-9, 2015**

### **Summary of Findings and Recommendations**

#### **Significant Program Strengths**

- Attracts an elite cohort of students and produces some of the most successful social science graduates at the University
- Distinctive curriculum built around three strong disciplines: political science, history, and economics
- High proportion of students participating in learning beyond the classroom

#### **Opportunities for Program Enhancement**

- Improving the curriculum, including creating more flexible requirements, reviewing upper level offerings, and offering more courses from other cognate departments
- Establishing a sustainable leadership structure and re-engaging the three main departments (political science, history, and economics) in the program
- Repositioning Trinity College's support for the program as clearly offered to all students

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

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### **Documentation Provided to Reviewers**

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

### **Consultation Process**

Vice-Dean Academic Planning and Associate Dean Student Affairs; Trinity College leadership; Faculty; undergraduate students; program administrative staff; members of relevant cognate units: Economics; Political Science; Geography & Planning; History.

# Current Review: Findings and Recommendations

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## 1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ International Relations Program (IRP) maintains prominence and attracts elite students
  - ▶ The Major and Specialist demonstrate exceptional qualities
  - ▶ “The IRP’s strengths result from its distinctive model: selective admission combined with intimate scale and interdisciplinary breadth and rigor”
  - ▶ Certificate in International Affairs (U of T Global Scholars) is increasingly popular, and offers access to elements of the International Relations program to students outside of the major and specialist
- Admissions requirements
  - ▶ Program’s selectivity produces close cohorts of students who demonstrate academic excellence and exhibit leadership potential
  - ▶ Certificate has resumed growth following the COVID-19 pandemic
- Curriculum and program delivery
  - ▶ Recent curricular innovations enhance the integration of program content and student experience
  - ▶ Curriculum increasingly reflects global nature of contemporary international relations, while providing rigorous foundational training
  - ▶ New courses address emerging challenges such as environmental sustainability and global governance
  - ▶ Curriculum’s access to courses in Economics, History and Political Science provides students with comprehensive interdisciplinary training
  - ▶ Four pathways provide specialization options that align with contemporary global affairs careers
  - ▶ Senior seminars blend academic and practical perspectives, and prepare students for diverse professional trajectories
  - ▶ New research and teaching interests in the Global South, urban studies, environmental governance and technological change have enhanced the IRP curriculum and align with global changes and student interest
- Innovation
  - ▶ Reviewers note new fourth year limited seminars as a key innovation, integrating curricular material and improving student and cohort experiences
  - ▶ Creation of dedicated Economics sections with stable faculty represents an especially successful innovation in specialized instruction
  - ▶ Program has adapted pandemic-era innovations in hybrid learning into permanent pedagogical improvements

- ▶ Faculty have been innovative, and the revised curriculum includes courses in emerging areas of global affairs scholarship
- Student engagement, experience and program support services
  - ▶ Program selectivity enables focused faculty attention on student development, and maintains high academic standards
  - ▶ Student initiatives such as *The Attaché* journal and the NATO Association publication provide platforms for original student research and analysis
  - ▶ IRP Alumni Association has developed effective mentorship and professional development opportunities that leverage graduate networks
  - ▶ Global Classrooms program creates substantive international partnerships that enhance student learning
  - ▶ Pearson-Sabia Distinguished Visitor Program integrates practitioner expertise into the curriculum
  - ▶ Access to Trinity's Canadian diplomacy archives provides students with unique research opportunities
  - ▶ Students value the program's flexibility
- Quality indicators – undergraduate students
  - ▶ Students are of exceptional quality, winning internationally competitive fellowship awards
- Quality indicators – alumni
  - ▶ Alumni have interdisciplinary “global studies” training that is valued in the workforce

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

- Objectives
  - ▶ Reviewers note concern that the Certificate may not be accomplishing its stated aim to help students achieve “global fluency”, given its minimal requirements and open enrolment
- Admissions requirements
  - ▶ Program's exceptional selectivity raises questions regarding student access and program scale
  - ▶ Reviewers note the 100-student cap is “somewhat arbitrary, with empirical evidence that there is no drop off in quality well beyond the 100<sup>th</sup> ranked applicant”
  - ▶ Administrative capacity issues have narrowed the admissions process to solely grade-based selection, which raises equity concerns; this process particularly disadvantages qualified candidates who may bring valuable perspectives but lack access to advanced academic preparation
- Curriculum and program delivery
  - ▶ “[A] too heavy reliance on cognate units is ill-advised at a moment when some disciplines have moved away from core topics in international affairs”
  - ▶ Some required courses face availability constraints, impacting students' ability to complete their chosen specializations
  - ▶ Students report a lack of engagement with third year focus seminars
  - ▶ Students report some disconnect with coursework and contemporary global affairs

- ▶ Language requirement in the Certificate “seems more symbolic than substantive”; and the single IR course does not appear targeted at comprehensive learning about the region in which the participant’s internship will take place
- ▶ Reviewers question whether growth in the Certificate is related to its non-competitive design; “without further adjustment, it will continue to grow but might not be up to the standards of the rest of the IRP’s exemplary offerings”
- Accessibility and diversity
  - ▶ Socioeconomic disparities create barriers to program access and success; those students who can afford to engage private tutoring for required economics courses enjoy significant advantages
  - ▶ Current internship structure favours well-connected students, and disadvantages first-generation students in securing professional placements
- Student engagement, experience and program support services
  - ▶ Students report difficulties synthesizing the knowledge and disciplinary approaches across their courses, and the absence of a dedicated methodology course leaves students lacking systematic training in quantitative and qualitative research methods
  - ▶ Internship program is “too narrowly constructed” and its placements appear too diplomacy-oriented

The reviewers made the following **recommendations**:

- Overall quality
  - ▶ Reviewers highlight the need for further assessment of the Certificate in International Affairs (U of T Global Scholars), emphasizing the importance of connecting language requirements to international experiences, ensuring that students complete coursework that is relevant to their international experience, and ensuring that students demonstrate their learning abroad and its impact on their intellectual development
- Curriculum and program delivery
  - ▶ Opportunities noted to establish greater curricular coherence and structure, and create a more comprehensive International Relations program
  - ▶ Explore the creation of one or more new foundational courses to establish a clear core curriculum in international studies, address emerging global issues, and clearly lay out the program’s guiding principles
  - ▶ Disciplinary shifts in cognate units offering courses to IR students are welcome and should be incorporated into student learning, but “not at the expense of a broadened, deepened, and consolidated core”
  - ▶ Consider ways to encourage greater curricular integration of history and theory with policy practice; possible approaches include distinguished visiting practitioners, courses co-taught by academics and practitioners, and inviting speakers to expand on the program’s excellent lecture series
  - ▶ Consider developing specialized program pathways that reflect current global affairs
  - ▶ Additional methodological training could strengthen student research capabilities and enhance preparation for diverse career trajectories

- ▶ Reviewers recommend “[b]uilding on successful models from other Trinity programs, such as the Ethics, Society, and Law Program, which grew its core curriculum while maintaining cognate course offerings”
- Innovation
  - ▶ Reviewers note potential for the program to develop offerings in the area of ‘Politics, Philosophy and Economy’, stressing the importance of moving to “an interdisciplinary global studies model that expands and integrates introductory core offerings in international relations”
- Accessibility and diversity
  - ▶ Additional administrative support could help overcome student access and wealth barriers, by developing more qualitative admissions criteria, arranging peer or alumni mentoring, and facilitating more avenues for professionalization
  - ▶ Implement systematic supports for students with fewer established networks for careers and advancement
- Student engagement, experience and program support services
  - ▶ Consider strengthening cross-disciplinary methodological training, particularly for students conducting independent research projects, and those hoping to pursue graduate studies
  - ▶ Expand international experience opportunities beyond traditional diplomatic training and placements
  - ▶ “Additional administrative resources [will reduce] the students’ burden to secure their own placements—a practice which works better for well-connected students and has been a barrier for first generation students”
  - ▶ Build structured mentorship programs, leveraging existing alumni relations efforts

## 2. Graduate Program(s) – n/a

## 3. Faculty/Research

The reviewers observed the following **strengths**:

- Faculty
  - ▶ Seven core faculty appointments including academics and practitioners ensure program coherence while maintaining connections to policy practice

## 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
  - ▶ Program benefits from a committed and generous alumni base
- Organizational and financial structure
  - ▶ Trinity College setting provides a rich sense of place and history
  - ▶ Program’s integration into Trinity College is beneficial to both Trinity and the program, providing a strong social network and intellectual foundation for students, “that sustains program capacity and nurtures intergenerational loyalty”
- Long-range planning and overall assessment
  - ▶ Program has addressed key challenges identified in previous review, while maintaining distinctive academic strengths
  - ▶ Program has demonstrated “remarkable resilience”, particularly through moving away from reliance on sessional instructors, and establishing a stable core faculty
  - ▶ “The curricular flexibility and student dynamism we encountered supports our assessment that the program is a key strategic resource for the University of Toronto”
  - ▶ “Overall, we are impressed by the reforms addressing previous structural challenges, and point the attention of the university leadership towards questions of growth and program sustainability that require careful alignment of resources and mission”
- International comparators
  - ▶ Compared to IR programs in larger academic units or divisions, the program enjoys a degree of independence from narrow disciplinary concerns

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

- Organizational and financial structure
  - ▶ Current physical infrastructure limits opportunities for program development and community building; the program and its stakeholders lack a common space that would help consolidate its identity
  - ▶ Administrative staff face operational and capacity constraints
  - ▶ Current staffing levels are not adequate to support experiential learning opportunities, resulting in missed internship placements
  - ▶ Program leadership position receives insufficient resources compared to peer programs, limiting capacity for strategic planning and curriculum development
  - ▶ Fragmentation of administrative space across multiple buildings impedes efficient program operation and community building
- Long-range planning and overall assessment
  - ▶ Program’s challenges “reflect broader tensions in interdisciplinary education and resource allocation”; reviewers heard that the faculty, staff and students have gone “above and beyond” to support the program’s success but also expressed concerns about the sustainability of these efforts.

- ▶ Program’s limitations “are observable in the course structure, administrative capacity, limited international internship opportunities, and equity concerns”

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Reviewers observe opportunities to cultivate alumni relationships and supports
  - ▶ Reviewers recommend further developing partnerships with international, global governance and private sector organizations
  - ▶ Developing a Faculty Fellows Program “could expand the intellectual community and enhance Program flexibility”
  - ▶ Reviewers highlight the importance of clarifying and strengthening key IRP institutional relationships; areas of consideration include: support for non-Trinity students, developing protocol for Munk School collaborations, creating formal structures for coordination with relevant academic units, and establishing supports for cross-unit initiatives
- Organizational and financial structure
  - ▶ Program would benefit from additional administrative capacity, particularly in the areas of student advising, internship coordination, career development services and strategic planning
  - ▶ “The program urgently requires consolidated space within Trinity College”
  - ▶ Identifying contiguous program space could enable efficient program administration, create student gathering and study spaces, support co-curricular activities, facilitate faculty-student interaction, provide space for visiting scholars and practitioners, help to engage other stakeholder units with the program, and consolidate the IR community and identity
  - ▶ Formalizing the IR Council could improve coordination between relevant cognate units and curriculum planning
  - ▶ Reviewers broadly recommend structural changes to institutionalize currently informal arrangements “that rely heavily on informal and individual stakeholder initiatives”
  - ▶ New Trinity College leadership creates opportunities to enhance operational efficiency, and priorities might include: implementing a more transparent budget process; assessing optimal program size; developing resource models to potentially support controlled growth; and ensuring sufficient administrative support for the program
  - ▶ Reviewers recommend considering directing additional resources towards IRP leadership, potentially via alumni fundraising; they note that the IRP director would benefit from clear budgetary authority, additional course release time, additional administrative support, and resources for curriculum development
- Long-range planning and overall assessment
  - ▶ Reviewers suggest that strategically revisiting the program size and overall curriculum may be warranted, though acknowledge limitations to potential expansion such as physical space, staff support, leadership capacity and faculty availability

- ▶ Reviewers note that the program stands at “a critical moment for further strategic development”; and the transition in Trinity College leadership and the implementation of the new Arts & Science budget model present important opportunities to explore program enhancements and consider optimal program size
- ▶ “Cost-sharing arrangements with the Faculty of Arts and Science offer potential pathways for program expansion”
- ▶ Noted donor and alumni interest could provide avenues for resource development through fundraising
- ▶ If the program pursues growth, reviewers highlight the importance of sufficient leadership capacity for implementing such changes; reviewers recommend exploring the creation of an associate director position, providing more resources for the director, or considering a co-director model between academic stakeholder units



September 12, 2025

Professor Nick Rule  
Vice-Provost, Academic Programs  
University of Toronto

**RE: UTQAP cyclical review of the International Relations program (Trinity College)**

Dear Prof. Rule,

I write in response to your letter of May 28, 2025, regarding the October 28, 2024, UTQAP cyclical review of the International Relations undergraduate program and the Certificate in International Affairs housed at Trinity College, and requesting our Administrative Responses. The following programs were reviewed: International Relations, Hons. BA (Specialist, Major); Certificate in International Affairs (U of T Global Scholar).

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers, Richard J. Samuels, Massachusetts Institute of Technology, and Kaija E. Schilde, Boston University for their very comprehensive review of the programs. We would also like to thank and acknowledge the College Principal, program coordinators, faculty, administrative staff, and all those who contributed to the preparation of the self-study. We also wish to thank the many staff, students, and faculty members who met with the external reviewers and provided thoughtful feedback. The UTQAP cyclical review process is an invaluable exercise that affords us the opportunity to take stock of our academic units and programs, to recognize achievement, and identify areas for improvement.

The review report was finalized on January 25, 2025, after which the Principal shared it widely with stakeholders in the program. We are extremely pleased with the reviewers' positive assessment of the overall strength of program and its outstanding, productive faculty.

The reviewers broadly observed that the International Relations program (IRP) maintains prominence and attracts elite students. It has addressed key challenges identified in its previous review while maintaining its distinctive academic strengths. Its selectivity produces close cohorts of remarkably strong students who display leadership potential, and enables focused faculty attention on student development. The curriculum provides rigorous foundational training while increasingly reflecting the global nature of international relations; and the Certificate in International Affairs (U of T Global Scholars) is increasingly popular. The IRP has demonstrated "remarkable resilience" in recent years, particularly through its move away from a reliance on sessional instructors and establishment of a stable core faculty, including academics and practitioners who ensure program coherence while maintaining connections to policy practice. Finally, the reviewers highlighted that the IRP's integration into Trinity College benefits both the program and the College, providing a strong social network and intellectual foundation for students, and producing a committed and generous alumni base. The

review report also raised several issues and challenges and identified areas for enhancement, including those summarized on the accompanying Review Recommendations Table.

Each of these recommendations has been addressed in the attached Review Recommendations Table, which outlines the unit's response, the Dean's response, and an Implementation Plan identifying action items and timelines for each recommendation. My Administrative Response and Implementation Plan was developed in consultation with the College Principal and with the Vice-Dean, Academic Planning, and senior leadership within my office. The Implementation Plan provided identifies timeframes of immediate- (six months), medium- (one to two years), and longer- (three to five years) term actions and who (Faculty, Dean, unit) will take the lead in each area. I also identified any necessary changes in organization, policy, or governance, where appropriate, as well as any resources, financial or otherwise, that will be provided, and who will provide them.

The next UTQAP cyclical review of the International Relations program and the Certificate in International Affairs (U of T Global Scholar) will take place no later than the 2031-32 review cycle. My office monitors progress on Implementation Plans through periodic meetings with unit leadership. I also acknowledge that your office will request a brief Interim Monitoring Report midway between the October 2025 UTQAP cyclical review and the year of the next site visit in 2031-32 to report on progress made on the Implementation Plan as outlined in the accompanying Review Recommendations Table.

Thank you very much for the opportunity to respond to the review report. The reviewers' comments and recommendations will help inform the future priorities of the International Relations program and the Certificate in International Affairs.

Sincerely,



Stephen Wright  
Acting Dean, Faculty of Arts & Science  
Professor, Department of Ecology & Evolutionary Biology

cc.

Kevin O'Neill, Dean of Arts and Vice-Provost, Trinity College  
Timothy Sayle, Director, International Relations Program, Trinity College  
Gillian Hamilton, Vice-Dean, Academic Planning, Faculty of Arts & Science  
Ebba Kurz, Interim Associate Dean, Unit-Level Reviews, Faculty of Arts & Science  
Caitlin Burton, Senior Manager, Curriculum, Change & Reviews, Office of the Dean, Faculty of Arts & Science  
Lachmi Singh, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-Provost, Academic Programs  
Andrea Benoit, Academic Planning & Review Officer, Office of the Dean, Faculty of Arts and Science

## 2024-25 UTQAP Review of FAS International Relations Program (housed in Trinity College) - Review Recommendations

Please do the following for each recommendation in the table:

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

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Program Response	Dean's Response
The reviewers broadly highlighted opportunities to strengthen curricular coherence and structure in the International Relations program. They further noted that additional methodological training could strengthen student research capabilities and enhance preparation for diverse career trajectories.	1.	"The curriculum structure should be further modified for coherence beyond the current distribution requirements across cognate units as they intersect with global affairs. The purpose of this effort would be to create additional courses and curriculum design to reinforce the core of international studies and address emerging global issues, combined with a vision/mission statement that lays out clearly the IRP's guiding principles. Reforms may include an additional comprehensive first year core class that acknowledges the salience of new global challenges, e.g. sustainability, technology/innovation diffusion, regional and civil war, nuclear proliferation, and the redistribution of global power."	<b>Short to medium term [6 months to 1 year]:</b> Strike Curriculum Review Committee - The International Relations Program has prioritized curriculum review to enhance coherence beyond existing distribution requirements. A Curriculum Review Committee will be established in 2025–2026 to develop new courses, reinforce core studies, and integrate emerging global challenges, supported by a clear vision and mission statement guiding future program reforms.	<b>Immediate- medium term:</b> The Arts & Science Dean's office (ASDO) supports the program's curricular renewal, and the Vice-Dean Undergraduate and Associate Dean Teaching & Learning are available for any needed guidance and assistance to the incoming program director. Funding is available from the ASDO to support unit retreats to discuss curricular matters.  The ASDO can also facilitate the unit's introduction to the Curriculum Development Specialist in the office of the Vice-Provost, Innovations in Undergraduate Education, for specific guidance on curriculum mapping.
		"We recommend:		
	2.	<ul style="list-style-type: none"> <li>• Offering additional methodological training.</li> </ul>	<b>Short to medium term [6 months to 1 year]:</b> Strike Curriculum Review Committee - All noted priorities—including added methodological training, specialized pathways, foundational courses, and models	<b>Immediate- medium term:</b> The ASDO supports the program's outlined approach to curricular renewal in this area. Also see above #1.

			from other programs—will be addressed by the Curriculum Review Committee’s work.	
	3.	<ul style="list-style-type: none"> <li>Developing specialized pathways reflecting current global affairs.</li> </ul>	ibid.	See #2, above.
	4.	<ul style="list-style-type: none"> <li>Building on successful models from other Trinity programs, such as the Ethics, Society, and Law Program, which grew its core curriculum while maintaining cognate course offerings.”</li> </ul>	ibid.	See #2, above.
	5.	“...one or more new foundational courses would establish a clear core curriculum in international studies.”	ibid.	See #2, above.
The reviewers noted that, although the program’s exceptional selectivity produces close cohorts of strong students and enables focused faculty attention on their development, the solely grade-based admissions process raises concerns regarding equity and access; they further observed that socioeconomic disparities among students can create barriers to both program access and success. They recommended exploring the development of more qualitative program admissions criteria.	6.	“Overall, additional staff or administrative support can help overcome access and wealth barriers, by creating more qualitative admissions criteria, arranging peer or alumni mentoring, and facilitating more avenues for professionalization.”	<b>Medium to long term [2 to 3 years]:</b> Explore feasibility of a holistic admissions process - While a holistic admissions process that incorporates qualitative criteria is the ideal to promote equity and access, its implementation will depend on available staffing capacity to ensure fairness and sustainability. The program remains committed to exploring this approach while balancing operational feasibility and maintaining high standards for student selection.	<b>Immediate- medium term:</b> The A&S Office of EDI is also available for guidance on best practices in these areas. The Office of the Faculty Registrar is already exploring ways to streamline the admission process for some A&S programs that require supplemental information from students.  The ASDO Administrative HR team can work with the College to assess the program’s staffing needs in these areas.
The reviewers raised concerns that the Certificate in International Affairs (U of T Global Scholars) may not be achieving its stated aim to help students achieve “global fluency,” given its minimal requirements and open enrolment. They urged further assessing the Certificate, and pursuing adjustments as appropriate to ensure that it maintains the same high quality as other IRP offerings.		“The Certificate in International Affairs (UofT Global Scholars) should be reviewed.”	<b>Short to medium term [6 months to 1 year]:</b> Discontinue Certificate in International Affairs. Following the UTQAP review process, the International Relations Program will discontinue the Certificate in International Affairs. The review determined its minimal requirements and open enrollment fell short of advancing “global fluency” and matching program standards. Resources will be redirected to strengthening core offerings and deepening student engagement with global issues.	<b>Immediate- medium term:</b> The ASDO thanks the reviewers for their recommendations on specific aspects of the Certificate to review (outlined below in #7, #8, #9). The College, new program director, and ASDO will meet to discuss the possibility of the Certificate's closure, the scope of consultation required, and begin development of a governance proposal if/when appropriate.
	7.	<ul style="list-style-type: none"> <li>“The language requirement should be connected to the international experience.”</li> </ul>	ibid	ibid

	8.	<ul style="list-style-type: none"> <li>“Students should be required to have successfully completed at least one course relevant to their international experience.”</li> </ul>	Ibid	Ibid
	9.	<ul style="list-style-type: none"> <li>“Students should also be required to submit an analytical product reflecting on what they learned abroad and its impact on their intellectual development.”</li> </ul>	Ibid	Ibid
<p>The reviewers noted some concerns that current internship opportunities may be too narrowly focused on traditional diplomatic training and placements. They recommended that the program explore expanding experiential learning opportunities to offer a “broader palette” of experiences to students, and implementing systematic supports for students with fewer established networks for careers and advancement.</p>	10.	<p>“The program should expand its international experience opportunities beyond traditional diplomatic training and placements. The internship is currently too narrowly constructed. Its placements seem too heavily diplomacy-oriented. Placements in Canadian embassies and consulates abroad can be of immense value to many students, but the administration might do well to offer a broader palette of experiences to students.”</p>	<p>These comments are appreciated. The International Relations Program does not currently include an internship or other formal international experience component, although some students independently arrange placements (e.g., at embassies or consulates) outside of the program structure. In line with the UTQAP report’s recommendation, the Program will explore the development of new, more expansive experiential learning opportunities. Such initiatives are staff intensive, and their scope and implementation will depend on available staffing capacity to ensure equitable access and meaningful support for all students pursuing diverse global career pathways.</p>	<p><b>Immediate- long term:</b> The A&amp;S ELOS office is available for consultation and to support the program in developing more experiential learning-based opportunities and options for students in the program. The ASDO Administrative HR team can also work with the College to assess the program’s staffing needs in these areas.</p>
		<p>“We recommend:</p>		
	11.	<ul style="list-style-type: none"> <li>Developing partnerships with international, global governance, and private sector organizations including NGOs, banks, multinational firms (including those that are science and technology based), and other global affairs actors</li> </ul>	Ibid	See #10, above.
	12.	<ul style="list-style-type: none"> <li>Establishing a dedicated placement officer/career development support position</li> </ul>	Ibid	See #10, above.
	13.	<ul style="list-style-type: none"> <li>Building structured mentorship programs, leveraging existing alumni relations efforts</li> </ul>	Ibid	See #10, above.
	14.	<ul style="list-style-type: none"> <li>“[We recommend:] Implementing systematic support for students with fewer established networks for careers and advancement”</li> </ul>	Ibid	See #10, above.

<p>The reviewers highlighted the importance of clarifying and strengthening key IRP relationships. They suggested that areas of focus might include provision of supports for non-Trinity students; and developing formal structures and protocols to support collaboration and coordination with cognate units.</p>		<p>“As a part of the strategic review efforts, the IRP must clarify and strengthen key institutional relationships:</p>	<p><b>Short to medium term [6 months to 1 year]:</b> Strengthen key relationships - Clarifying and strengthening key relationships is a high priority for the International Relations Program. Efforts will focus on enhancing supports for non-Trinity students and establishing formal structures and protocols to improve collaboration and coordination with cognate units, ensuring more integrated and effective engagement across the program’s academic partnerships.</p>	<p>See #15-18, below.</p>
	15.	<ul style="list-style-type: none"> <li>Maintaining Trinity College “ownership” while supporting non-Trinity students</li> </ul>	<p><b>Short to medium term [6 months to 1 year]:</b> Strengthen key relationships - The IR Program will continue maintaining Trinity College’s leadership while providing robust support for non-Trinity students, ensuring high-quality engagement and equitable access across the program community.</p>	<p><b>Immediate-long-term:</b> The ASDO supports this approach to ensuring equity for all A&amp;S students in the International Relations program.</p>
	16.	<ul style="list-style-type: none"> <li>Developing clear protocols and opportunities for Munk School collaboration</li> </ul>	<p>Discussions to develop clear protocols and collaborative opportunities with the Munk School are already underway, aiming to strengthen coordination and mutually beneficial engagement between programs.</p>	<p><b>Immediate-long term:</b> The ASDO supports the unit’s relationship-building with the Munk School of Global Affairs and Public Policy and invites the College and program leadership to discussions with the Vice-Dean Undergraduate and Vice-Dean Academic Planning to identify opportunities.</p>
	17.	<ul style="list-style-type: none"> <li>Creating formal structures for departmental coordination, e.g. an enhanced IR Council</li> </ul>	<p><b>Short to medium term [6 months to 1 year]:</b> Strengthen key relationships - The spirit of this comment is well taken; however, establishing an enhanced IR Council may not be feasible. Alternative approaches to formal departmental coordination will be explored.</p>	<p><b>Immediate- medium term:</b> The ASDO supports the program as it explores feasible ways to strengthen internal coordination.</p>
	18.	<ul style="list-style-type: none"> <li>Establishing systematic support for cross-unit initiatives”</li> </ul>	<p><b>Short to medium term [6 months to 1 year]:</b> Strengthen key relationships - Establishing systematic support for cross-unit initiatives is a top priority, ensuring effective collaboration, coordination, and resource-sharing across programs to enhance the overall impact of the IR curriculum.</p>	<p><b>Immediate- medium term:</b> The ASDO supports mutually beneficial relationships between the program and its cognate units and is happy to facilitate these wherever needed.</p>

<p>The reviewers observed that the IRP stands at “a critical moment for further strategic development,” noting that the transition in Trinity College leadership and the implementation of the new Arts &amp; Science budget model present important opportunities both to pursue program enhancements, and to consider the optimal program size relative to available resources and physical infrastructure.</p>	19.	<p>“Strategic growth would require parallel expansion of support services but could address both access concerns and operational constraints. Cost-sharing arrangements with the Faculty of Arts and Science offer potential pathways for program expansion. Strong donor and alumni interest could provide additional avenues for resource development, in the form of fundraising for administrative support or an endowed chair for the program director.”</p>	<p>Agreed that strategic growth requires expanded support services, with cost-sharing, donor, and alumni engagement offering promising pathways to address access, operational needs, and program expansion.</p>	<p><b>Immediate- medium term:</b> The ASDO, with the guidance and support of Office of the Vice-Provost, Academic Planning, is available to engage in discussions with Trinity College leadership regarding both strategic direction and substantive programmatic change.</p>
		<p>“New Trinity College leadership creates an opportunity to enhance operational efficiency. Priorities should include:</p>	<p>Agreed</p>	<p>See #20-23, below.</p>
	20.	<ul style="list-style-type: none"> <li>Implementing transparent budgeting processes</li> </ul>	<p><b>Short to medium term [6 months to 1 year]:</b> Make budgets transparent - Implementation of transparent budgeting processes is underway; the IR Program remains committed to improving clarity, accountability, and resource management.</p>	<p><b>Immediate term:</b> The ASDO is pleased that this recommendation is currently being addressed by the program and College leadership.</p>
	21.	<ul style="list-style-type: none"> <li>Conducting strategic review of optimal program size, with the goal of expanding enrollment beyond the current 100-student limit</li> </ul>	<p>Short to medium term [6 months to 1 year]: Settle budgets model - Open to a strategic review of optimal program size to expand enrollment beyond 100 students, contingent on the outcome of funding model discussions.</p>	<p><b>Immediate term:</b> The ASDO supports the program’s and College’s approach to this matter.</p>
	22.	<ul style="list-style-type: none"> <li>Developing resource models to support controlled growth, building on a partial tuition revenue model</li> </ul>	<p>This comment does not reflect an understanding of how Federated Colleges operate; resource models for controlled growth must account for their unique administrative and financial structures.</p>	<p><b>Immediate term:</b> The ASDO thanks the reviewers for this recommendation, but it is not feasible for the structure of a Federated College at U of T.</p>
	23.	<ul style="list-style-type: none"> <li>Creating additional administrative support positions”</li> </ul>	<p><b>Medium to long term [2 to 3 years]:</b> Explore new staff - We are in full agreement that additional administrative support positions are needed, though their creation will depend on available funding and resource allocation within the program.</p>	<p><b>Immediate- medium term:</b> The ASDO Administrative HR team will work with the College to assess the program’s staffing needs.</p>
		<p>“We recommend additional resources be directed towards the IRP director. This could be done initially via alumni fundraising for a new endowed chair. The IRP director should have:</p>	<p>See unit’s and Dean’s responses, below, #24-27.</p>	

	24.	<ul style="list-style-type: none"> <li>• Clear budgetary authority</li> </ul>	<b>Short to medium term [6 months to 1 year]:</b> Support IR Director - The IR director now has clear budgetary authority, enabling more effective financial decision-making, resource allocation, and strategic planning to support program growth and operational efficiency.	<b>Immediate term:</b> The ASDO is pleased that this recommendation has been addressed by the program and College leadership.
	25.	<ul style="list-style-type: none"> <li>• Additional course release time for strategic planning</li> </ul>	<b>Short to medium term [6 months to 1 year]:</b> Support IR Director - The IR director currently receives a 0.5 FCE course release; any additional release time for strategic planning will depend on resource availability and program priorities.	<b>Immediate- medium term:</b> The ASDO supports this initiative; Academic HR is available for consultation on this matter, if needed.
	26.	<ul style="list-style-type: none"> <li>• Additional administrative support staff</li> </ul>	<b>Short to medium term [6 months to 1 year]:</b> Support IR Director - Additional administrative support staff are recognized as important, but their implementation will depend on available resources and budgetary capacity within the program.	See #23, above.
	27.	<ul style="list-style-type: none"> <li>• Resources for curriculum development”</li> </ul>	<b>Short to medium term [6 months to 1 year]:</b> Support IR Director - This recommendation has been addressed by directing \$20,000 in programming funds to support the IRP director for the 2025–2026 academic year.	<b>Immediate term:</b> The ASDO is pleased that this recommendation has been addressed by the program and College leadership.
The reviewers noted concerns that constraints on the IRP’s current physical infrastructure may limit opportunities for program development and community building. They recommended exploring the possibility of identifying contiguous space for the program.	28.	“The program urgently requires consolidated space within Trinity College. Current physical fragmentation impedes program development and community building.”	<b>Short to medium term [6 months to 1 year]:</b> Support IR Director - Consolidated space for the program is a central pillar of Trinity’s new academic strategic plan, addressing current fragmentation that hinders program development, collaboration, and community building.	<b>Immediate- long term:</b> The ASDO is pleased that this recommendation has been addressed by the program and College leadership. The Dean’s office acknowledges the challenges inherent in the increased space demands for its units and is pleased that the College is addressing this issue.

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

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*Note: This section will be updated by the Office of the Vice-Provost, Academic Programs after the conclusion of the governance cycle, using language verbatim from the approved Report of the AP&P committee meeting.*

### 4 Institutional Executive Summary

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The reviewers broadly observed that the International Relations program (IRP) maintains prominence and attracts elite students. It has addressed key challenges identified in its previous review while maintaining its distinctive academic strengths. Its selectivity produces close cohorts of remarkably strong students who display leadership potential, and enables focused faculty attention on student development. The curriculum provides rigorous foundational training while increasingly reflecting the global nature of international relations; and the Certificate in International Affairs (U of T Global Scholars) is increasingly popular. The IRP has demonstrated “remarkable resilience” in recent years, particularly through its move away from a reliance on sessional instructors and establishment of a stable core faculty, including academics and practitioners who ensure program coherence while maintaining connections to policy practice. Finally, the reviewers highlighted that the IRP’s integration into Trinity College benefits both the program and the College, providing a strong social network and intellectual foundation for students, and producing a committed and generous alumni base.

The reviewers recommended that the following issues be addressed: strengthening curricular coherence and structure in the program and exploring providing additional methodological training; exploring the development of more qualitative program admissions criteria to address concerns regarding equity and access; further assessing the Certificate, and pursuing adjustments as appropriate to ensure that it maintains the same high quality as other IRP offerings; exploring the expansion of experiential learning opportunities to offer a “broader palette” of experiences to students, and implementing systematic supports for students with fewer established networks for careers and advancement; clarifying and strengthening key IRP relationships; leveraging the transition in Trinity College leadership and the implementation of the new Arts & Science budget model to pursue program enhancements, and to consider the optimal program size relative to available resources and physical infrastructure; and exploring the possibility of identifying contiguous space for the program.

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

## 5 Monitoring and Date of Next Review

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The Arts & Science Dean's office monitors progress on Implementation Plans through periodic meetings with chairs and directors and through regular governance and curricular oversight.

The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than midway between the October 2024 UTQAP cyclical review and the year of the next site visit in 2031-32 on the status of the implementation plans.

The next review will be commissioned no later than the 2031-32 review cycle.

## 6 Distribution

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On August 15<sup>th</sup> 2026, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Arts and Science, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to program leadership.

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

## 1 Review Summary

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<b>Program(s) Reviewed:</b>	Sexual Diversity Studies (HBA): Specialist, Major, Minor
<b>Unit Reviewed:</b>	Mark S. Bonham Centre for Sexual Diversity Studies
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"> <li>• Dana Luciano, Associate Professor of Women's, Gender, and Sexuality Studies, School of Arts &amp; Sciences, Department of English, Rutgers University – New Brunswick</li> <li>• Amber Musser, Professor of English and Africana Studies, Graduate Centre, The City University of New York</li> </ul>
<b>Date of Review Visit:</b>	February 6, 2025
<b>Review Report Received by VPAP:</b>	June 13, 2025
<b>Administrative Response(s) Received by VPAP:</b>	September 12, 2025
<b>Date Reported to AP&amp;P:</b>	October 21, 2025

## Previous UTQAP Review

**Date:** April 7, 2017

### Summary of Findings and Recommendations

#### Significant Program Strengths

- Superb faculty who are exceptional teachers and have had an important impact on the growth and development of the field
- Impressive undergraduate program with increased enrolment, innovative courses within an interdisciplinary curriculum, and service-learning opportunities
- Broad and deep expertise, drawing on faculty from academic units in multiple divisions and the University of Toronto Libraries
- Publications and projects have appeared in high-quality, influential scholarly and popular venues

Bonham Centre's 2014 World Pride Human Rights Conference and other conferences contribute to its high research profile

#### Opportunities for Program Enhancement

- Conducting undergraduate curriculum revisions, including to introductory and elective course requirements, and increasing attention to racial/ethnic diversity, including non LGBT sexualities, as well as transnational and multiracial dimensions of sexualities
- Offering professional training to address instructors' concerns with teaching sensitive and contentious social issues
- Increasing the faculty complement through new hires, while attending to racial/ethnic diversity, and increasing contributions from cognate units to address faculty-student interaction, currency of the curriculum and research, and administrative support
- Diversifying funding strategies and increasing permanent staff
- Re-activating the Curriculum Subcommittee of the Steering Committee to support regular curriculum review and collaboration and coordination across the program
- Developing relationships with cognate programs and units on the three campuses, including with the Women and Gender Studies Institute, as well as with other universities and organizations
- Discussing the unit's EDU classification

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

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

## Consultation Process

Faculty, students, administrative staff and senior program administrators as well as members of relevant cognate units as determined by the commissioning officer: Vice-Dean Academic Planning, Acting Vice-Dean, Undergraduate, Interim Associate Dean, Unit-level Reviews; Director; Faculty; Administrative staff; undergraduate students; Chairs and Directors of cognate units [Cinema Studies Institute, Centre for Comparative Literature, Department of English, Department of Political Science, Department for the Study of Religion, Curriculum Teaching and Learning (OISE), Women & Gender Studies Institute] as well as affiliated faculty and affiliated postdoctoral fellows

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Overall quality of SDS undergraduate programming is impressive
  - ▶ SDS “punches above its weight” in terms of programming, coursework, and other offerings for undergraduates
  - ▶ SDS offers an intellectually rigorous curriculum for sexuality studies, and opportunities for community for students, faculty, and staff
- Objectives
  - ▶ SDS undergraduate program enables students to focus on the diversity of sexual formations and their practices, histories, and theories; program is designed to allow students to study sexuality across an array of humanistic, social science, and scientific disciplines
  - ▶ Intellectual Reasoning and Knowledge, Critical Inquiry and Creative Literacy, Social Awareness and Understanding Power, Self-Reflexivity and Community Engagement and Global Consciousness identified as key program goals
  - ▶ Students attain a strong grasp of sexuality as an analytic frame that can be applied widely and to their own specific interests; the focus on sexuality is unique to SDS
  - ▶ Program’s thematic clusters are well-considered to accommodate students with diverse interests
- Admissions requirements
  - ▶ Required introductory courses are appropriate ways for students to develop tools to engage with sexuality studies as a discipline
- Curriculum and program delivery
  - ▶ SDS reaches many students through an extremely popular 200 level-course (“Queer Popular Culture”); this course also helps to bring widespread awareness of sexuality studies and the issues of sexual minorities to the broader University community

- ▶ “Queer Popular Culture” course serves a recruiting function for the SDS undergraduate programs; reviewers credit this success to students’ highly favorable opinions of the instructor, the clarity offered by the course title, and the lack of prerequisites
- ▶ Interdisciplinary SDS curriculum highlights the diversity of approaches to sexuality studies
- ▶ Commitment to undergraduate research and community engagement is a notably distinctive aspect of SDS; students have opportunities to develop their own research plans through a sequence of courses devoted to queer methods and 400-level capstone courses
- ▶ Undergraduate students spoke “lucidly and enthusiastically about their research interests and their collaborations with research mentors”
- Accessibility and diversity
  - ▶ Queer/feminist pedagogical practices incorporated into the program include leeway for accommodations and other life events; students praised this treatment as helping them feel motivated to continue making progress in their programs
- Assessment of learning
  - ▶ Students commented that assessments were fair and that courses felt appropriately challenging
- Student engagement, experience and program support services
  - ▶ 100- and 200-level courses, developed following the previous UTQAP review, have successfully recruited a number of majors to the program and helped to foster a robust sense of community centered around sexuality studies in the university
  - ▶ Students report feeling supported by the faculty in both formal and informal ways
  - ▶ Students praised small course sizes in upper-level courses as important to the program’s intellectual rigor and to establishing a sense of community
  - ▶ Queer and Trans Research Lab (QTRL) allows undergraduates to work with graduate students, faculty, and postdoctoral fellows to develop research skills; “QTRL provides the opportunity for many different types of research into many different topics and geographies, including an increasing focus on Indigenous studies and on topics beyond North America”
  - ▶ Students praised the availability of research opportunities to bring their research into their own communities, and to consider their future career paths
  - ▶ Various lecture series give students opportunities to learn from globally renowned scholars discussing pressing issues in sexuality studies
  - ▶ Opportunities to help organize the Sexual Representation Collection archive provides excellent professional training for students
  - ▶ Students were effusive in their praise of the quality of instruction from all faculty members
- Quality indicators – undergraduate students
  - ▶ Robust and consistently high enrolments in specialist, major, and minor programs
  - ▶ Notable increase in the number of minors, which speaks to student interest and excitement about SDS
  - ▶ SDS student GPAs were above the University average

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

- Curriculum and program delivery
  - ▶ Students expressed a desire for more advanced courses in Trans Studies, and for courses devoted to more specific subspecialties within sexuality studies
- Student engagement, experience and program support services
  - ▶ Students commented that more advising would be helpful in navigating programs and course selections
  - ▶ Students noted that the SDS undergraduate advisor was overworked
  - ▶ Students experience challenges enrolling in popular 200-level courses which have no prerequisites, often due to high demand from students not enrolled in SDS programs

The reviewers made the following **recommendations**:

- Objectives
  - ▶ Continue nurturing SDS's unique and globally important focus on sexuality studies
- Curriculum and program delivery
  - ▶ Expand the number of seats available for high-demand 200-level courses, with potential to attract additional program enrolments, and improve awareness of sexuality studies across campus
  - ▶ Expand opportunities for students to take advanced courses , including in the emergent field of asexuality studies, and courses focusing on theories of kinship, relationships, and desire; “these new areas of inquiry would enhance an already strong curriculum”
  - ▶ Increased focus on international queer studies would align with SDS's global reach
  - ▶ Rather than increasing enrolment caps for individual sections of popular courses, reviewers recommend offering additional sections to address demand without compromising instructional quality
  - ▶ As a “gateway course” that helps students discover sexuality studies, increasing access and maintaining high instructional quality are notably important for “Queer Popular Culture” course
- Accessibility and diversity
  - ▶ Program would benefit from focused course offerings in Queer Indigenous Studies, Queer of Colour Critique, and Black Queer Studies; offering such courses would align with the University's goal of teaching and retaining Indigenous and Black students
- Student engagement, experience and program support services
  - ▶ Students suggested implementing a peer mentoring system
  - ▶ Student advising could be strengthened through fostering connections between SDS undergraduates and graduate students working in sexuality and trans studies; opportunities for involvement with undergraduate programs and the QTRL would also benefit graduate students
  - ▶ Students expressed receptiveness to more diverse of modes of instruction, including remote learning options
  - ▶ Explore ways to support SDS program students through prioritized enrolment in popular high-demand courses

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

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Faculty represent a distinctive program strength, conducting high quality research across a wide range of disciplines
  - ▶ Faculty are well-published and deeply engaged with emerging scholarly conversations, situating the Bonham Centre as an international site for cutting-edge research in sexuality studies
- Research
  - ▶ Faculty have been very successful at producing high quality research; faculty output of scholarly and creative works “is quite high especially given the depression in productivity occasioned by the COVID-19 Pandemic”
- Faculty
  - ▶ Core faculty for the program are very well-qualified and well-regarded in their fields
  - ▶ Faculty receive extremely high teaching evaluations
  - ▶ SDS faculty have accomplished stellar teaching and research in sexuality studies despite “bearing the burden of joint appointments, which often carry significantly higher (and less clear) service expectations”

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

- Faculty
  - ▶ Some faculty, particularly junior and/or term-limited faculty, are at risk of burnout if more support is not found
  - ▶ Jointly-appointed faculty, especially “junior faculty and BIPOC faculty,” are often overtaxed by departmental demands and student needs
  - ▶ Sessional faculty teach a significant proportion of SDS courses; precarity of sessional work means instructors “are frequently looking for more permanent employment and are often hired elsewhere, creating a constant staffing burden for the program”
  - ▶ Program is highly dependent on a CLTA position for teaching core classes and providing undergraduate advising; “it is a weakness of the program that this is a temporary position”
  - ▶ Limited number of faculty lines devoted specifically to SDS leads to difficulty building appropriate sequencing and intellectual depth into curriculum
  - ▶ Small number of majority faculty appointments have been secured through specific arrangements with other units; SDS’s status as an EDU:B makes these arrangements precarious

The reviewers made the following **recommendations**:

- Faculty
  - ▶ Increase SDS faculty complement to increase the depth of available course offerings, reduce reliance on sessional faculty, ensure stable delivery of courses, and support the program’s broader intellectual goals
  - ▶ Adding to the SDS faculty complement may ease the service burden on existing faculty, who are often overburdened due to joint-appointments
  - ▶ CLTA position noted as critical to the success of the program; reviewers strongly urge that this role be converted into a permanent teaching-stream appointment exclusively within SDS
  - ▶ Consider seeking new appointments to fulfill identified curricular needs in Indigenous studies, Queer of Colour Critique, and Black Queer Studies, as well as transnational approaches to queer and trans life with a focus on the Global South
  - ▶ Closely examine the challenges faced by faculty with joint appointments, which often carry “significantly higher (and less clear) service expectations” and identify opportunities to provide additional support
  - ▶ Explore ways to reduce the risk of burnout for jointly-appointed faculty, especially for “junior faculty and BIPOC faculty”
  - ▶ Clarify service expectations for jointly-appointed faculty, with reductions where possible; consider allowing course releases to support extraordinary service and advising labour

#### 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
  - ▶ SDS program provides unique opportunities “for undergraduates to engage with artists and questions of social through the Artist in Residence Program, the Postdoctoral Fellowship, and the Community Leadership Residency”; these programs “bring intellectual energy to campus” and further integrate SDS with “the broader community of people interested in sexuality studies both inside and outside of the academy”
  - ▶ QTRL program creates appropriate and exciting opportunities for faculty and students to learn from each other, and for the supervision of experiential learning opportunities
  - ▶ SDS prizes and special awards night demonstrate to students the value of pursuing research in SDS, and bring the community together to celebrate accomplishments and the importance of SDS as a field

- ▶ Notably high morale within the Centre, particularly given contemporary challenges facing the queer and trans communities; morale can be attributed in part to the strength and dynamism of SDS programming
- ▶ SDS director is very encouraging of co-sponsored events with other units, and has been extremely successful at fundraising for event support
- ▶ SDS events create important opportunities for establishing and sustaining connections within the SDS community, provide undergraduates with the chance to learn more about the discipline, and increase the visibility and impact of the program on campus and beyond
- ▶ Bonham Centre has productive partnerships with other units, including events, jointly offered courses, and joint faculty appointments
- Organizational and financial structure
  - ▶ SDS fundraising has been highly effective, including a recent multi-million dollar endowment for the QTRL
  - ▶ SDS space is “beautifully appointed”
- Long-range planning and overall assessment
  - ▶ High enthusiasm for SDS; students and faculty alike are deeply committed to its mission and excited about its successes
  - ▶ Reviewers consistently heard SDS described as a “remarkably impactful and efficient unit” that has produced major innovations and interventions with limited resources, formed meaningful connections within the University and beyond, and helped establish U of T as a leader in trans and queer studies
  - ▶ SDS has potential to attract international students through its unique status as a premiere institution for sexuality studies
  - ▶ SDS performs well across nearly all areas of the FAS Academic Plan
  - ▶ SDS is well positioned to meet ongoing challenges; structural reforms within the new budget model should enable the Centre to maintain and build on its existing strengths in teaching and programming
  - ▶ SDS course offerings and programming are consistent with the University’s academic plan and its commitment to critical thinking, community engagement, and the retention of underserved minority students and faculty
- International comparators
  - ▶ SDS “stands alone as an international center for research in sexuality studies”
  - ▶ SDS is the only undergraduate program in North America devoted exclusively to sexuality studies; its distinctive mission is well supported by the dedication of the faculty involved
  - ▶ Specialized focus on sexuality studies has permitted SDS to hone its strengths and build a strong international reputation; recent success in programming, fundraising, and community relations have raised its international profile substantially
  - ▶ SDS course offerings and faculty scholarship tend to draw more heavily on theoretical approaches central to queer/trans studies than its international peers

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

- Organizational and financial structure
  - ▶ New FAS budgeting model “makes it difficult for units to receive credit for shared teaching labor, which could damage SDS’s ability to represent the number of students its courses reach and thus to obtain resources to maintain their impact”
  - ▶ SDS has been successful in fundraising, but most funds are earmarked for specific purposes and cannot be used for curricular development or faculty hiring
  - ▶ Program administrator and business officer duties are currently performed by a single person and reviewers raise concerns related to workload
  - ▶ As an EDU:B, SDS cannot hold majority faculty appointments which places limitations on SDS’s ability to determine course content
  - ▶ “Lack of EDU-A status has significantly hampered the growth and autonomy of SDS as a unit”; SDS currently cannot exercise full control over its own curriculum and cannot benefit from the increased autonomy and control granted by the new budgetary model
  - ▶ Maintaining shared faculty appointments at 49% or less, as required due to EDU-B status, creates difficulties around joint appointments
  - ▶ EDU:B status prevents SDS from growing in certain directions, including the development of a standalone sexuality studies MA or PhD program
  - ▶ Current SDS space is small and the program may outgrow it
- Long-range planning and overall assessment
  - ▶ Inability to offer additional seats to students has hampered SDS program growth
  - ▶ SDS progress on FAS Academic Plan priority #3 (Indigenous Teaching, Research and Learning) is constrained by lack of resources and teaching staff
  - ▶ Reviewers expressed concern regarding budget constraints and resource scarcity

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Explore ways to offer more courses, including through creating partnerships with existing faculty in graduate-only departments or schools (e.g., OISE, Social Work, or Law)
  - ▶ Increased connections (e.g., through mentorships or joint research) between graduate students active in trans/sexuality studies and SDS undergraduates would provide valuable support for students’ intellectual/personal growth and professional development
  - ▶ Growth of programs such as SDS sustains the university’s mission and supports high morale across both the campus and the broader community
- Organizational and financial structure
  - ▶ “In order to remain sustainable, SDS should be granted EDU-A status so that it can hold majority faculty lines, make hires, and exercise greater control over curriculum and resource management”
  - ▶ EDU-A status would enable SDS to work with other units to potentially adjust line weight for teaching positions, further stabilizing its offerings

- ▶ Consider optimal SDS staff complement size and configuration of positions as programs continue to grow; explore ways to increase staff and structural support
- ▶ Consider separating the roles of program administrator and business officer
- ▶ Stabilize SDS events coordinator position as a multi-year appointment
- ▶ Increase support for the Sexual Representation Archive, including through course release for the director and more work hours for students
- ▶ Explore options for increasing dedicated SDS space as programs continue to grow
- ▶ As QTRL continues to grow, additional campus space will be needed to enable research cluster meetings
- Long-range planning and overall assessment
  - ▶ Reviewers recommend further commitment of resources to support SDS and its programs from FAS and the University
  - ▶ “SDS is a remarkably efficient program; it has historically garnered significant returns on resource investments, and merits continued investment and support”
  - ▶ “While it is difficult to find means to invest in any program in the face of ongoing budgetary constraints, it is vital to maintain support for queer and trans studies”
  - ▶ Additional resources and teaching staff would support SDS progress on FAS Academic Plan priority of Indigenous Teaching, Research and Learning
  - ▶ Reviewers recommend against merging SDS with Women and Gender Studies Institute, noting that they are historically related but have evolved into distinctive disciplines; “A merger at this time, rather than increasing efficiency, would create confusion and might distract the two programs from continuing to hone their respective strengths”
  - ▶ SDS’s long-standing queer/trans focus has a distinctive and important impact on campus in the current political climate; a merger SDS with WGSi “may unintentionally render them more, not less, vulnerable to political assaults” by reducing their distinct identities
  - ▶ Standalone graduate programs in sexuality studies are relatively scarce and would be highly attractive to both Canadian and international students



September 12, 2025

Professor Nick Rule  
Vice-Provost, Academic Programs  
University of Toronto

**RE: UTQAP cyclical review of the Mark S. Bonham Centre for Sexual Diversity Studies**

Dear Prof. Rule,

I write in response to your letter of July 17, 2025, regarding the February 6, 2025, UTQAP cyclical review of Mark S. Bonham Centre for Sexual Diversity Studies and requesting our Administrative Responses. The following programs were reviewed: Sexual Diversity Studies (HBA) Specialist, Major, Minor.

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers, Dana Luciano, Rutgers University, and Amber Musser, City University of New York, for their very comprehensive review of the Centre. We would also like to thank and acknowledge the director, program coordinators, faculty, administrative staff, and all those who contributed to the preparation of the self-study. We also wish to thank the many staff, students, and faculty members who met with the external reviewers and provided thoughtful feedback. The UTQAP cyclical review process is an invaluable exercise that affords us the opportunity to take stock of our academic units and programs, to recognize achievement, and identify areas for improvement.

The review report was finalized on June 9, 2025, after which the director shared it widely with stakeholders in the Centre. We are extremely pleased with the reviewers' positive assessment of the overall strength of Centre and its outstanding, productive faculty. The reviewers praised the Centre as unique in North America and commended its unique focus and growing international reputation as a leader in sexuality studies. They highlighted the undergraduate program as impressive, intellectually rigorous, and distinctive, with interdisciplinary courses and a mission strongly supported by dedicated faculty. They commended meaningful student support, inclusive pedagogical approaches, and a strong sense of community fostered by small class sizes and robust research opportunities. The reviewers applauded the faculty for their excellence in both teaching and research across a range of disciplines, and highlighted the strength and impact of the Centre's research initiatives, particularly the Queer and Trans Research Lab. They commended the Centre's effective and dynamic leadership, and their success in fostering collaborative programming, building strategic partnerships, and securing significant external funding. They noted the high morale and shared commitment among students, staff, and faculty. Finally, the reviewers applauded the Centre's deep community partnerships and global outreach, emphasizing how these connections have enhanced both student experiences and the University's international profile in queer and trans studies. The review report also raised several issues and challenges and identified areas for enhancement, as outlined in the accompanying Review Recommendations Table.

Each of these recommendations has been addressed in the attached Review Recommendations Table, which outlines the unit's response, the Dean's response, and an Implementation Plan identifying action items and timelines for each recommendation. My Administrative Response and Implementation Plan was developed in consultation with the Centre's director and with the Vice-Dean, Academic Planning, and senior leadership within my office. The Implementation Plan provided identifies timeframes of immediate- (six months), medium- (one to two years), and longer- (three to five years) term actions and who (Faculty, Dean, unit) will take the lead in each area. I also identified any necessary changes in organization, policy, or governance, where appropriate, as well as any resources, financial or otherwise, that will be provided, and who will provide them.

The next UTQAP cyclical review of the Mark S. Bonham Centre for Sexual Diversity Studies will take place no later than the 2032-33 review cycle. My office monitors progress on Implementation Plans through periodic meetings with the director, and through the unit's five-year unit-level academic planning process, which will begin at the conclusion of the cyclical review. I also acknowledge that your office will request a brief Interim Monitoring Report midway between the 2024-2025 UTQAP cyclical review and the year of the next site visit in 2032-33 to report on progress made on the Implementation Plan as outlined in the accompanying Review Recommendations Table.

Thank you very much for the opportunity to respond to the review report. The reviewers' comments and recommendations will help inform the future priorities of the Mark S. Bonham Centre for Sexual Diversity Studies and its undergraduate programs.

Sincerely,



Stephen Wright  
Interim Dean, Faculty of Arts & Science  
Professor of Ecology & Evolutionary Biology

cc.

Dana Seitler, Director, Mark S. Bonham Centre for Sexual Diversity Studies, Faculty of Arts & Science

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

Ebba Kurz, Interim Associate Dean, Unit-Level Reviews, Faculty of Arts & Science

Caitlin Burton, Senior Manager, Curriculum, Change & Reviews, Office of the Dean, Faculty of Arts & Science

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

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

## 2024-25 UTQAP Review of the FAS Mark S. Bonham Centre for Sexual Diversity Studies - Review Recommendations

Please do the following for each recommendation in the table:

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

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Unit Response	Dean's Response
The reviewers recommended that SDS explore increasing its advanced course offerings. They also noted that partnerships with other divisions or units across the University could potentially support expansion of course offerings.	1.	"Though the number of courses offered is broad, there is still some need for improvement/refinement of the curriculum. In particular, there should be more opportunities for students to take more advanced courses, which focus more specifically on particular topics or methods in sexuality studies."	We would love to be able to expand our 400-level offerings, but, as the reviewers note, there is a problem of capacity and faculty complement: One way we have attempted to attend to this issue is through the annual selection of our postdoctoral fellow, who also teaches an advanced course for us in their specialization. We would welcome the opportunity to partner with other divisions and units (and we already do this as much as possible, but that presses on the capacity of those units to staff their own courses). Help from the Faculty in formalizing these sorts of relationships could go a long way in making this happen more easily.	<b>Medium- to long term:</b> The A&S Dean's office (ASDO) views the Mark S. Bonham Centre for Sexual Diversity Studies as an important part of our transdisciplinary division and supports the unit's creative and strategic actions and encourages the unit to take further advantage of the <a href="#">Undergraduate Course Development Fund (UCDF)</a> .
	2.	"Particular curricular needs are in Queer Indigenous Studies, Queer of Colour Critique, and Black Queer Studies... This would specifically enhance the University's goal of teaching and retaining Indigenous and Black students."	We agree and plan to propose new lines in Black Queer Studies or Queer Indigenous Studies to the FAC during the next recruitment cycle. In addition, we just hired an expert in Trans Cinema and Media Studies, who also specializes in Black Studies.	<b>Medium- to long term:</b> The ASDO notes that all requests for new positions across the Faculty are submitted to the Faculty Appointments Committee (FAC), which includes representation across its sectors (Humanities, Social Sciences and Sciences) and from the Colleges. The FAC reviews all requests for new positions and makes recommendations to the Dean

				regarding which requests should be granted. In a given year, there are many more requests than available positions.
	3.	“The focus on more international queer studies is also important given SDS’s global reach.”	We just hired a new CLTA who specializes in Queer Transnationalism and Diaspora, with expertise in South Asia. One of our goals will be to turn this CLTAship into a permanent teaching-stream position for purposes of continuity in our faculty complement planning strategies.	See #2, above.
	4.	“Students and faculty also indicated a need for courses in the emergent field of asexuality studies, and for courses focusing on theories of kinship, relationships, and desire. These new areas of inquiry would enhance an already strong curriculum.”	Sexual Diversity Studies have been in discussions with faculty in the Department of English who specializes in asexuality studies, and recently served as one of the Faculty Fellows in our Queer and Trans Research Lab. She is on sabbatical next year, but when she returns, she has expressed interest in teaching a course in this area for SDS (of course, for this to happen, English would need to release her from 0.5 FCE).	<b>Medium term:</b> The ASDO supports the unit’s commitment to working with other academic units across the division.
	5.	“SDS needs to be able to offer more courses, not solely through cross-listing. This could happen through creating more partnerships with existing faculty in graduate-only departments or schools who would like to teach undergraduates”	Sexual Diversity Studies already does this with the School of Social Work—through a UCDF—and would love to expand this to other faculties, especially the FOI, OISE, and/or DLPH. SDS has been in discussions with faculty at OISE whose work focuses on Queer and Trans Black Studies in Education and we would like to make this happen through a UCDF starting in Fall 2026.	<b>Medium term</b> The ASDO supports the unit’s commitment to working with other academic units across the division. The Dean’s Office supports new course proposal development through the governance process and encourages the unit to reach out to A&S Governance & Curriculum Services for support in developing a new course proposal.
The reviewers observed that, although SDS’s very popular 200-level courses play a key role in recruiting students to the program and raising campus awareness of sexuality studies, the enrolment demand for these courses often exceeds capacity, creating challenges for SDS students seeking to enrol. They recommended prioritizing registration for SDS students and offering additional sections of high-demand courses to improve	6.	“SDS should also [find] ways to support majors, minors, and specialists by prioritizing registration in popular courses such as Queer Popular Studies, as well as offering additional sections of these courses when popular.”	Our 300 and 400-level courses all have SDS pre-requisites, so those have not presented an enrolment problem for our students. But both “Queer Popular Culture” and “Queer and Trans Digital Media Studies” (large 200-level courses with no pre-requisites) as well as our “Methods in Queer and Trans Studies” course, have been more difficult to manage. This year, we reserved a number of seats for SDS students in each of these courses (during	<b>Medium- to long term:</b> The ASDO encourages the unit to consult with A&S Teaching & Learning, A&S Office of the Faculty Registrar, and A&S Governance & Curriculum Services to discuss if there are strategies that could be implemented to reduce waitlist pressure on popular courses, without offering more sections.

access without compromising instructional quality.			the priority enrolment period) and we will continue to do that in future. Nonetheless, each course still has 50+ student wait lists.	Further, under the new budget model (NBM), Unit budgets will be determined primarily by their activity. Unit budgets will be stable in transition – they will receive the same budget they would have received under the old methodology (and this will persist), so that their budgets will change under the NBM incrementally. Going forward, units will have both the changes in revenues and responsibility for changes in costs. They will have greater budgetary clarity and agency as they will be well informed and able to pursue their own academic priorities and goals.
	7.	“A significant need is the addition of more sections of Queer Popular Culture, Methods in Queer and Trans Studies, and Queer of Colour Critique, since raising the enrollment cap for these courses would compromise the quality of instruction.”	We don’t have the capacity for this expansion with our given resources. For this to happen, we need more permanent faculty that teach in these areas. This vital issue will inform our discussions for strategic faculty complement planning in the coming year and will require funding support from the Faculty.	<b>Long term:</b> The ASDO supports the unit’s pragmatic response, given that there are more requests for faculty lines in any given year than there are available lines, and we support thoughtful planning to ensure that program offerings are consistent and sustainable. See also above, #6.
The reviewers recommended that SDS explore opportunities to formalize connections between graduate and undergraduate students, including through peer mentoring or joint research initiatives, to support undergraduate intellectual and personal growth and provide professional development opportunities for graduate students.	8.	“increased connections between graduate students active in trans/sexuality studies and SDS undergraduates—such as mentorships or joint research--would provide valuable support for students’ intellectual and personal growth, and should be pursued and supported whenever possible.”	We already implemented this to a certain degree via our annual Research Symposium, which pairs graduate student mentors with undergraduates, who then work together on presentations at the end-of-year symposium. The unit has established a SDS graduate collaborative specialization committee and this year an action item for the committee will be to explore how to expand this kind of opportunity to more of our undergraduate students.	<b>Immediate- to medium term:</b> The ASDO applauds the thoughtful way that the unit has incorporated graduate students into mentorship roles for undergraduate students. The A&S Office of Experiential Learning and Outreach Support and Office of Graduate Student Professional Development & Student Success are available to discuss opportunities for building mentorship initiatives between undergraduate and graduate students.
The reviewers encouraged SDS to engage in strategic faculty complement planning to support curricular continuity, strengthen student advising capacity, and enable the expansion of SDS course offerings into important new subject areas. They further recommended exploring ways to stabilize faculty roles and reduce reliance on sessional instructors for program delivery.	9.	“we recommend a focus on increasing the number of teaching appointments with at least 51% weight in SDS”	For this to happen, as noted by the reviewers, SDS needs to acquire status as an EDU-A. This is something we have discussed for the past several years and would very much like to pursue in 2025-26. This would enable us to partner with other units for new hires in necessary fields like queer Indigenous studies and queer of colour critique, as recommended above. In addition, if we were	<b>Medium- to long term:</b> The request to change EDU status begins with a proposal submitted to the <a href="#">Decanal Advisory Committee on Academic Change</a> (DACAC). The changing of status depends on a number of variables, and DACAC assesses the viability of such a proposal before a unit and the division proceed through the process to change EDU status.

			granted EDU-A status, that would also present us with the opportunity to convert our two existing shared budgetary appointments from 49% to 51%. In turn, this would help stabilize faculty roles in our unit, strengthen our student advising capacity, and enable us to expand SDS course offerings in important new subject areas as well as offer additional sections of our most popular ones.	
	10.	“Additional faculty lines should be approved so that SDS can hire in Queer Indigenous Studies, Queer of Colour Critique, or Black Queer Studies, areas that are much needed from a curricular and enrollment standpoint.”	We agree. See above on our priorities and suggested strategies for hiring in these areas and creating new partnerships with other units and faculties.	See #2, above.
	11.	“Given the intense dependence on the CLTA position for teaching core classes and providing undergraduate advising, this is a position that is critical to the success of the program... Reviewers strongly urge the university to convert it into a permanent teaching-stream position under the exclusive supervision of SDS.”	Recently, we lost our existing CLTA to a tenure track position at a prestigious U.S. university because we could not offer them job stability. This was an incredible loss to our unit. In the recent job to search to fill this role, we could not secure our number one choice as that candidate received another competing offer for a tenure track position. If we want to expand SDS’s already strong international reputation, as well as continue to offer the best, cutting-edge education in the field of sexuality studies, it is absolutely crucial we “trade in” the CLTAship for a tenure track and/or permanent teaching stream position.	See #2, above.
	12.	“as a condition of their employment [sessional instructors] cannot perform service for SDS nor are they guaranteed continued employment. This precarity means that they are frequently looking for more permanent employment and are often hired elsewhere, creating a constant staffing burden for the program”	This year, during the recruitment cycle, we requested a teaching stream position for SDS. Our request was not approved.	See #2, above.
The reviewers noted that SDS faculty with joint appointments face significant	13.	“Ways should be found to reduce the risk of burnout for jointly appointed faculty,	We are reviewing our workload policy as a unit this year, which will involve meaningful	<b>Medium term</b> The ASDO applauds the unit’s response and encourages the unit to reach

<p>departmental service and advising demands that can lead to overextension. They recommended that SDS explore ways to clarify and manage service expectations for jointly appointed faculty to support wellbeing and sustain the unit's high level of teaching and research activity.</p>		<p>especially for junior faculty and BIPOC faculty, who are often overtaxed by departmental demands and student needs. Service expectations for these faculty should be clarified and reduced whenever possible, and course releases made available to support extraordinary service and advising labor."</p>	<p>consultation with our faculty. In our discussions, we will be mindful of the question of service expectations, workload clarification, and growing student demand.</p>	<p>out to A&amp;S Academic Human Resources for support and consultation.</p>
<p>The reviewers observed that recent growth has increased demands on the Centre's administrative staff, noting that the current staff complement may not suffice to sustain program delivery and student advising. They recommended that SDS explore ways to ensure that its administrative and structural supports are appropriately resourced to maintain the program's effectiveness and stability.</p>	14.	<p>"as SDS continues to grow, the need for stronger staff support will become increasingly apparent. Therefore, ways of augmenting staff and structural support for the program should be developed."</p>	<p>Unit leadership has spoken to their Administrative HR Rep about this problem. Presently, we have a hybrid role that combines the Business Officer role with the Program Administrator role. In addition, we have a part-time/as needed casual position for a Communications and Events Coordinator. The unit thinks it would be beneficial to the unit to create a free-standing Business Officer role and combine the Program Administrator role with the Communications and Event Coordinator role, transforming each into two full-time positions. This requires an increase of our staffing budget.</p>	<p><b>Medium- to long term:</b> The ASDO acknowledges the unit has consulted with Administrative HR on this recommendation and will continue to support these consultations mindful of broader employment contexts at the University.</p>
	15.	<p>"Specifically, we recommend separating the roles of program administrator and business officer. We also recommend strengthening support for the Sexual Representation Archive and stabilizing the role of programming coordinator, as recommended above."</p>	<p>See above</p>	<p>See #14, above.</p>
<p>Noting recent program growth and the expanding activities of the Queer and Trans Research Lab, the reviewers recommended that SDS consider strategies for addressing its future space needs to support teaching, research, and opportunities for experiential learning.</p>	16.	<p>"the space available to SDS, while beautifully appointed, is small, and the program may soon outgrow it; additional space should be located and converted to SDS use."</p>	<p>Space is an issue for many units at U of T, and it is difficult to figure out how to address this. We do have multiple spaces allotted to us throughout University College. It would be useful if those spaces all existed in one cluster, so we had some sort of a noticeable/accessible footprint there.</p>	<p><b>Medium- to long term:</b> The ASDO recognizes space is an issue across all divisions, and we will continue to work to support our units and their growing needs.</p>

	17.	“As the QTRL grows... it will be important to find a larger space on campus that can accommodate its meetings and enable research cluster meetings.”	This is a university-administered issue, and the unit would welcome discussions about how to address this.	<b>Medium- to long term:</b> The ASDO recognizes space is an issue across all divisions and encourages the unit to reach out the Vice-Dean, Research & Infrastructure to explore options. As always we will continue to work to support our units and their growing needs.
The reviewers noted that SDS’s ability to sustain and manage its growth, curricular development, and faculty complement closely link to its organizational structure. They recommended that the Faculty consider optimal structures to support SDS’s continued excellence and sustainability, and to ensure that the Centre can effectively manage its curriculum and resources while advancing its academic mission.	18.	“In order to remain sustainable, SDS should be granted EDU-A status so that it can hold majority faculty lines, make hires, and exercise greater control over curriculum and resource management.”	For the past several years, the SDS Steering Committee has discussed this issue, and we have come to the unanimous conclusion that we need to apply for EDU-A status. Unit leadership has had multiple discussions with the Vice Dean, Academic Planning about this, and it is a major goal of ours to begin the process in the 2025-26 academic year.	See #9, above.
	19.	“Though the two programs should continue their longstanding collaborative relationship, SDS should not be merged with the Women and Gender Studies Institute... Our recommendation to maintain the autonomy of both programs is in no way intended to cast WGSJ in any kind of negative light. Indeed, it is based in part on our awareness of WGSJ’s strengths... A merger at this time, rather than increasing efficiency, would create confusion and might distract the two programs from continuing to hone their respective strengths... The two programs should instead continue to collaborate, albeit from parallel institutional categorization as EDU-A units.”	As emphasized by the reviewers, it is incredibly important for SDS to maintain an academic focal point for teaching and research focused on sexual diversity studies. The autonomy of the centre is crucial to our academic mission as an international leader in sexuality studies, and for the expansion of our research projects, including the Queer and Trans Research Lab, as well as our ability to secure funding dedicated to this research.	<b>Immediate term:</b> The ASDO acknowledges that the unit has considered this review report recommendation and is pleased that SDS views its current Unit structure as optimal. Should SDS wish to initiate any changes to its structure, the Dean's Office is available for consultation and guidance.
The reviewers noted that SDS is well-positioned for further growth given its unique status as an international leader in sexuality studies. They encouraged consideration of how best to support continued development in the context of budgetary constraints to help sustain the program’s contributions to teaching and research and respond to growing student interest.	20.	“we recommend further financial commitment from the Faculty of Arts and Sciences to the program. This is particularly warranted because SDS, already extremely popular, is poised to grow further... At present, its growth is only hampered by its inability to offer enough seats to students... While it is difficult to find means to invest in any program in the face of ongoing budgetary constraints, it is vital to maintain support for	SDS is committed to growing our program in support of our students and our research mission. We have a fund-raising task force dedicated to finding support for our many public-facing events and research projects—and we have been very successful in doing so. Nonetheless, for our mission to be fully realized, we require increased support from the University for structural and infrastructural growth that our fund-raising	<b>Medium- to long term:</b> The ASDO applauds the initiative taken by the unit’s leadership to promote advancement activities and A&S Advancement looks forward to continuing to collaborate with the unit to further these initiatives. With respect to HR-related support, consultations should occur with Administrative and Academic HR respectively.

		<p>queer and trans studies. Continued public support for trans and sexuality studies in Canada provides an important opportunity to grow the Center's work and further cement its international reputation, and this opportunity should be balanced against the constraints posed by resource scarcity."</p>		
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efforts are not likely to include—such as new budgetary faculty lines, increased financial support for administrative staff, and provostial approval of UCDFs with other Faculties (such as OISE, DSPH, Law).

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

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*Note: This section will be updated by the Office of the Vice-Provost, Academic Programs after the conclusion of the governance cycle, using language verbatim from the approved Report of the AP&P committee meeting.*

### 4 Institutional Executive Summary

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The reviewers praised the Centre as unique in North America and commended its unique focus and growing international reputation as a leader in sexuality studies. They highlighted the undergraduate program as impressive, intellectually rigorous, and distinctive, with interdisciplinary courses and a mission strongly supported by dedicated faculty. They commended meaningful student support, inclusive pedagogical approaches, and a strong sense of community fostered by small class sizes and robust research opportunities. The reviewers applauded the faculty for their excellence in both teaching and research across a range of disciplines, and highlighted the strength and impact of the Centre's research initiatives, particularly the Queer and Trans Research Lab. They commended the Centre's effective and dynamic leadership, and their success in fostering collaborative programming, building strategic partnerships, and securing significant external funding. They noted the high morale and shared commitment among students, staff, and faculty. Finally, the reviewers applauded the Centre's deep community partnerships and global outreach, emphasizing how these connections have enhanced both student experiences and the University's international profile in queer and trans studies.

The reviewers recommended that the following issues be addressed: exploring increases in advanced course offerings, and expansion of course offerings through partnerships with other divisions or units across the University; prioritizing registration for SDS students in very popular 200-level SDS courses, and offering additional sections of high-demand courses to improve access without compromising instructional quality; exploring opportunities to formalize connections between graduate and undergraduate students, including through peer mentoring or joint research initiatives; engaging in strategic faculty complement planning to support curricular continuity, strengthen student advising capacity, and enable the expansion of SDS course offerings into important new subject areas; exploring ways to stabilize faculty roles and reduce reliance on sessional instructors for program delivery; exploring ways to clarify and manage service expectations for jointly appointed faculty to support wellbeing and sustain the unit's high level of teaching and research activity; exploring ways to ensure that the Centre's administrative and structural supports are appropriately resourced to maintain the program's effectiveness and stability; considering strategies for addressing future space needs of the Queer and Trans Research Lab to support teaching, research, and opportunities for experiential learning; considering optimal structures to support SDS's continued excellence and sustainability, and to ensure that the Centre can effectively manage its curriculum and resources while advancing its academic mission; and giving consideration to the Centre's

continued development can best be supported, in the context of budgetary constraints, to help sustain the program's contributions to teaching and research, and respond to growing student interest.

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

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

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The Arts & Science Dean's office monitors progress on Implementation Plans through periodic meetings with chairs and directors and through regular governance and curricular oversight.

The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than midway between the February 2025 UTQAP cyclical review and the year of the next site visit in 2032-33 on the status of the implementation plans.

The next review will be commissioned no later than the 2032-33 review cycle.

## **6 Distribution**

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On August 15<sup>th</sup> 2026, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Arts & Science, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to unit/program leadership.

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

## 1 Review Summary

<b>Program(s) Reviewed:</b>	Actuarial Science (HBSc): Specialist, Major Data Science (HBSc): Specialist Statistical Science, Methods and Practice (HBSc): Specialist Statistical Science, Theory and Methods (HBSc): Specialist Statistics (HBSc): Major, Minor Applied Data Science Minor Financial Insurance: MFI Statistics: MSc, PhD
<b>Unit Reviewed:</b>	Department of Statistical Sciences
<b>Commissioning Officer:</b>	Melanie Woodin, Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"> <li>• Professor Michael Daniels, Professor and Chair, Andrew Banks Family Endowed Chair, Department of Statistics, University of Florida</li> <li>• Professor Liza Levina, Chair and Vijay Nair Collegiate Professor of Statistics, Department of Statistics, University of Michigan</li> <li>• Professor Brani Vidakovic, Professor and Department Head, H.O. Hartley Chair, Department of Statistics, Texas A&amp;M University</li> </ul>
<b>Date of Review Visit:</b>	February 27-28, 2025
<b>Review Report Received by VPAP:</b>	June 10, 2025
<b>Administrative Response(s) Received by VPAP:</b>	September 15, 2025
<b>Date Reported to AP&amp;P:</b>	October 21, 2025

## Previous UTQAP Review

Date: January 26-27, 2017

### Summary of Findings and Recommendations

#### Significant Program Strengths

- High national and international profile in research
- Strong and effective leadership and good faculty morale
- Forward-looking thinking that “foresaw the Big Data/Data Science revolution”
- A modernized undergraduate curriculum (for example, the new Data Science program)
- Innovative courses, delivery techniques and approaches
- Strong relationships in cross-disciplinary teaching and with UTM and UTSC

#### Opportunities for Program Enhancement

- Monitoring enrolment growth: working with the Faculty of Arts and Science to develop a plan that limits undergraduate program enrolment, establishes minimum grade requirements in pre-requisite courses, and ensures appropriate levels of staffing and teaching assistant training, to support a high quality educational experience and adequate student preparation
- Developing the new undergraduate specialist program in Data Science
- Ensuring the continued availability of subjects in the core of the discipline
- Reimagining the doctoral stream master’s program, given the mix of doctoral and professional aspirations of students
- Maintaining efforts to increase PhD enrolment, including international student enrolments, to maintain the Department’s excellence, while attempting to even out supervisory responsibilities
- Adding staff to support IT infrastructure
- Developing a space plan to further enhance department cohesion and address growth

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

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

### Consultation Process

Faculty, students, administrative staff and senior program administrators as well as members of relevant cognate units as determined by the commissioning officer: Dean, Faculty of Arts and Science; Vice-Dean, Academic Planning; Associate Dean, Student Affairs; Department Chair; Associate Chairs; Dept. Director of Finance & Administration; Administrative Staff; Assistant, Associate and Full Professors; Chairs of Cognate Units; Tri-Campus Graduate faculty; Professional Graduate Program Instructors; and undergraduate and graduate students. .

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Department offers a wide range of very strong undergraduate programs
  - ▶ Specialist programs are all top-tier and provide rigorous training that prepares undergraduates for industry roles or admission to top graduate schools
  - ▶ Actuarial Science Specialist program is internationally recognized, supported by a highly engaged advisory board and industry partners, and is one of only a few designated Centers for Excellence
- Admissions requirements
  - ▶ Admission requirements for statistics programs are appropriate and aligned with those of other strong programs
  - ▶ High admission requirements for Actuarial Science and Data Science Specialist programs help ensure a strong cohort of students and supports good industry placement outcomes
- Curriculum and program delivery
  - ▶ Department has developed research-focused programs and courses, which encourage student involvement in conferences and departmental events, and offer industry-based research experiences
- Innovation
  - ▶ Data Science Specialist program, though currently small and administered by the Department of Computer Science, has strong undergraduate appeal and represents a potential area of growth for the Department of Statistical Sciences

- Student engagement, experience and program support services
  - ▶ Department offers numerous research opportunities for undergraduate and graduate students

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

- Overall quality
  - ▶ Many concerns raised in the review are driven by the size of the undergraduate programs relative to the limited number of tenure and teaching stream faculty
- Admissions requirements
  - ▶ Very high admission requirements for Actuarial Science and Data Science Specialist programs limit program size
- Curriculum and program delivery
  - ▶ Students expressed concern about the lack of formal, required training in programming languages, such as R and Python
  - ▶ The absence of intermediate milestones for actuarial science students in the University Accreditation Program (UAP), established by the Canadian Institute of Actuaries (CIA), appears to have created some challenges for students in securing internships
  - ▶ Students report significant variability in teaching quality, which reviewers note is likely linked to high undergraduate enrolments and the limited availability of permanent faculty, with more than half of undergraduate courses currently taught by sessional or contract instructors
- Innovation
  - ▶ Limited administrative control and constrained resources hinder Department's ability expand offerings in Data Science, despite strong student demand
- Student engagement, experience and program support services
  - ▶ Lack of dedicated space for undergraduate clubs and student gatherings noted, and the tutoring center is located far from the department
  - ▶ Students note limited opportunities for interaction with faculty outside of class, partly due to a lack of dedicated student space
  - ▶ Students note a lack of co-op and internship opportunities

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ Work with FAS to develop strategies aimed at improving and reducing variability in the quality of teaching, potentially through the hiring of additional permanent faculty
- Innovation
  - ▶ Department should engage in discussions with FAS leadership and the Department of Computer Science to explore opportunities for greater involvement in the Data Science Specialist program, with the goal of expansion to meet anticipated demand, and "to make it more accessible for a larger number of students"
- Student engagement, experience and program support services

- ▶ Continue efforts to improve the undergraduate experience, particularly in terms of consistency of instruction and access to dedicated space, given recent and anticipated program growth

## 2. Graduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Graduate programs have strong international rankings and excellent placement records
  - ▶ Graduate program is overall very strong, with the PhD in Statistics recognized as the top program in Canada
  - ▶ PhD program is rigorous and well-structured, aligning with its strong international rankings
  - ▶ MFI program identified by reviewers as “outstanding”
- Objectives
  - ▶ Master’s in Statistics program is in a transition period and is now self-funded, and supports both traditional students aiming for PhD studies and professional students pursuing industry careers
- Admissions requirements
  - ▶ Requirements for students entering the doctoral program with a Master’s degree are comparable to those at leading statistics programs, with some movement toward greater flexibility and fewer exams
  - ▶ Department’s personalized approach to graduate student admissions, where potential advisors are involved in communication with applicants, supports successful admissions outcomes and timely mentoring
- Curriculum and program delivery
  - ▶ MFI program is supported by a strong group of faculty in actuarial sciences and mathematical finance, complemented by adjunct instructors who are practicing actuaries and help connect students to industry.
- Accessibility and diversity
  - ▶ Healthy balance of domestic and international students, with gender representation comparable to other statistics programs
- Student engagement, experience and program support services
  - ▶ Students in all three graduate programs report feeling “included and at home” in the department, indicating a positive departmental climate
  - ▶ MFI students report high levels of satisfaction with departmental support and services
  - ▶ Department offers numerous research opportunities for undergraduate and graduate students

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

- Overall quality
  - ▶ Recent growth in tenure stream faculty has created a need to increase the number of PhD students; without doctoral student growth, it may be difficult to maintain the department's international standing and support research, particularly in applied and interdisciplinary areas
- Admissions requirements
  - ▶ Differing PhD admissions requirements for direct-entry students, and for students entering with a Master's degree has led to frustration among some international students with strong undergraduate training, and may put U of T at a disadvantage compared to U.S. programs with more uniform requirements
  - ▶ When compared to peer institutions, the PhD program is small relative to the size of the faculty; this is likely due to recent rapid faculty growth
- Curriculum and program delivery
  - ▶ Department has been slower than average in adopting the broader trend toward increased PhD flexibility and fewer exams
  - ▶ PhD students expressed concern about significant variation in course content across instructors for some core courses
- Accessibility and diversity
  - ▶ "Having two types of students in the MSc program creates complications and potential equity issues: ...[MSc terminal degree students] compare themselves to MFI students and the resources they have access to, and the PhD-bound Master's students compare themselves to those admitted directly into the PhD program"
- Student engagement, experience and program support services
  - ▶ PhD students express desire for greater access to career events similar to those available to MFI students; reviewers observe that while the doctoral program is research-focused, many graduates ultimately pursue careers in industry

The reviewers made the following **recommendations**:

- Overall quality
  - ▶ Explore growing the PhD program to better align with current size of faculty, while maintaining high standards and admitting a strong proportion of international students from the large global applicant pool; support from FAS in maintaining funding levels would be beneficial
- Admissions requirements
  - ▶ Consider increasing flexibility in PhD admission requirements for students entering with and without a Master's degree; the introduction of a placement exam or enhanced advising could help tailor course selection based on individual preparation
- Curriculum and program delivery
  - ▶ Standardize curriculum in required core courses where possible to reduce variation between instructors
  - ▶ PhD students note desire for additional special topics courses

- ▶ Consider focusing the MSc program as a professional degree for those interested in a career in industry. “This would be financially beneficial and more in line with peers. However, this would necessitate the department ramping up career services and placement support for those students for the program to be competitive as a professional program.”
- Innovation
  - ▶ Work with divisional leadership and cognate units to explore expanding the role of DoSS in Master’s-level data science offerings; consider the potential creation of a new data science concentration administered by the department
- Student engagement, experience and program support services
  - ▶ Work towards providing MSc in Statistics students and interested PhD students with the same level of industry-focused career resources and supports that are currently available to MFI students
- Student funding
  - ▶ Explore funding models to support growth of the PhD program, in line with increased number of tenure stream faculty

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Research
  - ▶ Department’s research profile is broad, spanning both core and interdisciplinary areas such as Bayesian statistics, machine learning, probability theory, statistical computing, biostatistics, actuarial science, mathematical finance, genetics, and astrostatistics
  - ▶ Faculty conduct high-caliber research that directly contributes to department’s strong national and international reputation, with over 150 publications in top-tier journals and numerous prestigious international awards
  - ▶ Research breadth noted as a key departmental strength, with recent expansion into practical applications and data science, primarily through recruitment of faculty with applied and interdisciplinary interests; this has led to increased funding and impactful collaborations that blend theoretical and applied research
  - ▶ Several teaching stream faculty members have pioneered new research areas in statistical education and pedagogy
- Faculty
  - ▶ Department “maintains satisfactory diversity”, with approximately 40% of faculty identifying as female

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

- Research
  - ▶ Grant application success rates, particularly NSERC, have declined in recent years, possibly due to the theoretical emphasis of the Mathematics & Statistics program
- Faculty

- ▶ Large number of undergraduate students and service courses has led to some reliance on non-permanent faculty and faculty recruited from industry
- ▶ Current teaching load for tenure stream faculty is higher than that of top U.S. statistics programs; this may hinder the department's ability to attract and retain top talent over time

The reviewers made the following **recommendations**:

- Research
  - ▶ Encourage faculty working on interdisciplinary problems to apply to NSERC interdisciplinary programs, and explore the possibility of advocating for new funding streams dedicated to applied and interdisciplinary statistics and data science research
  - ▶ Explore opportunities to expand into emerging areas such as statistical foundations of AI or quantum information, potentially through new courses and joint appointments with departments like Computer Science or Physics
- Faculty
  - ▶ Engage in faculty complement planning to address anticipated retirements, and explore opportunities to grow the faculty in response to rising teaching demands
  - ▶ Consider recommending additional distinguished titles for senior faculty in DoSS, given the department's size and strength, to further enhance its international profile and competitiveness
  - ▶ Explore the potential reduction of teaching loads for tenure-stream faculty, while recognizing the demands of large undergraduate enrolments
  - ▶ Encourage the award committee to actively nominate faculty for national and international awards

#### 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
  - ▶ High morale and overall satisfaction consistently observed among faculty, staff, and students
  - ▶ Many Full Professors note strong satisfaction with their work environment
  - ▶ Teaching stream faculty report feeling well-integrated and valued within the department, with the leadership of the Associate Chair, Statistics, Undergraduate cited as a positive influence on morale
  - ▶ Administrative staff express high levels of satisfaction, describing work environment as collaborative and supportive

- ▶ Adjunct instructors from industry teaching actuarial courses emphasize mutually beneficial relationships between their companies and the department, providing students with real-world experience and companies with access to top talent
- ▶ Graduate and undergraduate students report overall satisfaction
- ▶ Chairs of cognate units demonstrate a shared commitment to improving the experience of jointly appointed faculty, and express optimism about the value of joint appointments
- ▶ Department has developed strong partnerships with other universities, government organizations, and professional bodies, particularly in actuarial sciences, enhancing its capacity to deliver high-quality teaching and research programs
- Organizational and financial structure
  - ▶ Department is well run, with clear coordination among leaders who demonstrate in-depth knowledge of their respective areas
  - ▶ Recent addition of Associate Chair for Research has supported growth in the postdoctoral fellows program and helped faculty, particularly more junior members, with grant applications
  - ▶ Staff size appears appropriate for the number of students and departmental responsibilities
  - ▶ Department's new space includes positive features, such as the central placement of graduate student desks near faculty offices, which promotes engagement between students and faculty
- Long-range planning and overall assessment
  - ▶ Department is currently in a strong position in terms of research, faculty, students, and academic programs
  - ▶ Areas of departmental strength include highly regarded faculty, a diverse range of research opportunities, and an excellent reputation in both applied and theoretical statistics
  - ▶ Department is the top statistics department in Canada
- International comparators
  - ▶ Department's overall performance compares favourably with counterparts in North America and internationally
  - ▶ Department consistently ranked as the best in Canada and among the top 20 internationally in statistics, mathematical sciences, and data science
  - ▶ Comparative analysis with leading U.S. institutions shows that department has expanded at a similar pace and stands out for its broad focus spanning fundamental theory and modern applications in statistics, data science, and actuarial science

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

- Relationships
  - ▶ Most jointly appointed faculty interviewed expressed preference for a single departmental appointment, citing challenges in navigating differing expectations across departments
  - ▶ Jointly appointed faculty appear to encounter limited coordination between their two chairs, in which can lead to high service loads

- Organizational and financial structure
  - ▶ While overall staff size appears adequate, there is a need for additional support in career services and grant administration
  - ▶ Department's new space already at full capacity, leaving no room for future growth
  - ▶ Department's new space does not appear well suited to its needs and is under-utilized despite being at full capacity: graduate student desks are noisy and lack privacy; faculty offices are small and windowless; and there is no space for the Statistics Aid Centre, sessional instructors, or undergraduate activities
  - ▶ Upcoming changes to the budget model have created uncertainty and anxiety, making it difficult for department to plan and highlighting a need for more information and guidance
  - ▶ DoSS lacks administrative control over two graduate programs that are very closely tied to statistics: the Data Science concentration within the MScAC (administered by Computer Science and requiring strong CS preparation that may deter some applicants); and the Master of Mathematical Finance (led by Mathematics; DoSS contributes instructors but has no decision-making role)

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Some adjunct instructors note desire to strengthen relationships with other department members
  - ▶ Establish more regular meetings between junior faculty and chair, along with increased guidance from mentors and departmental leadership to support promotion process
  - ▶ Strengthen coordination between participating units to support jointly appointed faculty, particularly Assistant Professors, in a consistent and balanced manner; institute annual review meetings with both chairs for junior faculty, coordinate service assignments, and provide clear guidance on tenure expectations from both units
  - ▶ Explore increasing department's involvement in undergraduate data science program, while recognizing challenges posed by current faculty size
  - ▶ Opportunities noted to maintain and increase the department's presence at leading international conferences and workshops
  - ▶ Explore hosting occasional workshops and medium-sized statistics conferences at U of T, inviting renowned international researchers
- Organizational and financial structure
  - ▶ Work with divisional leadership to provide more information and guidance related to upcoming budget model changes
  - ▶ Collaborate with FAS to identify additional departmental space if possible and consider reconfiguring existing space to improve efficiency; prioritize accommodating the aid center, establishing functional areas for undergraduate and graduate students, addressing scheduling conflicts with MScAC program, and establishing dedicated faculty offices

- ▶ Reconfiguration of current space might involve avoiding assigned individual desks for Master's students and creating smaller, quieter areas for PhD students where possible
- ▶ Explore the development of designated undergraduate student space to help strengthen sense of community
- Long-range planning and overall assessment
  - ▶ Reviewers highlight future opportunities to expand interdisciplinary research and international collaboration, especially in emerging areas such as AI and quantum computing
  - ▶ Reviewers observe that “[t]he current situation in the US academia may present unique opportunities for hiring top talent, and DoSS (as well as all of U of T) should take advantage of that to raise the department’s profile”



September 12, 2025

Professor Nick Rule  
Vice-Provost, Academic Programs  
University of Toronto

**RE: UTQAP cyclical review of the Department of Statistical Sciences**

Dear Prof. Rule,

I write in response to your letter of June 26, 2025, regarding the Feb 27-28, 2025, UTQAP cyclical review of the Department of Statistical Sciences and requesting our Administrative Responses. The following programs were reviewed: Actuarial Science (HBSc), Specialist, Major; Data Science (HBSc) Specialist; Statistical Science, Methods and Practice (HBSc) Specialist; Statistical Science, Theory and Methods (HBSc) Specialist; Statistics (HBSc) Major, Minor; Applied Data Science (HBSc) Minor; Financial Insurance, MFI; Statistics, MSc, PhD.

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers, Professors Michael Daniels, Liza Levina, and Brani Vidakovic, for their very comprehensive review of the Department of Statistical Sciences. We would also like to thank and acknowledge the department leadership, faculty, administrative staff, and all those who contributed to the preparation of the self-study. We also wish to thank the many staff, students, and faculty members who met with the external reviewers and provided thoughtful feedback. The UTQAP cyclical review process is an invaluable exercise that affords us the opportunity to take stock of our academic units and programs, to recognize achievement, and identify areas for improvement.

The review report was finalized on June 10, 2025, after which it was shared with the Department for further circulation to stakeholders. We are extremely pleased with the reviewers' positive assessment of the overall strength of the Department of Statistical Sciences. The reviewers praised the undergraduate specialist programs, observing that they offer rigorous training for employment in industry or graduate study. They noted that the graduate programs are very strong, with excellent international rankings and placement outcomes. They highlighted faculty research as extremely high calibre, contributing significantly to the Department's national and international reputation. Notably, they described the departmental climate as excellent, based on students, faculty, and staff reporting high levels of satisfaction and a sense of community and inclusion. Finally, the reviewers highlighted the numerous research opportunities available to students through departmental initiatives and external programs; and complimented the Department's effective structure, with engaged leadership and well-coordinated administrative staff.

The reviewers recommended that the following issues be addressed: considering ways to strengthen instructional consistency in the undergraduate program and explore enhancements to student supports and physical infrastructure; assessing the focus and objectives of the MSc program; increasing the flexibility of PhD admission requirements; exploring the expansion of the doctoral program; standardizing the curriculum in core PhD courses where possible; and ensuring that students in both professional and research programs have equitable access to career resources and other supports; expanding permanent faculty when opportunities permit, and prioritizing building strength in new areas such as Quantum Information and the statistical foundations of Artificial Intelligence, and exploring additional joint appointments with cognate units; ensuring clear processes and coordinated supports for

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faculty, particularly junior and jointly appointed members; pursuing opportunities to strengthen the Department's role in the area of Data Science; working with decanal leadership to strategically address long-term space concerns and considering reconfigurations to existing departmental space to better meet immediate needs; and further strengthening the Department's excellent national and global profile.

Each of these recommendations has been addressed in the attached Review Recommendations Table, which outlines the unit's response, the Dean's response, and an Implementation Plan identifying action items and timelines for each recommendation. My Administrative Response and Implementation Plan was developed in consultation with the Chair of the Department of Statistical Sciences and with the Vice-Dean, Academic Planning, and senior leadership within my office. The Implementation Plan provided identifies timeframes of immediate- (six months), medium- (one to two years), and longer- (three to five years) term actions and who (Faculty, Dean, unit) will take the lead in each area. I also identified any necessary changes in organization, policy, or governance, where appropriate, as well as any resources, financial or otherwise, that will be provided, and who will provide them.

The next UTQAP cyclical review of the Department of Statistical Sciences will take place no later than the 2032-33 review cycle. My office monitors progress on Implementation Plans through periodic meetings with the Chair, and through the unit's five-year unit-level academic planning process, which will begin at the conclusion of the cyclical review. I also acknowledge that your office will request a brief Interim Monitoring Report midway between the 2024-2025 UTQAP cyclical review and the year of the next site visit in 2032-33 to report on progress made on the Implementation Plan as outlined in the accompanying Review Recommendations Table.

Thank you very much for the opportunity to respond to the review report. The reviewers' comments and recommendations will help inform the future priorities of the Department of Statistical Sciences and its undergraduate and graduate programs.

Sincerely,



Stephen Wright  
Interim Dean, Faculty of Arts & Science  
Professor, Department of Ecology & Evolutionary Biology

cc.

Sebastian Jaimungal, Chair, Department of Statistical Sciences, Faculty of Arts & Science  
Gillian Hamilton, Vice-Dean, Academic Planning, Faculty of Arts & Science  
Ebba Kurz, Interim Associate Dean, Unit-Level Reviews, Faculty of Arts & Science  
Caitlin Burton, Senior Manager, Curriculum, Change & Reviews, Office of the Dean, Faculty of Arts & Science  
Lachmi Singh, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-  
Provost, Academic Programs  
Amanda Pullan, Academic Planning & Review Officer, Office of the Dean, Faculty of Arts and Science

## 2024-25 UTQAP Review of the FAS Department of Statistical Sciences - Review Recommendations

Please do the following for each recommendation in the table:

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

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Unit Response	Dean's Response
<p>The reviewers raised several concerns about the undergraduate student experience, including reports of a high variability in teaching quality, limited faculty-student interaction, student desire for more formal training in programming and experiential learning opportunities, and a lack of dedicated gathering space. They recommended that the Department consider ways to strengthen instructional consistency and explore enhancements to student supports and physical infrastructure.</p>	1.	<p>"The department should work with FAS to develop strategies to improve, and reduce the large variability in, the quality of teaching. One solution would be to hire additional permanent faculty."</p>	<p><b>Concerning the Actuarial Science programs:</b></p> <p>On instruction variability:</p> <p>The Actuarial Science (ACT) undergraduate program has 5 full-time ACT professors, 1 CLTA, several other non-ACT professors who teach one ACT course per year, and several senior industry professional sessional instructors for practice-oriented courses. We must always be vigilant to ensure there are sufficient permanent faculty to support the program.</p> <p>For ACT core theory courses, instructors are asked to use the same coursebooks as their primary teaching/learning resources, and new instructors always receive teaching materials from the previous instructors. This helps ensure there is low variability in course delivery.</p> <p>On Experiential Learning:</p> <p>The ACT Specialist program is one of the very few programs in A&amp;S that has formal work-integrated learning requirements: a professional experience course, plus a paid internship in the industry. Our Specialist students have extensive opportunities for experiential learning through mock interviews, frequent industry workshops and</p>	<p>Immediate to medium-term. The Vice-Dean Undergraduate and the Vice-Dean Academic Planning recognize the efforts described here by the Department to reduce variability in the quality of teaching by reviewing and sharing materials across learning sections.</p> <p>U of T's Centre for Teaching Support &amp; Innovation (CTSI) and the Faculty of Arts &amp; Science's Teaching &amp; Learning offers many resources to support Departments with managing quality across multi-section courses, managing effective TA teaching teams, and in applying strategies for consistency and effectiveness in the classroom.</p> <p>Should the Department decide to pursue increasing its faculty complement, all requests for new positions across the Faculty are submitted to the Faculty Appointments Committee (FAC). The FAC includes representation across its sectors (Humanities, Social Sciences and Sciences) and from the Colleges. The FAC reviews all requests for</p>

		<p>networking events, and ultimately, the paid internship.</p> <p>We also host actuarial yearly case competitions with real-world cases and industry judging panels, which is another popular venue to acquire experiential learning.</p> <p>Our practice-oriented courses (ACT371, ACT372, ACT473, ACT475) are taught by industry professionals and focus on hands-on case studies and projects, which also provides experiential learning opportunities.</p> <p>On Mentorship:</p> <p>Along with our alumni group and actuarial student club, we have a peer mentorship program and an alumni mentorship program for actuarial students. ACT students are also involved in the additional mentorship program through their first-year statistics course.</p> <p><b>Concerning the Statistics &amp; Data Science programs:</b></p> <p>The Methods and practice specialist program was modified last year and requires students to complete CSC148 Introduction to Computer Science instead of CSC108 Introduction to Computer Programming. CSC207 Software Design is also an optional course towards program completion. We are in discussions with DCS about adding additional CSC courses to our other programs.</p> <p>The department offers many curricular and co-curricular opportunities for experiential learning. For example, we have hosted workshops on deep learning, programming, career panels, etc. and turnout is usually a maximum of 50 students. This is a lower turnout rate than we would hope, and we are uncertain why this is the case, however, we are actively working on increasing the turnout rate.</p> <p>There is anecdotal evidence that office hours (professor and TA) are poorly attended. This is an ideal setting for students</p>	<p>new positions and makes recommendations to the Dean regarding which requests should be granted. In a given year, there are many more requests than available positions.</p>
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			<p>to interact with faculty. We are working to improve attendance and make these hours more accessible.</p> <p>Last year we started academic advising aimed at international students – which makeup the majority of students in our programs. These consist of regular office hours targeted at English language learners, relevant events, and career workshops.</p> <p>Our attempts to improve instructional consistency in multi-section courses include assigning a permanent faculty as the instructor responsible for the overall course structure including admin responsibilities. We are exploring increasing staff support for admin responsibilities so that we can decrease the administrative burdens that large courses place on instructors.</p>	
	<p>2.</p>	<p>“Continue to work on improving the undergraduate experience both in terms of consistency of instruction and dedicated space, given the recent growth of the programs (which is likely to continue in the near future).”</p>	<p>DoSS currently has many co-curricular events and dedicated staff working on the UG experience and career development. We currently have 6 mentorship programs (peer to peer &amp; alumni) in our various programs including UG Actuarial Science and Statistics programs and our PhD and MFI program. We run career fairs for students to meet with potential employers and talk to various companies that showcase the range of potential career options that are possible. We also organize a Second year Learning Community.</p> <p>DoSS supports our UG students who engage internships with ASIP and we are in active discussions with expanding this program to include majors. Actuarial Science runs a Professional Experiential Program course and internship option open to Specialists and majors.</p> <p>Unfortunately, we have no physical space for UG student Clubs, collaborative research work or an UG community hub. There is some open collaborative space on the 9<sup>th</sup> Floor; however, there is no dedicated UG student space. There is a possibility of securing more space on the 10<sup>th</sup> floor of OPG and we are assessing costs. Moving the TA Stats Aid centre and the Sessional office space from Sidney Smith Hall to the</p>	<p>The Dean’s Office recognizes the Department’s efforts to improve the undergraduate experience. The Dean’s Office is available to work with the unit to explore optimal space-use options with the resources they have available. The Dean’s Office will also work with the unit to ensure that it is well informed about relevant space costs and how they can manage changes therein.</p>

			<p>10<sup>th</sup> floor of OPG would also dramatically increase the UG student engagement in the Department.</p> <p>We would like to note that while we have no space for UG students generally, the (undergraduate) Stats Student Union (SSU) executive are able to book space within the department for UG events such as workshops and social events.</p> <p>Further, the Associate Chair, Undergrad and the Manager, Employer Relations &amp; Career Development meet bi-weekly with the SSU leadership to support co-curricular UG events initiated by the SSU.</p>	
<p>The reviewers made several recommendations for enhancements to the graduate programs, including assessing the focus and objectives of the MSc program; increasing the flexibility of PhD admission requirements; exploring the expansion of the doctoral program; standardizing the curriculum in core PhD courses where possible; and ensuring that students in both professional and research programs have equitable access to career resources and other supports.</p>	3.	<p>“Consider increasing flexibility of requirements for students entering the PhD program with and without a Master’s degree. A placement exam could be an alternative way to direct students to the courses that are the best fit for them (some will still need to take longer than others); alternative, this could be managed through advising.”</p>	<p>The department is at liberty to admit direct entry doctoral students (PhD-U) – those without an MSc degree – and is increasingly engaged in this practice allowing for greater flexibility in our admissions requirements. Naturally, we ensure the same standards of excellence during the admissions process when considering PhD-U candidates as when considering PhD candidates.</p> <p>Concerning a formal placement exam, the department offers a ‘bootcamp’ for incoming doctoral students allowing them to assess their preparedness for the department’s course offerings. This coupled with the assignment of a faculty supervisor, with whom such matters are discussed, is preferred over the suggestion of a placement exam.</p>	<p>The Dean’s Office recognizes that the Department has addressed this review report recommendation by considering the feasibility of a placement exam.</p>
	4.	<p>“Standardize curriculum in required core courses to the extent possible, reducing variation between instructors.”</p>	<p>While we admit that in the past there was much variability in required core course content, in the recent years, the department made a substantial effort to standardize content. Our strategy includes assigning the same instructor to the same core course for several consecutive years and sharing material on past courses from previous instructors. This effort will continue to be led by the Associate Chair for Graduate Studies.</p>	<p>Immediate to medium-term: The Vice-Dean Graduate Education supports the continuation of these efforts to standardize the curriculum for core courses.</p> <p>We encourage the unit to review their program-level learning outcomes and ensure alignment across course curricula.</p>
	5.	<p>“Increase the size of the PhD program to 15-20 students per year and continue to include</p>	<p>We agree with the reviewers’ comment. In particular, the department has hired several junior faculty in recent years and increasing the size of our doctoral cohort is necessary to</p>	<p>Immediate to medium-term. The Dean’s Office recognizes that the Department is prioritizing this recommendation and will work with the unit to explore their options</p>

		<p>a healthy number of international students. Support from FAS in maintaining funding levels for this would be welcome.”</p>	<p>properly support their research program and to continue pushing the department’s research effort forward.</p> <p>As we transition to a new graduate funding level of 40K per year for all PhD students and a new budget model, an increase to 15-20 students per year needs some ramp up time. This could be accelerated if additional A&amp;S support is available and if we have additional revenues to dedicate to this.</p> <p>The department understands there are transitional funds available to academic units as they transition to the Faculty’s new budget models. Use of these funds to increase our doctoral cohort will be discussed with the Dean’s office.</p>	<p>under the new Budget Model. In instances where units are requesting short-term financial support, we are committed to working with units to assess these requests on a case-by-case basis. At the same time, we are also committed to adhering to the integrity of the New Budget Model.</p>
6.	<p>“Consider focusing the MSc program on those interested in a professional degree and a career in industry. This would be financially beneficial and more in line with peers. However, this would necessitate the department ramping up career services and placement support for those students for the program to be competitive as a professional program.”</p>	<p>We agree with the reviewers’ comment.</p> <p>The department’s MSc program is unfunded and, as such, is not competitive in attracting top doctoral stream students. It will no longer be used for this purpose, although all graduates of the MSc program will, of course, be free to apply to our doctoral program.</p> <p>Currently our masters level curriculum is being reviewed for its effectiveness in preparing students for a career in industry and, in particular, Data Science. It is also being reviewed for its effectiveness in supporting other graduate programs, for example, the Masters of Science in Applied Computing.</p> <p>Our MSc program will increasingly resemble a professional-type program. For example, we are already exploring staff support for a professionally oriented MSc. Ultimately, the department will consider creating a formal professional program.</p>	<p>Immediate to long-term. The Dean’s Office supports the unit in their plans to respond to this reviewer recommendation. The Vice-Dean Graduate Education and Vice-Dean Academic Planning are available to work with the Department leadership on proposed changes to the MSc program. Should the unit consider introducing new placement opportunities in the MSc program, they are encouraged to work with the Faculty’s Office of Experiential Learning and Outreach Support.</p>	
7.	<p>“Work towards extending the same level of industry-focused career resources and</p>	<p>Unless the MSc program becomes a professional one it will not generate the revenue required to support the level of</p>	<p>Immediate to medium-term. The Dean’s Office fully supports the Department’s plans</p>	

		<p>support that MFI students receive to MSc in Statistics students and to interested PhD students.”</p>	<p>student service that MFI program currently offers. Additionally, it takes several years before the program would fully support itself financially. That said, we are already taking steps to move in this direction.</p> <p>During the Winter term 2025, the MSc program piloted a suite of professional development opportunities to support students in building career-ready skills and industry awareness. Interested Ph.D. students were also invited to participate.</p> <ul style="list-style-type: none"> <li>• Mastering Networking &amp; Professional Relationships (Parts 1 &amp; 2): Skill-building sessions focused on initiating, cultivating, and maintaining meaningful professional connections.</li> <li>• Careers in Finance Panel: Insights from industry professionals on career pathways, recruitment trends, and skills in demand.</li> <li>• Culture, Connection &amp; Communication in the Workplace: Strategies for navigating diverse workplace cultures and fostering effective collaboration in multicultural teams.</li> </ul> <p>Following these pilot sessions, we plan to expand the professional development framework to include:</p> <ul style="list-style-type: none"> <li>• Resume or CV Workshop: Tailored guidance on creating targeted, impactful application materials.</li> <li>• Job Search Strategies Workshop: Practical approaches for identifying opportunities, leveraging networks, and managing a strategic job search.</li> <li>• Presenting Effectively: Techniques for planning, structuring, and delivering clear, engaging presentations.</li> <li>• A wider variety of career panels.</li> <li>• Ongoing peer and alumni mentorship opportunities to support networking and career exploration.</li> </ul> <p>This expanded approach will help ensure MSc students are well-prepared to take their next steps, whether entering the workforce or pursuing further academic or professional training.</p>	<p>to extend career resources and supports to MSc students in Statistics as laid out here. The A&amp;S Office of Graduate Professional Development &amp; Student Success is also available to discuss professional development programming and opportunities.</p>
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			<p>These kinds of workshop trainings and support will be commensurate with the program level.</p> <p>Further details concerning the MSc program can be found above (6).</p>	
	8.	“Explore funding models to grow the PhD program to accommodate the increased number of research stream faculty.”	<p>In addition to comments given above (5), we would add that there are active discussions taking place in the department concerning the level of PI funds to support graduate students. This has been driven, in large part, by the increase in the funding package to 40K. Further, as we transform the MSc program into a professional one, we will explore the possibility of revenue from this program to fund the PhD program to help it grow.</p>	See #5 above.
<p>The reviewers highlighted the Department’s significant reliance on non-permanent instructors to meet the demands of its very large undergraduate programs, as well as anticipated faculty retirements in the coming years. They emphasized the importance of strategic complement planning, recommending that the Department expand its permanent faculty when opportunities permit, and prioritize building strength in new areas such as Quantum Information and the statistical foundations of Artificial Intelligence. Observing that joint faculty positions offer valuable opportunities for interdisciplinary collaboration, they encouraged the Department to explore additional appointments with cognate units in areas aligned with emerging research directions.</p>	9.	“The department is well-positioned to expand into new areas (and possibly introduce new courses) such as statistical foundations of AI or quantum information. This may require joint appointments with Computer Science or Physics.”	<p>We agree that the department is well-positioned to deliver content in statistical foundations of AI and quantum information (QI). With regards to the former, we do offer some courses in this direction (e.g., STA 314 and 414 Statistical Methods for Machine Learning I &amp; II), however, there is certainly room for additional courses, e.g., on reinforcement learning.</p> <p>With respect to QI, developing a course in statistical inference for quantum settings and stochastic control for qubit control and pulse shaping could be interesting directions to explore.</p> <p>The department will consult with faculty and consider other strategic areas of expansion, e.g., climate and environmental statistics, digital twins and uncertainty quantification, and ethics, fairness, and interpretability in ML.</p> <p>Expanding our course offerings can only happen when coupled with new faculty appointments, as we are already relying too heavily on non-permanent instructors to deliver our current course offerings (as noted by the reviewers). With respect to joint appointments with Computer Science and Physics, please see the response to point 22.</p>	Immediate to Medium-term. The Dean’s Office supports the Department’s plan to consider developing courses in statistical foundations of AI and QI where faculty capacity exists or through strategic engagement with other units. Also see response to # 22 below.
	10.	“With several faculty nearing retirement, the department should develop a plan to	We agree with the reviewers’ comment.	Immediate to long-term. The Dean’s recognizes that the Department is prioritizing

		<p>address replacements. Overall, the department needs to grow the faculty to meet the teaching demands.”</p>	<p>The department recognizes its over reliance on non-permanent instructors to deliver academic programs and the need to hire more permanent faculty.</p> <p>The department will seek guarantees from the Dean’s Office to replace all upcoming retirements given we anticipate continuing growth both in the form of increased HCEs in our courses and increased student numbers in all our programs.</p> <p>New faculty positions will also be sought through the annual FAC process, and we agree with the reviewers’ comment that two key areas include statistical learning (which includes the statistical foundations of AI and where the department has made key past hires for the institution, including 1 Professor, 2 Associate Professors, and 1 Assistant Professor, with cross-appointments in Computer Science) and quantum algorithms and information. Statistical science has, for decades, become increasingly computational. The evolution of statistical computing with the advent of quantum computing is a critical consideration for the future of the discipline.</p> <p>Finally, we agree with the reviewers’ positive assessment of our joint faculty. They have brought a profound dimension to our department – who would have thought that one of our graduate students would discover the darkest galaxy yet known?</p>	<p>this recommendation and will work with the unit to explore their options through the faculty complement planning process.</p> <p>All requests for new positions across the Faculty are submitted to the Faculty Appointments Committee (FAC), which includes representation across its sectors (Humanities, Social Sciences and Sciences) and from the Colleges. The FAC reviews all requests for new positions and makes recommendations to the Dean regarding which requests should be granted. In a given year, there are many more requests than available positions. All loss to faculty complement arising from either resignations or retirements are returned to the Faculty for redistribution through the FAC process.</p>
<p>The reviewers emphasized the importance of clear processes and coordinated supports for faculty, particularly junior and jointly appointed members. They recommended working with cognate units as appropriate to ensure clarity and equity regarding teaching loads, service expectations, and promotion and tenure requirements.</p>	<p>11.</p>	<p>“We recommend more regular meetings, including an annual evaluation meeting, between junior faculty and the chair, as well more guidance from mentors and departmental leadership to help navigate the promotion process.”</p>	<p>Going forward, the department chair will be holding annual review meetings with pre-tenure / pre-continuing status faculty members after as part of the annual PTR process. This will provide opportunities for the chair to relay areas of weaknesses and strengths to faculty so that can better navigate the promotion process.</p> <p>The department has a faculty mentorship program that match new faculty members with senior faculty members. There are, however, currently no guidelines on the frequency of meetings between mentor and mentees nor what such meetings should and could entail. The department will develop new guidelines to assist in making this program more effective. The DoSS mentorship program is being designed to</p>	<p>Immediate: The Dean’s Office supports the Department’s plan to strengthen faculty mentorship by holding annual meetings between junior faculty and the Department Chair, and by enhancing the Department’s faculty mentorship program with the addition of new guidelines. The Department is encouraged to consult the new Faculty of Arts &amp; Science Mentorship Guidelines available through the Office of the Vice-Dean Faculty and Academic Life.</p>

		<p>support newly hired colleagues by pairing them with experienced faculty members who can provide guidance on research, teaching, service, and professional development. Its goal is to foster a collegial environment where new faculty can thrive, build connections, and navigate the many opportunities and challenges of academic life with the benefit of trusted support and advice.</p> <p>We will gain insights from other units, such as Computer Science, who have already developed a more formal faculty mentorship program and adopt what works well and modify to suit DoSS' faculty needs.</p>	
12.	<p>"While the promotion process of jointly appointed faculty is managed by a single department, we recommend more coordination concerning teaching loads and service expectations, especially for Assistant Professors."</p>	<p>With respect to jointly appointed faculty members' workload, the department does communicate with the cognate unit that the faculty member is jointly appointed to with respect to teaching load and service. Furthermore, individual faculty members are always encouraged to raise concerns to the chair if service demands across both units are adding up to more than the equivalent service than those who are 100% appointed in DoSS.</p> <p>We will continue to work with our cognate units to ensure equity in workload across all dimensions. One way we are improving this process is that we are currently in discussions with two departments about software/apps that track course scheduling and workload to streamline and better control them.</p>	<p>Immediate. The Dean's Office recognizes that the unit has considered the recommendation and is taking steps to enhance coordination between cognate units regarding cross-appointed faculty teaching loads and service expectations, especially for Assistant Professors.</p>
13.	<p>"Ensure the organizational structure of the department works as well for jointly appointed faculty as it does for others. Institute annual review meetings with both chairs for jointly appointed junior faculty, coordinate service assignments, and provide additional guidance on expectations for tenure from both units."</p>	<p>As mentioned in point 11 above, the department will be initiating annual review meetings for pre-tenure and pre-continuing status faculty members. As part of this process, we will reach out to our cognate units to include the appropriate chairs during these annual meetings for jointly appointed faculty (who are all solely tenure track faculty). The main purpose of this joint meeting would be to ensure that jointly appointed faculty understand the expectations of both units with respect to the tenure process.</p>	<p>Immediate. The Dean's Office supports the Department's plan to address this recommendation.</p>

			<p>The issue of workload coordination (w.r.t. to teaching and service) is already discussed in point 12.</p>	
	14.	<p>“Explore reducing the teaching load for tenure faculty while recognizing the pressures of large enrollments.”</p>	<p>We recognize that, for tenure-stream faculty at least, our teaching loads are not competitive with our U.S. peers in some instances. However, with the advent of the Faculty’s new budget model, and the pressures of large enrollments (as the reviewers noted), it is unlikely that teaching loads will be reduced in the near future as last year we revised our Workload policy at the current levels. Moreover, many US universities require faculty members to teach during the summer semester, or there is no/little salary during the summer months. That is not the case here (at least not in DoSS).</p> <p>Nevertheless, the department will continue to explore other advantageous treatment of teaching loads. For example, the department is already generous with teaching release for academic administration and pedagogical projects. The department will also consider how courses are weighted, e.g., is a large 2<sup>nd</sup> year class with 500 students really equivalent (in terms of workload) to a small graduate course?</p>	<p>The Dean’s Office acknowledges that the Department has considered this review report recommendation.</p>
<p>The reviewers broadly highlighted opportunities to strengthen the Department’s role in the area of Data Science, across both research and academic programming. They encouraged the Department to continue collaborating with relevant units, pursue joint initiatives that reflect the Department’s strengths, and explore new ways to respond to growing student demand in this area.</p>	15.	<p>“The department should have discussions with FAS and the Department of Computer Science to explore ways to have more involvement in the Data Science specialist program and potentially grow it (given expected demand), as well as make it more accessible to a larger number of students.”</p>	<p>With regards to the DS specialist program, we are currently working with DCS to ensure that DoSS views on admission numbers and processes are seriously taken into account and that DoSS is seen as an equal partner in this program. One notable example was the recent consideration of including the DS specialist program in a proposal for a new degree designation of Bachelor of Computer Science rather than Bachelor of Science, where DoSS’ input and views were carefully considered.</p> <p>Since inception, the DS specialist has hovered between 30%-40% of targeted enrolment planned for the program when it was first designed in 2018. We will continue to work with DCS to attain the targets and expand at a sensible rate. Part of the challenge with expansion is JSC270 (Data Science I) and JSC370 (Data Science II) capacity. These courses involve project-based learning and are designed to give students experiential based learning opportunities.</p>	<p>The Dean’s Office supports the Department’s plan to work closely with the Department of Computer Science on the Data Science Specialist. The Vice-Dean, Academic Planning and Vice-Dean, Undergraduate are available to work with the Department on plans to expand data science programming.</p>

			Moreover, DoSS will investigate whether expanding the applied data science minor program, which is accessible to all A&S students, can be used as a way of expanding our data science programming.	
	16.	“Work with the college and other partners to increase the role of DoSS in the Master’s programs in data science, perhaps through creating a new data science stream managed by DoSS.”	<p>The department already collaborates with the computer science department in offering a data science concentration as part of the Master of Science in Applied Computing. The concentration is led by a faculty member whose primary academic appointment is in Statistical Sciences. Notably they also serve on the Executive for the institution’s Data Sciences Institute where consideration is being given to a Master’s of Applied Data Science supported by the department.</p> <p>In addition, our own MSc program is undergoing curricular renewal with the intention that it will support data science education broadly both within A&amp;S and in partnership with other divisions.</p> <p>We do expect the continuing support of the Dean’s Office in these efforts.</p>	Immediate. The Dean’s Office supports the Department’s continued collaboration with the Department of Computer Science in offering the Master of Science in Applied Computing – Data Science concentration in line with this recommendation. The Vice Dean, Graduate Education and Vice-Dean, Academic Planning are continuing to work with Department leadership in exploring possibilities for a Master’s in Applied Data Science and are available to provide guidance on curricular renewal for the MSc program.
The reviewers noted ongoing challenges related to departmental space and infrastructure, with impacts on both student and faculty experience as well as overall operations and future planning. They recommended working with decanal leadership to strategically address long-term space concerns and encouraged the Department to consider reconfiguring its existing space to better meet immediate needs.	17.	“Work with FAS to increase space and accommodate the aid center and undergraduate spaces, as well as to manage scheduling conflicts with the MScAC program that shares some of the space.”	<p>We are in conversation with FAS regarding UG space as indicated above (2).</p> <p>The scheduling conflicts with MScAC will persist as MScAC has just under 200 students and we have only 34 in the MFI. We both have programs which require space at similar times of year but can hopefully continue to divide the space equitably.</p>	Immediate. As noted, the Dean’s Office and Department are actively communicating regarding UG space allocation.
	18.	“Consider reconfiguring some of the existing space to use it more efficiently. For example, not assigning individual desks to Master’s students and creating smaller / more noise-proof spaces for PhD students if feasible.”	<p>The MFI students are paying much higher fees than all other graduate students and during the semesters do use their space and collaborate with each other for course assignments.</p> <p>Since 2020, our MSc students have only had one hotelling desk, however, this year we have increased the number of desks to 10.</p> <p>We have noise proof pods in the PhD space that are not fully utilized at the moment. Additionally, PhD students can book a</p>	The Dean’s Office acknowledges that the Department has considered this review report recommendation.

			<p>meeting room for additional quiet. We cannot create more soundproof space in their area without diminishing the light in the faculty offices that surround the space. This space was designed to maximize the light for all occupants.</p> <p>Moreover, the current design of an open concept space was one that PhD students themselves had requested when we were designing our space on the 9<sup>th</sup> floor.</p>	
	19.	<p>“Work with FAS to improve the space situation, ideally creating a space where faculty could have their own offices conducive to focused work, and graduate and undergraduate students could have dedicated, functional integrated spaces.”</p>	<p>As indicated in (2) above, a significant improvement to space within the department would involve the creation of an UG student community hub on the 10<sup>th</sup> floor that would include relocating the Statistics Aid Center currently in the Sidney Smith building.</p> <p>Moving to OPG was a multi-year consultative project with all constituents of DoSS: UG and Grad students, faculty, staff. All agreed on the plan prior to construction and recognized that there were compromises that had to be made to prioritize contiguous space and to ensure that we could accommodate everyone in the space. Prior to OPG we were in 3 separate buildings spread blocks apart.</p> <p>Faculty offices are private and most receive light through the glass wall.</p> <p>The one thing that PhD students insisted on was dedicated desks close to the faculty supervisors. In the past graduate students had two spaces: one that was collaborative and one that was “quiet”. The quiet room was largely empty, and students wanted their own offices. As dedicated office space for students was not a possibility, we agreed that the next best solution was dedicated desks. Additionally, as the dept grows, we may not be able to maintain dedicated desks for all students.</p>	<p>The Dean’s Office acknowledges that the Department has considered this review report recommendation.</p>
<p>The reviewers made several recommendations for further strengthening the Department’s excellent national and global profile.</p>	20.	<p>“Currently, the department has one University Professor. Considering the size of the faculty, it may be appropriate for the university to consider additional</p>	<p>We agree with the sentiment that there needs to be more distinguished titles awarded to senior DoSS faculty. One example of success in this direction is one of our faculty member’s Canada Research Chair renewal and their</p>	<p>The Dean’s Office supports the Department’s plan in exploring ways to increase faculty recognition.</p>

<p>They highlighted opportunities to expand interdisciplinary research and international collaboration; strategically recruit top North American talent as opportunities arise; increase the Department's presence at leading conferences and workshops; host events featuring internationally renowned researchers; and more actively pursue opportunities for major faculty awards.</p>		<p>distinguished titles to DoSS senior faculty, which would further enhance the department's international profile and competitiveness."</p>	<p>recent Dean's Research Excellence award (DREA). We will explore ways to work with the Dean's office to increase similar recognitions, e.g., by investigating ways to increase the department's success rate of DREAs and Connaught awards. Furthermore, we will work with the Dean's office to garner support for nominations of honorary doctorates for senior and emeriti faculty and University Professor nominations.</p>	<p>The Vice-Dean, Research and Infrastructure and Vice-Dean, Faculty Life are available to meet with Department Leadership to discuss both increasing the department's success rates in the DREA and Connaught awards and to identify ways of recognizing extraordinary contributions by Department faculty.</p>
	21.	<p>"Future opportunities may lie in further expanding interdisciplinary research and international collaboration, particularly in emerging fields like AI and quantum computing."</p>	<p>The department currently has 15 faculty members who conduct interdisciplinary research. Moreover, we have four faculty members cross appointed to Department of Computer Science (DCS) whose research focus on ML and AI and two more faculty who are appointed in the Department of Computer and Mathematical Sciences at UT Scarborough whose research focus is in ML and AI. We will be considering carefully whether the balance of interdisciplinary research and AI/ML focus to that of other Statistical Sciences research is optimal.</p> <p>With regards to AI and quantum computing, we are in early discussions with the Department of Physics (DoP) concerning a joint appointment in AI and physics and potentially quantum computing. The Chair of Statistical Sciences, and one faculty member jointly appointed with DoSS and the Department of Astronomy and Astrophysics, recently participated in an 11 person retreat at the Perimeter Institute (PI), spear-headed by a DoP faculty member and the PI's Executive Director, to discuss how PI, DoSS, and DoP at U. Toronto could partner in a Physics and AI endeavour.</p> <p>Moreover, DoSS' chair has had initial conversations with DoP's chair regarding the institutional strategic initiative (ISI) circling the Centre for Quantum Information and Quantum Control (CQIQC) and DoSS' interest in being part of it – as statistical inference, machine learning, risk quantification, and stochastic modeling are tools that are essential for quantum state estimation and error correction, as well as rigorous inference, validation, and decision-making in quantum technologies, among other aspects.</p>	<p>Immediate to long-term. The Dean's Office acknowledges that the Department has considered this recommendation and has already begun to take steps towards expanding and deepening its connections with research in emerging fields such as AI and quantum computing. Related ISIs and EDU-Cs (supported institutionally and divisionally) offer synergistic interdisciplinary research environments for faculty across the University, including those in DoSS.</p>

	22.	“The current situation in the US academia may present unique opportunities for hiring top talent, and DoSS (as well as all of U of T) should take advantage of that to raise the department’s profile.”	<p>Unfortunately, due to unexpected circumstances, the department was unable to participate in June’s FAC competition to recruit colleagues from prestigious institutions across the U.S. We had however identified a number of individuals, many Canadian, that are ripe for recruitment.</p> <p>The department stands ready to pursue the next special recruitment opportunity when it arises.</p>	Immediate to medium-term. The Dean’s Office recognizes the unit has considered this recommendation and welcomes the expression of interest. The Faculty Appointments Committee is the mechanism through which Faculty-wide complement planning is undertaken. This Fall, the Dean will again solicit submissions to the FAC.
	23.	“Maintain and increase the presence at the top international conferences and workshops in the field.”	DoSS faculty consistently attend key international conferences and workshops, including the annual Joint Statistical Meeting, Institute of Mathematical Statistics annual meeting, Bernoulli–IMS World Congress in Probability and Statistics, SIAM annual meetings, NeurIPs, COLT, and AISTATS. The department will continue to support faculty attending and presenting at these important international conferences, as well as at more specialized workshops.	The Dean’s Office acknowledges that the Department has addressed this review report recommendation.
	24.	“Plan to host occasional workshops and/or to work with medium-sized statistics conferences to host them at U of T, and invite renowned international Researchers.”	<p>The department does host conferences on an annual basis. For example, this past year we hosted conferences on Mathematical Finance and Decentralized Finance – both jointly with the Fields Institute for Mathematical Sciences. In the recent past, we hosted the IASE-IASC Satellite conference and the Recent Advances in Mathematical Finance (jointly with Fields) in 2023 and the Bayesian, Fiducial and Frequentist (BFF7) in 2022. This coming year, we will be hosting The Fast and Curious 2: Markov Chain Monte Carlo in Action and the biannual Workshop in Insurance Mathematics, and in 2027 we plan to host the Canadian Conference on Teaching Statistics.</p> <p>More generally, the department is supportive of hosting workshops and conferences and will continue to consider requests from faculty to do so.</p>	The Dean’s Office acknowledges that the Department has addressed this review report recommendation.
	25.	“The award committee should actively nominate faculty for both national and international Awards.”	The department has a Promotions and Awards (P&A) committee which, as one of its responsibilities, regularly nominates faculty for awards – including internal, domestic, and international awards. In just this past year, we had two successful IMS fellow nominations, a Dean’s Research Excellence Award, a SSC Distinguished Educator Award, a SSC Early Career Educator Award, and an Arts and Science	The Dean’s Office acknowledges that the Department has addressed this review report recommendation.

			Outstanding Teaching Award. We will continue to ensure the P&A committee is actively nominating faculty for domestic and international awards and work with faculty to identify awards they may be eligible for.	
Other recommendations not prioritized in the Request for Administrative Response	26.	“FAS should provide more information and support for the transition to the new budget model.”	<p>FAS has provided a lot of information on the New budget model, though it has rolled out in stages and we may not have known as much when we met with reviewers as we do now. Additionally, even with an understanding of all the components of the model and our own modelling, we are cautious in year 1, knowing that revenue from year 1 is only received in year 2.</p> <p>Furthermore, the department will actively engage its executive committee in efforts to adopt the new budget model, increase revenues and reduce costs. The new budget model, and how it impacts the department, will be a standing item at all department meetings this academic year and likely beyond.</p>	<p>Immediate to medium-term. The Dean’s Office supports the Department’s plan to engage their executive committee in adopting the new budget model.</p> <p>The Dean's Office recognizes that the New Budget Model is a significant change in the budget allocation process for Units and is committed to ensuring stakeholders' full facility with the new model. Apart from providing detailed information about the model and Unit budget allocations to Unit academic and administrative leaders, the DO is actively engaged in developing and rolling out Unit budget planning tools that will help Units engage in multi-year planning. The DO will also weave NBM information and opportunities for discussion into the many existing fora with Units throughout the year - from undergraduate and graduate curriculum committees to regular meetings with Chairs and Directors as well as Chair and Director information sessions (e.g. Academic Leaders Series that focuses on Arts &amp; Science-specific practices and policies, providing relevant information at key points throughout the year).</p>
	27.	“In recent years, the success rate for grant applications, particularly with NSERC, has decreased possibly due to the theoretical emphasis of the Mathematics & Statistics program. Faculty working on interdisciplinary problems should be encouraged to submit proposals to	While it is accurate that, earlier on, DoSS faculty working in interdisciplinary research (mostly joint appointed faculty) had applied to the Mathematics & Statistics panels for funding – and thus had a lower success rate – in the last few years they have been encouraged to request evaluation by multiple panels (usually 2) to be considered by NSERC for	Immediate to medium-term. The Dean’s Office recognizes that the Department has already undertaken action to address this recommendation and supports their plan to develop a NSERC CREATE and NSERC Alliance grant strategy. The Department may wish to work with the Research Partnerships &

		<p>NSERC interdisciplinary programs. And it would be worth exploring whether funding agencies could be lobbied to create separate new programs for applied / interdisciplinary statistics and data science research.”</p>	<p>interdisciplinary work. We also suggest these colleagues seek the guidance of colleagues, often other interdisciplinary/joint faculty, when apply for any grant. Together, these efforts have resulted in a notable increase in the success rate of faculty conducting interdisciplinary research. Moreover, our funding sources have become increasingly diversified and go beyond NSERC. For comparison, in 2016-2019, the average total grant funding handled within DoSS was \$980,000 (with an average of \$370,000 from NSERC). In 2020-2023, the average total grant funding increased to \$2.2M (with an average of \$730,000 from NSERC).</p> <p>We will continue to encourage faculty conducting interdisciplinary research to apply to either interdisciplinary NSERC panels or other domain specific NSERC panels – depending on what is best for that specific faculty member. Further, the department will encourage faculty to apply to NSERC funding outside the Discovery grants program, e.g., we intend to develop an NSERC Collaborative Research and Training Experience (CREATE) grant strategy and an NSERC Alliance grant strategy. The latter would require engaging more with industry partners.</p>	<p>Business Development Office, which supports these kinds of partnerships.</p>
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### 3 Committee on Academic Policy & Programs (AP&P) Findings

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*Note: This section will be updated by the Office of the Vice-Provost, Academic Programs after the conclusion of the governance cycle, using language verbatim from the approved Report of the AP&P committee meeting.*

### 4 Institutional Executive Summary

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The reviewers praised the undergraduate specialist programs, observing that they offer rigorous training for employment in industry or graduate study. They noted that the graduate programs are very strong, with excellent international rankings and placement outcomes. They highlighted faculty research as extremely high calibre, contributing significantly to the Department's national and international reputation. Notably, they described the departmental climate as excellent, based on students, faculty, and staff reporting high levels of satisfaction and a sense of community and inclusion. Finally, the reviewers highlighted the numerous research opportunities available to students through departmental initiatives and external programs; and complimented the Department's effective structure, with engaged leadership and well-coordinated administrative staff.

The reviewers recommended that the following issues be addressed: considering ways to strengthen instructional consistency in the undergraduate program and explore enhancements to student supports and physical infrastructure; assessing the focus and objectives of the MSc program; increasing the flexibility of PhD admission requirements; exploring the expansion of the doctoral program; standardizing the curriculum in core PhD courses where possible; and ensuring that students in both professional and research programs have equitable access to career resources and other supports; expanding permanent faculty when opportunities permit, and prioritizing building strength in new areas such as Quantum Information and the statistical foundations of Artificial Intelligence, and exploring additional joint appointments with cognate units; ensuring clear processes and coordinated supports for faculty, particularly junior and jointly appointed members; pursuing opportunities to strengthen the Department's role in the area of Data Science; working with decanal leadership to strategically address long-term space concerns and considering reconfigurations to existing departmental space to better meet immediate needs; and further strengthening the Department's excellent national and global profile.

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

## 5 Monitoring and Date of Next Review

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The Arts & Science Dean's office monitors progress on Implementation Plans through periodic meetings with chairs and directors and through regular governance and curricular oversight.

The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than midway between the March 2025 UTQAP cyclical review and the year of the next site visit in 2032-33 on the status of the implementation plans.

The next review will be commissioned no later than the 2032-33 review cycle.

## 6 Distribution

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On August 15<sup>th</sup> 2026, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Arts and Science, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to unit/program leadership.

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

## 1 Review Summary

<b>Program(s) Reviewed:</b>	<p>Management (BBA): Specialist</p> <ul style="list-style-type: none"> <li>- Management Stream</li> <li>- Human Resource Management Stream</li> </ul> <p>Management (BA): Major</p> <p>Commerce (BCom): Specialist</p> <p>Commerce - Accounting (BCom): Specialist</p> <p>Commerce - Finance (BCom): Specialist</p> <p>Commerce - Marketing (BCom): Specialist</p> <p>Commerce (BA): Major</p> <p>Certificate in Effective Business Practices &amp; Leadership Skills</p>
<b>Division/Unit Reviewed OR Division/Unit Offering Program(s):</b>	<p>Department of Management</p> <p>University of Toronto Mississauga</p>
<b>Commissioning Officer:</b>	<p>Vice-Principal, Academic &amp; Dean, University of Toronto Mississauga</p>
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"> <li>• Geneviève Bassellier, Associate Professor of Information Systems and Vice-Dean of Programs, Desautels Faculty of Management, McGill University, Canada</li> <li>• Jon Glover, George O. May Professor of Financial Accounting, Columbia Business School, USA</li> </ul>
<b>Date of Review Visit:</b>	<p>November 18-19, 2024</p>
<b>Review Report Received by VPAP:</b>	<p>February 6, 2025</p>
<b>Administrative Response(s) Received by VPAP:</b>	<p>September 15, 2025</p>
<b>Date Reported to AP&amp;P:</b>	<p>October 21, 2025</p>

## Previous UTQAP Review

Date: November 14-15, 2016

### Summary of Findings and Recommendations

#### Significant Program Strengths

- Excellent researchers, strong programs, and highly performing administrators
- Impressive energy and care that faculty bring to their teaching
- Impressive expansion of programs and tenure-stream faculty since the last review

#### Opportunities for Program Enhancement

- Improving the availability and structure of the programs' experiential learning component(s), in response to student demand and to support the program's learning outcomes
- Addressing concerns regarding the economics course requirements, content and delivery
- Increasing career-support staffing for the program
- Exploring ways to support the engagement of tenure-stream faculty in program, department and campus-based activities to ensure that these activities reflect and highlight faculty research
- Working with the Dean's office to reach a common understanding of appropriate staffing levels relative to accreditation standards and peer institutions
- Considering alternative ways of allocating resources to support the department's programs
- Considering programs in both the Department and in the Institute for Management of Innovation when making resource allocations

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

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

### Consultation Process

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

# Current Review: Findings and Recommendations

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## 1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ “The Department of Management at UTM exemplifies academic and operational excellence within the constraints imposed by its limited resources and centralized organizational structure”
  - ▶ Programs exhibit noticeable strengths
- Curriculum and program delivery
  - ▶ Curriculum emphasizes practical skills, such as data analysis and manipulation, which increases students’ readiness for the job market
  - ▶ Mechanisms are in place to support the achievement and maintenance of quality courses; the unit collects student feedback, conducts peer reviews, and has implemented an approval process for course outlines
- Innovation
  - ▶ Reviewers highlight evidence of curricular innovation including program responsiveness to market trends, and the integration of cutting-edge content in data analytics, fintech and other high-demand areas
  - ▶ Department is innovative in its delivery modes, using a blended learning approach for some courses, and leveraging technology features in online courses to enhance the student experience
- Accessibility and diversity
  - ▶ Unit’s commitment to incorporating EDI principles into its curriculum and operations is commendable
- Assessment of learning
  - ▶ Assessment of teaching and learning noted as excellent
  - ▶ Use of students’ personal laptops in final exams encourages assessment of learning in real scenarios
- Student engagement, experience and program support services
  - ▶ Reviewers highlight the importance of experiential learning in contemporary business programs, noting that the department offers a number of such opportunities including in-course field learning, international trips, and the Research Opportunity Program
  - ▶ Department offers a certificate Effective Business Practice & Leadership Skills
  - ▶ Students who participate in experiential learning opportunities appreciate them
  - ▶ Department is working to improve experiential learning programs, and increase student awareness of these offerings
  - ▶ Students praise the faculty’s dedication to teaching, and the practical nature of the curriculum

- ▶ Students appreciate the integration of tools such as Excel, the case-based learning approach, and the small class sizes in case-based courses
- ▶ Students note enthusiasm for the planned co-op program, and for the proposed Specialist in finance and accounting

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

- Curriculum and program delivery
  - ▶ Some individual students raised concerns with the curriculum, including an overemphasis on quantitative skills in the marketing stream, and a perceived lack of integration between marketing and accounting courses
- Student engagement, experience and program support services
  - ▶ The most consistent area of student dissatisfaction appears to be related to the limited support they receive for securing internships during their studies, and employment following graduation
  - ▶ Students note difficulties with the lack of career services tailored to the specific needs of business students
  - ▶ Students raised concerns about the disparity between the deregulated tuition that they pay, and the limited support services and resources available to them
  - ▶ Students note a lack of support for student clubs and limited study abroad opportunities; and indicate a desire for greater faculty involvement in co-curricular activities
  - ▶ Some experiential learning offerings have low enrolment, such as the Certificate and the Professional Skills Development programs; many students do not appear to be aware of these opportunities
  - ▶ Students note limited opportunities to engage with faculty on research, and report that research is rarely incorporated into classroom instruction

The reviewers made the following **recommendations**:

- Student engagement, experience and program support services
  - ▶ Students express clear desire to receive more support in securing internships and jobs after graduation that is tailored to the needs of Management students

## 2. Graduate Program(s) – n/a

## 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Department's tenure stream faculty are world-class scholars
  - ▶ Joint appointments with Rotman enhance the department's reputation, and create recruitment incentives

- ▶ Teaching stream faculty are essential contributors to the department
- ▶ All faculty show tremendous support for the programs, and motivation to provide excellent teaching
- Research
  - ▶ Recent establishment of the Management Analytics Research Cluster (MARC) provides a great opportunity for faculty to pursue and obtain support for their research

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

- Faculty
  - ▶ Limited faculty complement is highlighted as a key departmental challenge, with particular concern noted around the number of tenure stream and full-time faculty members
  - ▶ Ratio of tenure stream faculty to students remain significantly lower than those of peer institutions
  - ▶ Reviewers note difficulties of recruiting Management faculty in Canada
  - ▶ “[L]etting the faculty complement shrink by not allowing the Department to hire is a big challenge that will impact the quality of the programs and the morale of the faculty members”
  - ▶ “Our sense is that there is an overreliance on sessional faculty, which compromises program quality”

The reviewers made the following **recommendations**:

- Faculty
  - ▶ Noting recent and imminent faculty leaves, reviewers highlight the importance of pursuing hiring for the unit when opportunities permit, to maintain the quality of the programs and enhance the morale of current teaching staff
  - ▶ Prioritize hiring in the tenure stream, to enhance program continuity and quality, and reduce reliance on sessional instructors
  - ▶ Junior faculty might benefit from some enhanced clarity regarding promotion and tenure criteria

#### **4. Administration**

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

The reviewers observed the following **strengths**:

- Relationships

- ▶ Faculty and staff are committed to the students and programs, and have adopted a “team-oriented” culture; faculty and staff work closely and cooperatively
- ▶ Staff exhibit remarkable dedication, and maintain program operations “despite being stretched too thin”
- ▶ Strong and positive relationship with the UTM Department of Economics
- Organizational and financial structure
  - ▶ Reviewers note the Department is well-structured
- Long-range planning and overall assessment
  - ▶ Department serves a diverse student body, and offers a supportive and inclusive environment

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

- Relationships
  - ▶ “While joint appointments with the Rotman School of Management provide access to resources and reputation, many tenure-track faculty feel undervalued compared to their Rotman colleagues”; this perception of inequity stems from apparent differences in access to resources, research supports, recognition, and decision-making influence
  - ▶ Senior faculty in particular highlight concerns about the unit’s severe resource constraints, noting that the reduction in tenure stream faculty and the centralized decision-making structure present major barriers to achieving academic and administrative goals; these constraints impact morale and may affect recruitment and retention
  - ▶ Faculty feel that their commitments to multiple programs offered by different academic units (Management, IMI, Rotman) leave them stretched too thin
  - ▶ Resource tensions and coordination challenges noted in relation to the interplay between the Institute for Management and Innovation (IMI) programs and the undergraduate Management and Commerce programs
  - ▶ Several factors contribute to relationship challenges between UTM Management and IMI, including teaching allocation issues for faculty with joint appointments, and apparent stipend discrepancies between the units for overload teaching
  - ▶ Reviewers note that a lack of recognition of work done by UTM Management in the development of Management-focused IMI programs has led the Department of Management to reduce its involvement
  - ▶ Department does not maintain an alumni database
- Organizational and financial structure
  - ▶ Resource constraints result in staff and full-time faculty shortages, which impact program quality and student services
  - ▶ Support staff-to-student ratio appears low, particularly compared to standalone business schools
  - ▶ Budget reductions impacting supports for student societies and events “is heavily felt by students and staff”
  - ▶ Compensation for academics taking on administrative positions has been reduced, which will make it challenging to recruit strong candidates for these roles

- ▶ Since stipends for overload teaching offered by the Department do not appear to be on par with those offered by other units such as IMI, faculty prefer to teach for IMI which results in fewer teaching resources for Management
- ▶ Critical functions such as career services and alumni relations are either underfunded or non-existent, placing UTM and its students at a significant disadvantage relative to competitor programs, which reviewers note “are typically standalone business schools”
- ▶ The centralized governance system, with decision-making and many support services managed at the decanal level, limits the Department’s ability to efficiently address its unique needs; this “puts UTMM at a disadvantage when compared to standalone business schools who benefit from greater autonomy”
- ▶ UTM’s centralized fundraising efforts leave the department unable to effectively engage with alumni, limiting opportunities for mentorship, networking, and financial support
- ▶ The planned co-op program will be managed centrally by UTM; students note some concerns that this program will not be tailored to Management students
- ▶ Students voiced frustration at the lack of dedicated space for business students to gather and collaborate
- ▶ “Faculty members noted that the department receives a disproportionately small share of the deregulated tuition fees it generates, further exacerbating resource shortages.”
- ▶ “In general, all members of the Department of Management felt that the funding does not align with the expectations created by deregulated tuition fees”
- ▶ “Despite its reputation and academic rigor, the department operates with insufficient resources”
- ▶ “Without proportional resource allocation, the department cannot adequately address operational needs, such as career support”
- Long-range planning and overall assessment
  - ▶ Systemic challenges hinder the department’s ability to fully deliver high quality programs; these include acute resource shortages, centralized governance, and structural problems with affiliated programs
  - ▶ Many ongoing concerns were also raised in the previous review of the department; while some progress has been made in addressing these issues, “additional demands placed on faculty seem to have outpaced that progress, leaving the department in a weaker position than it was at the time of the last review”
  - ▶ “IMI offers some programs that are purely management programs, yet these programs are not under the control of the Department of Management. IMI programs such as the MMPA generate both positive and negative spillover effects on undergraduate programs. While they can enhance the department’s profile and collaborative opportunities, their separation from the department complicates resource allocation, quality control and administrative oversight.”
  - ▶ Reviewers raise concerns that management programs are offered by two distinct units at UTM, highlighting potential reputational and administrative impacts related to program alignment, student selection processes, and fee structures

- International comparators
  - ▶ Current governance structure hinders the Department's ability to compete with other business schools

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Reviewers note opportunities to strengthen relationships between departmental faculty and colleagues at Rotman
  - ▶ Establish regular meetings with Rotman leadership to ensure UTM faculty are included in decision-making processes that affect their roles and contributions
  - ▶ "Establish parity measures to ensure that faculty with joint appointments have comparable access to resources, recognition, and opportunities as their Rotman counterparts"
  - ▶ Explore the development of recognition programs to highlight the unique contributions of UTM-based tenure stream faculty
  - ▶ Opportunities also noted to strengthen relationships between the Department and IMI
  - ▶ Leverage alumni networks to provide mentorship and employment opportunities for students, and for potential advancement initiatives
  - ▶ Reviewers note that developing an alumni database is an essential component of developing a network for student career opportunities, and for nurturing alumni relationships
- Organizational and financial structure
  - ▶ Co-op program should be tailored to Management students; reviewers assert that this would be best achieved by having a resource within the Department that administers the co-op program
  - ▶ Unit should conduct a review of faculty and staff resources, and use findings to advocate for additional full-time faculty and staff
  - ▶ Explore the development of an integrated career services strategy that could serve both undergraduate and IMI programs; this could include expansion of internships, co-op opportunities and networking events
  - ▶ Reviewers highlight the importance of having a dedicated staff member work on fundraising for the department, noting that standalone business schools typically have a large staff devoted to advancement and alumni relations
  - ▶ Reviewers urge divisional and institutional leadership to explore increasing the resources available to the department; "We see the current situation as putting UTM's ability to maintain a strong department in serious jeopardy"
  - ▶ Reviewers recommend delegating greater decision-making authority to the unit, particularly in areas such as faculty hiring and resource allocation, in order to improve responsiveness and program alignment
- Long-range planning and overall assessment
  - ▶ Consider ways to increase the involvement of the Department of Management in the oversight of management programs housed in IMI, to support program quality, reputation, and coordination of teaching resources

- ▶ “Evaluate whether IMI programs like MMPA should be formally integrated with the Department of Management. If integration proceeds, ensure that additional resources, especially in career services and administrative support, are allocated proportionally to the increased responsibilities”

September 12, 2025

Professor Nick Rule  
Vice-Provost, Academic Programs  
University of Toronto

**RE: UTQAP cyclical review of the Department of Management and its programs**

Dear Professor Rule,

Thank you for your letter of June 13, 2025 requesting the decanal administrative response to the November 18-19, 2024 review of the Department of Management and its programs: Management, BBA (Specialist; Management Stream and Human Resource Management Stream), Management, BA (Major), Commerce, BCom (Specialist), Commerce: Accounting, BCom (Specialist), Commerce: Finance, BCom (Specialist), Commerce: Marketing, BCom (Specialist), Commerce, BA (Major), and Certificate in Effective Business Practices & Leadership Skills.

On behalf of the University of Toronto Mississauga, we would first like to thank the reviewers, Geneviève Bassellier, McGill University, and Jonathan Glover, Columbia University, for their comprehensive review of the Department of Management and its programs. We would also like to thank the Chair, Prof. Tanjim Hossain, and faculty, administrative staff, and all those who contributed to the preparation of the self-study. We also thank the many staff, students, and faculty members who met with the external reviewers and provided thoughtful feedback.

In their report, the reviewers noted the curricular innovations in the programs under review, praising the emphasis on practical skills, including data analysis and manipulation. The reviewers also commended the staff's remarkable commitment to the programs, while noting the excellence of the department faculty and their dedication to the programs under review. In their report, the reviewers recommended working towards greater departmental autonomy, especially over resource allocation, in order to establish and maintain services for students that are in line with other institutions and academic units in the discipline. Moreover, the reviewers recommended allocating more resources to the Department to prioritize hiring of tenure-stream faculty members and to ensure faculty equity. The reviewers also recommended that UTM divisional leadership assess the organization of all Management-related programs offered at UTM.

The reviewers' recommendations have been addressed in the enclosed Review Recommendations Table that outlines the department's response, the decanal response, and the Implementation Plan identifying action items and timelines for each recommendation (immediate, medium, or long term). This administrative response was developed in consultation with senior leadership in my office and the Department Chair.

Progress checks and monitoring of the implementation plan will occur through the Chair's Annual Report to the Dean. We also acknowledge your office will request a brief Interim Monitoring Report

midway between the November 2024 review and the next cyclical review, which is scheduled to take place in the 2031-32 academic year.

Thank you very much for the opportunity to respond to the review report. The reviewers' comments and recommendations will help inform the future priorities of the Department of Management and its programs.

Sincerely,



William A. Gough  
Interim Vice-Principal, Academic & Dean

Encl.: 2024-25 UTQAP Review of the UTM Department of Management – Review  
Recommendations (table)

CC: Tanjim Hossain, Chair, Department of Management, University of Toronto Mississauga  
Bryan Stewart, Vice-Dean, Academic Programs, University of Toronto Mississauga  
Ferzeen Sammy, Manager, Academic Programs & Quality Assurance, University of Toronto  
Mississauga  
Lachmi Singh, Director, Academic Programs, Planning and Quality Assurance  
Emma del Junco, Academic Reviews and Planning Specialist  
David Lock, Academic Reviews and Planning Specialist,  
Stephanie Machado Fernandes, Administrator, Academic Programs

## 2024-25 UTQAP Review of the UTM Department of Management - 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 (completed by Chair)	Dean's Response	Implementation Plan <i>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.</i>
The reviewers highlighted concerns related to student experience, including student dissatisfaction with limited supports for securing internships during their studies and employment following graduation; as well as a lack of career services tailored to the specific needs of business students. They recommended exploring ways to strengthen supports for students in the Department, and considering the possibility of an integrated career services strategy to benefit both students in the UTM	1.	"Develop an integrated career services strategy that serves both undergraduate and IMI programs. This includes expanding internships, co-op opportunities, and employer networking events."	Integrating with MMPA and MMI would be efficient. However, UTMM has no control or oversight of these programs even though we originally created these programs and ran them. We suggest that UTMM regains control over these programs and designs a more integrated student experience for students in undergraduate and graduate management programs. With UTMM's entry into the UTM CIP, we propose that affiliated resources held by the OVPAD be transferred to UTMM. This would allow for the department to have full discretion and ability to optimize human and financial resources supporting co-op and existing experiential initiatives all tailored to business program students.	OVPAD will facilitate discussion with UTM Dean of Student Experience's office for student services.  OVPAD and UTMM are in the midst of expanding the UTM Co-op Internship Program for Management students within the University of Toronto tricampus framework. OVPAD will work with department connecting to other university offices with experience working in internship and networking areas.	Immediate term; Vice-Dean, Undergraduate; Associate Dean, Academic Experience

Department of Management and those in other business-focused programs at UTM.	2.	“[Students] expressed a clear desire to receive more support in finding internships and jobs after graduation – support tailored to the needs of the students in Management.”	We share this view with the reviewers and students and will welcome UTM dedicating permanent resources to staff additional internship and career service positions housed within the department. To date, UTMM has prioritized career and internship support staff hires when possible. We also note that a disproportionate number of resources have been allocated to the EEU supporting experiential learning and co-op while the department will have to shoulder the burden and reputational risk on the success of these new initiatives. We request that the OVPAD decentralizes these resources to the academic departments. We had to cut a student support staff position due to funding shortage as our deregulated budget, which supports our student services, has continually shrunk in real terms. We have made multiple requests to the OVPAD for funding of one of the staff members on our deregulated budget through our operating budget for over two years, but have not received any additional resources yet. Any further cut to our staff complement will not only constrain our implementation of reviewer recommendations, but also adversely affect our ability to operate as a department. We currently have two SPAC requests submitted and we hope that those will be approved.	See above  OVPAD will work with UTMM to determine the extent which central campus services, such as the Career Centre can be utilized to serve UTMM students, and where appropriate work with the department to identify UTMM specific needs.	Immediate term; Vice-Dean, Undergraduate; Associate Dean, Academic Experience
	3.	“Career services were cited as an area needing improvement, but students also highlighted a lack of support for student clubs, limited opportunities for study abroad, and desire for greater	Increasing the staff size of UTMM, by even just one or two additional staff members, would enable us to improve our career and alumni services significantly. We are currently working with different UTM units	UTMM will work with the International Education Centre to identify study abroad opportunities for UTMM students	Medium term; UTMM Director, Undergraduate Programs

		<p>faculty involvement in co-curricular activities, such as case competitions. Students expressed frustration with the lack of dedicated space for business students to gather and collaborate.”</p>	<p>to provide a high-quality learning experience for students. UTMM staff are already operating under severe bandwidth constraints and with additional staffing, we would be well-positioned to expand our programming for students. UTMM plans to move to a guaranteed admission system like RSM and UTSC-Management, which would enable us to further focus efforts on first-year recruitment and retention. Additional resources are required for providing better support to first year students. Integration of MMPA and MMI programs back to UTMM will also facilitate more efficient and strategic use of space for student uses. Integration within the organizational structure of the staffing complement will help in the achievement of these goals.</p>	<p>UTMM is encouraged to engage with its students' clubs and societies to determine how best to serve their students</p>	
	4.	<p>The [co-op program] should be tailored to the students in the Department of Management, as it is done in other business schools, and that would be best achieved by having a resource, within UTMM, that administers the co-op program.”</p>	<p>UTMM is entering UTM CIP this year. Currently the program structure is the same for all units and may not be best suited for management students. Over time, UTMM can work with the OVPAD to design a version better catered for management students with dedicated UTMM staff. Adequate resourcing and support from OVPAD, so that an improvement in the experiential learning offering does not come at the cost of reduced staff resources, is crucial in better implementing this recommendation.</p>	<p>UTM CIP is a young and growing program that is presently scaling up. To date, the UTM Co-op Internship Program has developed in concert with UofT wide colleagues in FAS, FASE, and UTSC. As UTMM is just starting its CIP streams, OVPAD will take an iterative approach to UTMM CIP and adjust as required to ensure the success of management students</p>	<p>Medium term; Vice-Dean, Undergraduate; Associate Dean, Academic Experience</p>
<p>Noting recent and imminent faculty absences and leaves, as well as a considerable reliance on sessional faculty for program delivery, the reviewers highlighted the importance of strategic complement</p>	5.	<p>“Prioritize hiring tenure-stream faculty to reduce reliance on sessional instructors and enhance program continuity and quality.”</p>	<p>We have received approval for 2 tenure-stream searches this year. Consistent with UTM’s plan to replace all the unreplaced positions over the next few years, we hope to recruit 2 more in 2026-27 and 2 more in 2027-28 (all in tenure stream) to get back to</p>	<p>OVPAD will continue to work with UTMM and all other academic departments within our established faculty complement planning process.</p>	<p>Ongoing; Vice-Dean, Faculty</p>

<p>planning. They urged the unit to pursue hiring opportunities when they become available, to maintain the continuity and quality of the programs and to strengthen the morale of current teaching staff. They further noted that junior faculty could benefit from enhanced clarity and supports related to promotion and tenure criteria.</p>			<p>the steady state. We thank the OVPAD for their support on this matter.</p>		
<p>The reviewers noted that some UTM Management faculty express concerns about perceived inequities regarding access to resources, research supports, recognition, and decision-making influence in relation to other tri-campus colleagues working in cognate areas. They highlighted the importance of fostering faculty engagement, and recommended that the unit work with divisional and institutional leadership to enhance communication and collaboration among tri-campus Management faculty; ensure that faculty across cognate units have comparable access to resources and opportunities; and explore ways to highlight and recognize the unique contributions of teaching staff in Management at UTM..</p>	6.	<p>“With some recent leaves (and imminent ones), it will be crucial that the Department be able to hire in order to maintain the quality of the programs and to enhance the morale of current faculty members.”</p>	<p>Agreed. We aim to replace all the unfulfilled position by 2027-28 with the help of the OVPAD.</p>	<p>OVPAD will continue to work with UTMM and all other academic departments within our established faculty complement planning process.</p>	<p>Ongoing; Vice-Dean, Faculty</p>
	7.	<p>“Establish regular joint meetings with Rotman leadership to ensure UTM faculty are included in decision-making processes affecting their roles and contributions.”</p>	<p>Currently, UTMM has one faculty representative on the Graduate Department of Management (GDM) Executive Committee, which typically convenes once or twice per year. More frequent meeting of the GDM executive committee and participation of UTMM and UTSC-Management chairs in a periodical meeting of the UTSC, UTM, and RSM deans, as proposed in 2023-24, will be useful in this regard.</p>	<p>Graduate Department meetings occur regularly. The Dean’s Office will engage directly with UTMM on agenda setting for these meetings.</p>	<p>Ongoing; Vice-Dean, Graduate and Postdoctoral Affairs</p>
	8.	<p>“Create recognition programs to highlight the unique contributions of UTM-based tenure-track faculty.”</p>	<p>UTMM is working on improving departmental communication and highlighting of faculty achievement. The department also calls upon the central communications team to better highlight UTM faculty successes. Often our peers at RSM are posting or announcing UTM faculty success before UTM. The relationship and coordination must improve as faculty feel more appreciated by non-UTM units. We plan to introduce annual awards for faculty research and teaching as done by RSM and UTSC-Management. We will request small funding for these awards in the operating budget.</p>	<p>OVPAD encourages UTMM to develop recognition programs most suited to the department.</p>	<p>Medium term; Chair, UTMM</p>

	9.	<p>“Address Faculty Equity: Establish parity measures to ensure that faculty with joint appointments have comparable access to resources, recognition, and opportunities as their Rotman counterparts.”</p>	<p>We have requested UTM’s OVPAD to run a review of faculty salary at UTMM vis-à-vis other tri-campus Management units (RSM and UTSC-Management). Ensuring that UTMM faculty salaries are consistent with tri-campus counterparts will be extremely important in maintenance of faculty morale and in our medium-term ability to retain faculty. In addition to salary equalization relative to tri-campus counterparts, additional resources for research funding will be required to address faculty equity. UTMM receives a much smaller share of the resources relative to the revenue we bring in to UTM than most other UTM departments. A revised budget model that allocates UTMM per student resources comparable to Rotman Commerce should be designed, as there should not be a material difference in per student funding across the different management units of the university, which all charge similar deregulated fees. Such a budget model will allow us to provide such support. Moreover, the availability of endowed research chair positions at UTMM is significantly lower than at RSM. An increase in the number of management-specific endowed chairs at UTM would be a valuable step toward attracting and retaining high-caliber faculty. With support from the OVPAD, UTMM will collaborate with UTM Advancement in securing such endowed chairs.</p>	<p>OVPAD will work with UTMM to access appropriate offices on campus such as research resources available within OVPRI, and faculty, student, and academic program resources in OVPAD.</p> <p>Through the Vice-Provost, Faculty and Academic Life, the university has policies and procedures in place to ensure fairness. UTM Vice-Dean Faculty will work with UTMM to learn and engage with such procedures as appropriate.</p> <p>UTM is in the process of developing a new budget model as other divisions at U of T have done. This activity-based model may address some of these concerns.</p>	<p>Immediate to medium term; Vice-Dean, Academic Programs; Vice-Dean, Undergraduate; Vice-Dean, Faculty</p>
<p>The reviewers also observed significant resource tensions and coordination challenges related to the interplay between the undergraduate Management and Commerce programs, and the</p>	10.	<p>“Integrate IMI Programs with Management: Evaluate whether IMI programs like MMPA should be formally integrated with the Department of Management. If integration proceeds, ensure that</p>	<p>We would welcome a discussion with UTM leadership regarding management education at UTM. We agree that if integration proceeds, it will be critical to ensure proper resources are allocated proportionally. We believe such a</p>	<p>UTMM was a key department in both the 2013 proposal to establish the Institute for Management and Innovation (IMI) as an EDU:B and the 2020 proposal to transition IMI to an EDU:A. It played a central role in creating the Institute, which brought UTM’s</p>	<p>Medium term; Vice-Principal Academic and Dean; Vice-Dean, Academic Programs</p>

<p>Management-focused programs offered by the UTM Institute for Management and Innovation (IMI). They recommended that divisional and institutional leadership conduct an assessment of current organizational structures to ensure that they optimally support program objectives and student experience.</p>		<p>additional resources, especially in career services and administrative support, are allocated proportionally to the increased responsibilities.”</p>	<p>realignment would enhance academic coherence, strategic planning, and operational efficiency, and we look forward to engaging in this important conversation with campus leadership.</p>	<p>professional management-focused graduate programs together under one banner.</p> <p>IMI is currently undergoing a UTQAP cyclical review, and upon completion of that review OVPAD will engage with all units including UTMM and IMI to chart the best path forward.</p>	
	11.	<p>“...we recommend that the Department of Management be given control of the Management programs such as MMPA or an oversight on admission criteria for the minor. This would help protecting the reputation of the Department of Management, ensure control over the quality of the programs, as well as streamline teaching allocation.”</p>	<p>Agreed, please see above. This, alongside tri-campus faculty inequities, is by far one of the most important recommendations in this review report and we fully support actions to address the highlighted issues.</p>	<p>See above.</p> <p>OVPAD will coordinate discussion between UTMM and IMI regarding Minor Program admissions</p>	<p>Medium Term Vice-Dean, Academic Programs</p>
<p>The reviewers noted opportunities to strengthen alumni relations, highlighting the potential to leverage alumni networks to enhance mentorship and employment opportunities for students; and to support advancement initiatives for the unit.</p>	12.	<p>“Leverage alumni networks to provide mentorship and employment opportunities for current students and to raise much needed funds. Even if the fundraising activity is to remain centralized at UTM, it is important that the university dedicate a staff member to raising funds for the department.”</p>	<p>UTMM has been working on more alumni engagement and is also working with UTM’s Advancement Office. We request small amounts of funding to hold alumni-centric events. Such events will likely have spillover benefits in terms of improving opportunities and outcomes for students that are currently enrolled.</p>	<p>OVPAD will facilitate discussion between UTMM and the UTM Alumni Relations office.</p>	<p>Medium term; Assistant Dean</p>
<p>The reviewers repeatedly noted concerns regarding perceived disparities between the revenue that UTM Management generates for the University, and the resources made available to the unit. They recommended that the Department collaborate with divisional and institutional leadership to conduct a</p>	13.	<p>“Conduct a formal internal review to quantify faculty and staff shortages. Use findings to advocate for additional full-time faculty and staff.”</p>	<p>A review by OVPAD will be greatly appreciated by UTMM. Data from the Tri-Campus Management Benchmarking Exercise done in 2021 (data not available to the department) may be useful as a starting point. Such a formal review can also be used to address inequities in faculty salaries highlighted in earlier comments.</p>	<p>Due to current financial constraints in the post-secondary education field in Ontario, UTM will, as part of the complement planning process, review faculty and staffing in all academic units.</p>	<p>Medium term; Vice-Dean, Faculty</p>

<p>review of faculty, staff, and other resources to ensure that the unit and its students have the support they need.</p>	14.	<p>“Increase the Resources Available to the Department of Management: There is a disconnect between the resources the department generates for the university in terms of deregulated tuition and the resources the university provides to the department (e.g., faculty members, budget). This model was probably never a good one but did not create severe problems until budgetary constraints became tighter. In the current environment, the university is creating a very difficult situation for the department’s senior faculty. We see the current situation as putting UTM’s ability to maintain a strong department in serious jeopardy.”</p>	<p>UTM moving towards a revenue-based budget and greater autonomy for the units will be greatly appreciated. Meanwhile, additional resources to the departmental budget on a temporary basis may be necessary to provide an optimal level of educational experience for our students who pay deregulated tuition fees.</p>	<p>UTM is in the process of developing a new activity-based budget model as other divisions at U of T have done.</p>	<p>Medium to long term; Vice-Principal Academic and Dean</p>
<p>The reviewers broadly observed that a centralized governance system, with decision-making and many support services managed at the divisional level, may limit the Department’s ability to efficiently address its unique needs. They urged the Department to work with divisional and institutional leadership to explore potential approaches to delegate greater decision-making authority to the Department, with a particular focus on faculty hiring and resource allocation.</p>	15.	<p>“Decentralize Governance Structures: Delegate greater decision-making authority to the department, particularly in areas such as faculty hiring and resource allocation, to improve responsiveness and program alignment.”</p>	<p>Movement towards greater financial and administrative decision-making authority for the units will be greatly appreciated by UTMM.</p>	<p>UTM is planning a path towards greater unit level autonomy, consistent with the new activity-based budget model.</p>	<p>Medium term; Vice-Principal Academic and Dean</p>

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

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*Note: This section will be updated by the Office of the Vice-Provost, Academic Programs after the conclusion of the governance cycle, using language verbatim from the approved Report of the AP&P committee meeting.*

### 4 Institutional Executive Summary

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The reviewers broadly praised the Department's academic and operational excellence. They highlighted the curriculum's emphasis on practical skills such as data analysis and manipulation, which serves to increase students' readiness for the job market. They also noted curricular innovations, including responsiveness to market trends, and integration of cutting-edge content in data analytics, fintech, and other high-demand areas. They recognized that the Department serves a diverse student body and offers a supportive, inclusive environment; displays a commendable commitment to incorporating EDI principles into its curriculum and operations; and is working to improve experiential learning programs and increase student awareness of such offerings. Finally, the reviewers observed that faculty are excellent and display tremendous support for and dedication to the programs; staff exhibit remarkable commitment to maintaining program operations; and academic and administrative staff work closely and cooperatively together.

The reviewers recommended that the following issues be addressed: exploring ways to strengthen supports for students in the Department; engaging in strategic complement planning and enhancing clarity and supports for junior faculty related to promotion and tenure criteria; enhancing communication and collaboration among tri-campus Management faculty; ensuring that faculty across cognate units have comparable access to resources and opportunities; exploring ways to highlight and recognize the unique contributions of teaching staff in Management at UTM; addressing resource tensions and coordination challenges between the undergraduate Management and Commerce programs, and the Management-focused programs offered by IMI by conducting an assessment of current organizational structures to ensure that they optimally support program objectives and student experience; leveraging alumni networks to enhance student mentorship and employment opportunities, and to support advancement initiatives; collaborating with divisional and institutional leadership to conduct a review of faculty, staff, and other resources to ensure that the unit and its students have the support they need; and working with divisional and institutional leadership to explore potential approaches to delegate greater decision-making authority to the Department, with a particular focus on faculty hiring and resource allocation.

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

## 5 Monitoring and Date of Next Review

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

The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than 2028-29 on the status of the implementation plans.

The next external review of the Department of Management will be commissioned to take place in 2031-2032.

## 6 Distribution

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On August 15<sup>th</sup> 2026, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Vice-Principal, Academic & Dean, UTM, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to unit leadership.

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

## 1 Review Summary

<b>Program(s) Reviewed:</b>	Applied Statistics (HBSc): Specialist, Major, Minor Bioinformatics (HBSc): Specialist Computer Science (HBSc): Specialist, Major, Minor Information Security (HBSc): Specialist Mathematical Sciences (HBSc): Specialist, Major, Minor
<b>Unit Reviewed:</b>	Department of Mathematical and Computational Sciences
<b>Commissioning Officer:</b>	Interim Vice-Principal Academic & Dean, University of Toronto Mississauga
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"> <li>• Prof. David Gerhard, Professor and Head, Department of Computer Science, University of Manitoba</li> <li>• Prof. Yair Minsky, Einar Hille Professor of Mathematics, Department of Mathematics, Yale University</li> </ul>
<b>Date of Review Visit:</b>	November 25-26, 2024
<b>Review Report Received by VPAP:</b>	March 25, 2025
<b>Administrative Response(s) Received by VPAP:</b>	September 15, 2025
<b>Date Reported to AP&amp;P:</b>	October 21, 2025

## Previous UTQAP Review

Date: January 25 & 26, 2016

### Summary of Findings and Recommendations

#### Significant Program Strengths

- Impressive programs providing very sound educational experiences to highly satisfied students
- Small course sizes, high quality teaching, and personal interactions between students and faculty
- Excellent support staff and facilities—including computer labs, which add to high levels of camaraderie and sense of community in the department
- Active research and teaching faculty with very impressive records
- Praiseworthy efforts of faculty advisors in mentoring junior faculty and providing TA supervision and coordination
- Notable community outreach programs—including math camps and competitions

#### Opportunities for Program Enhancement

- Giving the department more control over enrolment in order to preserve distinctive features of the programs
- Addressing the serious shortage of research faculty and corresponding overdependence on sessional and other short-term instructors, specifically in Computer Science and Statistics; considering strategic “cluster” hiring as part of new searches; and reconsidering the large budget allocated to short-term teaching positions
- Addressing high teaching loads for teaching stream faculty

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

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

### Consultation Process

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

# Current Review: Findings and Recommendations

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## 1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Objectives
  - ▶ MCS delivers core undergraduate programs that are well aligned with the disciplines of Mathematics, Statistics, and Computer Science
- Curriculum and program delivery
  - ▶ Students benefit from smaller classes, individualized learning opportunities, engaged teaching, pedagogical best practices, and a modernized curriculum
  - ▶ Department offers experiential learning options, such as co-op opportunities and the newly introduced UTM Co-op Internship Program
  - ▶ Strong collaboration between research and teaching faculty in curriculum development, notably through a recent curriculum mapping exercise
- Innovation
  - ▶ Teaching faculty use innovative teaching methods, including flipped classrooms, active learning, and peer instruction
  - ▶ Department fosters innovative teaching through unique writing initiative embedded in every first- and second-year Computer Science course
- Student engagement, experience and program support services
  - ▶ Department demonstrates a strong commitment to student support with competent and knowledgeable staff, a thoughtful labour-intensive approach to advising and counseling, and a robust post-COVID support program
- Quality indicators – undergraduate students
  - ▶ Despite significant undergraduate enrolment growth, particularly in Computer Science, MCS has adapted effectively by hiring teaching faculty and temporary instructors, maintaining high quality in program delivery

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

- Accessibility and diversity
  - ▶ Computer Science program faces diversity challenges, with women significantly underrepresented in both major and specialist streams.
  - ▶ High competitiveness in the Computer Science program disadvantages individuals from non-traditional backgrounds, and systemic barriers persist after entry, leading to lower retention rates among equity-seeking groups
- Student engagement, experience and program support services
  - ▶ Due to increased enrolment pressure, it is no longer necessarily true that students at UTM benefit from smaller classes compared to St. George, a key advantage that had previously set UTM apart

- ▶ Undergraduate students at UTM have reduced access to research opportunities, due to research faculty spending significant time at the St. George campus and inadequate transportation between campuses, limiting students' exposure to research and potential interest in postgraduate education

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ Reduce class sizes to re-assert teaching quality metrics as a recruitment tool
- Accessibility and diversity
  - ▶ Implement and celebrate initiatives that seek to grow equity, diversity, and inclusion
  - ▶ Ensure the EDI committee has a clear mandate and is appropriately resourced
- Student engagement, experience and program support services
  - ▶ Increase opportunities for undergraduate students at UTM to experience research, through more upper-level courses taught by researchers, and research project opportunities

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

## 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Department's research activity in the department is "world-class"
  - ▶ UTM faculty significantly contribute to Toronto's global reputation in mathematics
- Research
  - ▶ Research in dynamics is particularly strong, with standout faculty in geometry, analysis, and other fields, centered in the Centre for Nonlinear Analysis and Modeling (CNAM)
  - ▶ Robotics group is a flagship research cluster in Computer Science, producing leading work in robot perception, medical applications, and algorithmic planning
  - ▶ Computer Science faculty excel in information security, with specific expertise in cryptography applications
  - ▶ Statistics faculty are leaders in structured data analysis, including regression, modeling, and inference
  - ▶ MCS has actively developed research areas at UTM, including CNAM and the Robotics research group, even while research activity is split between UTM and St. George campuses
  - ▶ Teaching faculty are actively engaging in pedagogical research published in highly respected venues
- Faculty
  - ▶ Instructors collaborate widely with colleagues across MCS programs, the U of T tri-campus system, and other post-secondary institutions.

- ▶ Faculty have received prestigious external recognition, including the CS-CAN Excellence in Teaching Award and the Sloan Research Fellowship
- ▶ Faculty across programs report high levels of engagement and commitment

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

- Overall quality
  - ▶ Significant enrolment increases have created an imbalance between research and teaching faculty, placing a strain on program sustainability and research productivity
  - ▶ Faculty broadly agree that the teaching-to-research faculty ratio is too high and must be balanced
- Research
  - ▶ Cancellation of the F2 building has severely impacted the robotics group's research productivity, and negatively impacted morale in the department
  - ▶ Converted classrooms used as lab space for the robotics group are inadequate, with limitations in power, networking, and HVAC, and insufficient physical space
  - ▶ F2 building cancellation jeopardizes the robotics group's role as a cornerstone for expanding research at UTM, risking faculty departures and loss of momentum
  - ▶ Faculty expressed frustration over the cancellation, citing insufficient alternative space and a breach of trust in long-term planning
  - ▶ Without a dedicated facility, the robotics group risks stagnation, which could hinder graduate student recruitment, external funding, and development of a sustainable research agenda
- Faculty
  - ▶ Existing faculty are insufficient to meet undergraduate teaching demand, resulting in heavy reliance on sessional instructors, LTAs, and CLTAs
  - ▶ Enrolment growth has exceeded the capacity of existing salaried faculty and the department's ability to hire sufficient permanent faculty
  - ▶ Temporary faculty often leave for permanent roles elsewhere, resulting in a loss of talent, training, and tacit knowledge
  - ▶ Department relies heavily on limited-term appointments, but lacks a reliable pathway to transition these roles into permanent positions
  - ▶ Without a clear path to permanence, department risks losing experienced instructors, which strains retention, teaching quality, faculty workload, and job security for essential teaching staff
  - ▶ Salaried faculty must manage temporary teaching staff alongside their regular duties, increasing their workload despite the high quality of many sessional instructors

The reviewers made the following **recommendations**:

- Research
  - ▶ Prioritize direct resourcing of new research space for the robotics group
  - ▶ Allocate additional lab space in existing buildings to support the robotics group's activities

- ▶ Provide institutional funding and support (e.g., grant writing, matching funds) to help researchers secure external funding
- ▶ Consider partnerships with industry or other researchers as additional routes to increased support for the robotics group
- Faculty
  - ▶ Prioritize hiring research faculty to address the significant imbalance with teaching faculty
  - ▶ Align teaching loads between units within MCS
  - ▶ Explore pathways for CLTA and LTA to transition to permanent positions
  - ▶ Recognize the effort required to coordinate temporary teaching staff by including it as part of teaching load

#### 4. Administration

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

The reviewers observed the following **strengths**:

- Relationships
  - ▶ Department is “very healthy,” marked by a “high level of faculty collegiality, collaborativeness in teaching, and staff excellence”
  - ▶ Department has a strong sense of collegiality and collaboration
  - ▶ Staff are dedicated to the success of the department and are competent and knowledgeable
  - ▶ Individual members are pleasant, kind, and aware of the state of the unit
- Organizational and financial structure
  - ▶ Running a large and varied undergraduate program requires complex organizational work and thoughtful labour-intensive student advising and counseling
  - ▶ Despite financial challenges, the technical staff is experienced and dedicated, and financial matters are ably handled
  - ▶ MCS is inherently interdisciplinary, and although the department has grown significantly, there is strong collegiality and trust in the Chair
- Long-range planning and overall assessment
  - ▶ MCS is considered a “real locus of strength” for both UTM campus and University of Toronto overall

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

- Relationships
  - ▶ Collegial relationships among department members can result in issues being addressed through informal means rather than being properly resourced centrally; administration may not be made aware of issues that have been resolved informally

- Organizational and financial structure
  - ▶ Department lacks adequate technical support capacity
  - ▶ Limited and shared office space compromises faculty productivity and may discourage a stronger on-campus presence
  - ▶ Repurposed classroom labs do not meet infrastructure requirements (e.g., power, networking, HVAC, and inadequate physical space) for robotics research
- Long-range planning and overall assessment
  - ▶ Significant enrollment increases have led to an imbalance between research and teaching faculty, straining program sustainability and research productivity
  - ▶ Department is facing challenges typical of a rapidly growing academic unit, compounded by unique complexities of operating as a combined department on a suburban campus within a large university
  - ▶ Department is functioning under significant resource constraints, which limits its ability to effectively address the growing and varied challenges it faces

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Engage in a constructive dialogue with the robotics group and establish a plan to address space resource allocation
  - ▶ Continue building trust with central administration so faculty feel empowered to bring forward structural challenges, rather than relying on overtaxed internal resources and informal problem-solving
- Organizational and financial structure
  - ▶ Increase technical staffing to support both undergraduate educational resources and research mandate of the institution
  - ▶ Allocate sufficient space to reduce reliance on shared offices for faculty, or implement processes that encourage faculty to spend more time on UTM campus
  - ▶ Explore ways to improve transportation options between campuses

September 12, 2025

Professor Nick Rule  
Vice-Provost, Academic Programs  
University of Toronto

**RE: UTQAP cyclical review of the Department of Mathematical & Computational Sciences and its programs**

Dear Professor Rule,

Thank you for your letter of June 13, 2025 requesting the decanal administrative response to the November 25-26, 2024 review of the Department of Mathematical & Computational Sciences and its programs: Computer Science (HBSc) Specialist, Major, Minor; Bioinformatics (HBSc) Specialist; Information Security (HBSc) Specialist; Mathematical Sciences (HBSc) Specialist, Major, Minor; Applied Statistics (HBSc) Specialist, Major, Minor.

On behalf of the University of Toronto Mississauga, we would first like to thank the reviewers, David Gerhard, University of Manitoba, and Yair Minsky, Yale University, for their comprehensive review of the Department of Mathematical & Computational Sciences and its programs. We would also like to thank the Chair, Professor Iliia Binder, and faculty, administrative staff, and all those who contributed to the preparation of the self-study. We also thank the many staff, students, and faculty members who met with the external reviewers and provided thoughtful feedback.

In their report, the reviewers praised the innovative curriculum in Mathematics, Computer Science, and Statistics courses and programs, and reflected on the dedication and collegiality they observed among the staff and faculty of the department. They also emphasized the “world-class” research profile of the faculty and their contributions to the international reputation of the University of Toronto. In their recommendations, the reviewers provided several suggestions for appropriately managing the growing enrolments in the programs offered by the department, including suggestions for new faculty hires, recognizing coordination efforts and alignment of teaching loads within the department, and creating additional supports for the technical staff that facilitate the courses. They made several recommendations for supporting equity and diversity among the faculty and students of the department. Finally, they stressed the importance of a positive relationship between the department and UTM’s central administration.

The reviewers’ recommendations have been addressed in the enclosed Review Recommendations Table that outlines the Department’s response, the Decanal response, and the Implementation Plan identifying action items and timelines for each recommendation (immediate, medium, or long term). This administrative response was developed in consultation with senior leadership in my office and the Department Chair.

Progress checks and monitoring of the implementation plan will occur through the Chair’s Annual Report to the Dean. We also acknowledge your office will request a brief Interim Monitoring Report

midway between the November 2024 review and the next cyclical review, which is scheduled to take place in the 2030-31 academic year.

Thank you very much for the opportunity to respond to the review report. The reviewers' comments and recommendations will help inform the future priorities of the Department of Mathematical & Computational Sciences and its programs.

Sincerely,



William A. Gough  
Interim Vice-Principal, Academic & Dean

Encl.: 2024-25 UTQAP Review of the UTM Department of Mathematical and Computational Sciences – Review Recommendations (table)

CC: Ilia Binder, Chair, Department of Mathematical and Computational Sciences, University of Toronto Mississauga  
Bryan Stewart, Vice-Dean, Academic Programs, University of Toronto Mississauga  
Ferzeen Sammy, Manager, Academic Programs & Quality Assurance, University of Toronto Mississauga  
Lachmi Singh, Director, Academic Programs, Planning and Quality Assurance  
Emma del Junco, Academic Reviews and Planning Specialist  
David Lock, Academic Reviews and Planning Specialist,  
Stephanie Machado Fernandes, Administrator, Academic Programs

## 2024-25 UTQAP Review of UTM Department of Mathematical & Computational Sciences - Review Recommendations

Please do the following for each recommendation in the table:

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

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Unit Response	Dean's Response	Implementation Plan <i>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.</i>
The reviewers observed that undergraduate students in the Department have limited opportunities to engage in research, highlighting the concentration of faculty research activity and lab space on the St. George campus, as well as challenges associated with traveling between campuses. They recommended exploring ways to increase students' engagement in research activity, including through more upper-year courses taught by research faculty and the development of structured research project opportunities.	1.	"Increase opportunities for undergraduate students at UTM to experience research, through more upper-level courses taught by researchers, and research project opportunities."	To meaningfully expand student research opportunities and address concerns raised by reviewers, we propose the implementation of a new set of research-intensive capstone courses to operate alongside existing capstone project offerings. The new research-focused capstone courses would allow faculty to supervise multiple student teams, and receive formal teaching credit for the course, thereby integrating their mentoring efforts into the workload framework. These new courses would be recognized within academic program requirements to make them more accessible and incentivize students. Including teaching assistant support	OVPAD will support the Department's curricular development through the Vice-Dean, Academic Programs and Vice-Dean, Undergraduate. Any resulting proposal that affects faculty workload will benefit from consultation with the Vice-Dean, Faculty and may generate changes to the workload policy.  We applaud the mentoring and student conference initiatives by the department.	Medium term; Vice-Dean, Undergraduate and Vice-Dean, Academic Programs and Vice-Dean, Faculty

			<p>with these courses would help mentor and guide student teams throughout their projects and create a sustainable model for scaling research participation while maintaining academic quality and rigor.</p> <p>In tandem with this curricular innovation, we propose establishing a mentoring program that pairs specialist students with faculty mentors. This structured advising mechanism would direct students to opportunities that align with their interests and academic goals, including capstone courses, and promote a more coherent and supported pathway into research experiences.</p> <p>Finally, we recommend launching an undergraduate research conference in collaboration with student groups from the three disciplines represented in MCS. Modeled on existing faculty-organized showcases, this formalized conference would serve as a platform for students to showcase projects developed through research courses, prepare students to present at larger national venues, and foster a stronger culture of undergraduate research engagement across all three campuses.</p>		
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<p>The reviewers observed that significant enrolment increases, particularly in Computer Science, have placed considerable pressure on program delivery and sustainability, affecting class sizes and the student experience. They noted that smaller class sizes have been a historical strength of UTM, and recommended exploring ways to address these issues.</p>	2.	<p>“Reduce class sizes to re-assert teaching quality metrics as a recruitment tool.”</p>	<p>To strengthen pedagogical outcomes and improve student experience, we propose a reduction of course section sizes based on those offered in 2020 which represents a period when instructional quality, faculty workload, and student engagement were more appropriately balanced.</p> <p>In tandem, we advocate for the identification of a specific subset of courses characterized as “feedback-intensive” that require applying stricter caps to allow for adequate time and resources. The identification of such attributes will be guided by pedagogical best practices and departmental input to ensure a transparent and consistent classification framework.</p> <p>We suggest a targeted approach that prioritizes the development of small tutorial sections - especially in courses where iterative improvement and reflective practice are central to student success. These tutorials will serve as the primary vehicle for in-depth dialogue, peer interaction, and tailored guidance.</p> <p>Additionally, this restructured model supports equity in instructional delivery, as students in feedback-intensive courses often come from diverse academic backgrounds and benefit disproportionately from individual attention. A consistent</p>	<p>The reduction of class size is a laudable goal that will need a careful strategic enrollment approach (e.g. SEM) to carefully assess the tension between institutional resource demands and pedagogical benefits of such changes. This will involve a careful review of enrollment targets and faculty complement planning. The OVPAD is committed to such a review for all academic unit but recognizes the critical needs in MCS.</p> <p>We applaud the department for engaging in meaningful ways how to address the large enrollments in their courses while at the same time being mindful of the workload demands on faculty.</p>	<p>Medium term; Vice-Dean, Undergraduate; Vice-Dean, Faculty</p>
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			<p>and structured tutorial system will create space for scaffolding learning across varied skill levels and encouraging deeper critical engagement, fostering inclusive excellence.</p> <p>This proposal aligns with our broader goal of elevating undergraduate learning outcomes while maintaining sustainable teaching workloads. It will also enable departments to allocate instructional resources more strategically by concentrating effort where pedagogical returns are highest. We will work collaboratively with curriculum committees and faculty leadership to formalize implementation, monitor its impact, and refine the strategy based on ongoing assessment and feedback.</p>		
<p>The reviewers raised several faculty-related concerns stemming largely from recent rapid enrolment growth; these include an imbalance between tenure- and teaching-stream faculty, increased reliance on sessional instructors and limited-term appointments (LTAs), and increased workload for appointed faculty coordinating and supporting sessional and LTA instructors. They recommended prioritizing the hiring of tenure-stream faculty as opportunities arise, exploring career support for instructors without continuing appointments, and</p>	3.	<p>“Prioritize hiring of research faculty to address the significant imbalance with teaching faculty.”</p>	<p>We intend to focus our upcoming hiring initiatives on Tenure Stream positions to establish a more balanced distribution between Teaching and Tenure Stream faculty. To enhance our prospects for successful recruitment, we plan to develop faculty expertise in areas such as Robotics and Information Security within Computer Science, and Statistical Learning within Statistics. Additionally, we remain open to recruiting outstanding faculty members working in related fields across all three disciplines. In the short term, we also aim to</p>	<p>OVPAD will continue to work with MCS and all academic departments to advance faculty hiring through our established faculty complement planning process. We note two hires were approved this year and additional hires to replace vacated positions are scheduled to take place over the next two years. We fully support the strategic deployment of such to support areas of excellence at UTM in MCS (Robotics, Information Security, Statistical Learning).</p>	<p>Ongoing; Vice-Dean, Faculty</p>

considering ways to appropriately recognize faculty members' administrative efforts.			capitalize on the current challenging situation in the United States to attract distinguished scholars.		
	4.	"Explore pathways for CLTA and LTA to transition to permanent positions."	<p>To strengthen teaching excellence across all instructional roles, we reaffirm the department's commitment to supporting part-time faculty through structured mentorship and training initiatives. Recognizing that part-time instructors contribute significantly to the learning environment, we provide them with dedicated mentorship from experienced members of our Teaching Stream faculty. These mentorship relationships are designed to enhance pedagogical practice, foster inclusive classroom strategies, and improve long-term teaching portfolios. The department monitors these relationships to ensure they are mutually beneficial and to continuously refine the framework based on feedback and evolving needs.</p> <p>In addition to mentorship, the department regularly assess our Limited-Term Appointees (LTAs) and Contractually-Limited Term Appointees (CLTAs) on their teaching impact, student engagement, and contributions to program development.</p> <p>Overall, these initiatives reflect our long-term strategy for cultivating a sustainable and high-quality</p>	<p>The OVPAD is appreciative of the good work the department is doing to mentor and support LTA and CLTA faculty, a model for other academic units. While there is no formal process to transition instructors who hold LTA and CLTA positions to permanent faculty, OVPAD will continue to work with MCS and all campus departments to advance faculty hiring through our established faculty complement planning process. OVPAD will continue to help academic units to mentor LTA and CLTA faculty.</p>	Ongoing; Vice-Dean, Faculty

			teaching workforce. Through mentorship, professional development, and targeted hiring practices, we aim to empower all faculty to deliver exceptional instruction and to actively contribute to the department's academic mission.		
	5.	"Recognize the effort required to coordinate temporary teaching workers by including this coordination activity as part of teaching load."	To better reflect the evolving complexity of instructional coordination, we propose revisiting the current definition of "coordination" within standard workload reviews. Presently, coordination is often measured primarily by student enrollment numbers, which can obscure the full scope of responsibilities borne by faculty members overseeing large-scale courses. We recommend expanding this definition to incorporate additional factors that contribute significantly to instructional management—most notably, the number of teaching assistants (TAs) and staff supervised, the volume and complexity of communication tasks, and the logistical intensity associated with course delivery. This broader recognition would acknowledge that the coordination of a course is not solely a function of student headcount but also of operational intricacies. By formalizing these elements in workload review, we can ensure that faculty contributions are equitably assessed and that support structures reflect actual teaching demands.	OVPAD will work with the department to determine the best use of faculty expertise in classroom and administrative roles. We appreciate the careful work in assessing workload and are committed to work with the department on these issues, within a tri-campus consultative process.	Ongoing; Vice-Dean Faculty

			<p>In addition, we propose a targeted restructuring of the coordinator role in the largest courses. Rather than assigning a single individual to manage all aspects of coordination, responsibilities should be distributed across multiple faculty members with defined portfolios. This division of labour would not only reduce administrative burden on any one faculty member but also promote greater efficiency and responsiveness in course management. Such a model would allow faculty to focus on areas aligned with their strengths or interests, fostering a more effective instructional team environment. Additionally, it would provide a sustainable framework for scaling up support as course enrollments grow and complexity increases.</p> <p>Ultimately, we aim to create a more transparent, equitable, and effective approach to workload recognition—one that prioritizes both instructional quality and faculty well-being. This initiative will be explored in consultation with departmental leadership and faculty governance to ensure its practical viability and alignment with broader academic policies.</p>		
The reviewers noted that faculty in certain MCS programs appear to carry heavier teaching loads than their colleagues in other programs within the Department, as well as compared	6.	“Work to align teaching loads between disciplines within MCS, as well as between MCS and departments in other campuses.”	This particular goal has already been successfully accomplished as of this year. Currently, the teaching load is standardized uniformly across all three disciplines and across all three	OVPAD agrees with MCS that this goal has been achieved within a tri-campus context. We thank the department for its advocacy for fair treatment of its faculty members.	Completed

<p>to faculty teaching in similar areas on the St. George and UTSC campuses. They recommended working with divisional and institutional leadership to explore strategies for ensuring the alignment of faculty teaching responsibilities and supporting equity, collegiality, and sustainability.</p>			<p>campuses, ensuring consistency and fairness in workload distribution.</p>		
<p>The reviewers expressed serious concern about the impact of space and infrastructure constraints on the robotics group, noting that these challenges have significantly hindered the group's morale with risks to faculty retention, graduate student recruitment, and long-term research sustainability. They recommended that leadership prioritize allocation of appropriate lab space and resources, engage in constructive dialogue with affected faculty, and explore opportunities for external partnerships to support the group's work.</p>	7.	<p>"Immediately prioritize the direct resourcing of new research space for the robotics group."</p>	<p>At the departmental level, we have made the strategic decision to prioritize the recruitment of postdoctoral researchers within the Robotics Group. This initiative reflects our commitment to strengthening our research capacity and advancing innovation in one of our most prominent and rapidly evolving areas of expertise.</p> <p>In addition to personnel development, we are actively engaged in the creation of a Robotics certification program aimed at providing students with specialized, industry-relevant skills.</p> <p>In addition, the Robotics Group has submitted a proposal to the Canada Foundation for Innovation (CFI). This application reflects our department's shared vision for the future of robotics research and our confidence in the group's potential to secure national recognition and support.</p> <p>Collectively, these initiatives are designed to revitalize morale within the department and create a robust</p>	<p>The OVPAD acknowledges the negative impact that the cancelation of the "F2" building has had on the Robotics group. OVPAD is finalizing a plan in consultation with the broader UTM community, including Vice-President &amp; Principal and Facilities, Management, &amp; Planning, to properly resource the robotics group with research space that suits their needs.</p>	<p>Immediate term; Vice-Principal Academic and Dean</p>

			foundation for the sustained growth and visibility of robotics as a flagship research direction.		
	8.	“UTM administration engage in a constructive dialogue with the robotics group and establish a plan to address space resource allocation.”	<p>At the departmental level, leadership maintains ongoing and active engagement with the Robotics group to ensure their research and teaching priorities are consistently recognized and supported. This collaboration involves regular communication to identify emerging needs, facilitate resource allocation, and foster a responsive academic environment. The department advocates on behalf of the group across institutional channels, underscoring the importance of aligning administrative decisions with the group’s evolving goals in both pedagogy and research.</p> <p>We wish to emphasize that the success of the Robotics group is foundational to the department’s broader research mission and significantly enhances UTM’s academic reputation. Robotics represents a strategic area of innovation and interdisciplinary impact, attracting high-quality students, competitive funding, and collaborative opportunities. The department views its continued investment in the Robotics group not only as a commitment to excellence but as a catalyst for driving long-term institutional growth.</p>	As above, agreed, and we thank the department for its unwavering advocacy for the Robotics group.	

	9.	“Allocate additional lab space in existing buildings for the robotics group.”	The University has demonstrated substantial institutional support for robotics research. As part of the CFI proposal, dedicated research space tailored to the needs of the Robotics Group was provided. This investment goes a long way towards our goal of preserving and strengthening our Robotics Program.	As above.	
	10.	“Provide additional institutional funding, and provide support (grant writing, matching funds, etc) to the researchers in securing external funding.”	<p>The University proactively supported the preparation of the Robotics Group’s Canada Foundation for Innovation (CFI) proposal, which significantly enhanced the quality and competitiveness of the submission. We are sincerely grateful for this dedicated support, which reflects a broader institutional commitment to ensuring that faculty-led proposals are well-resourced and professionally supported. This type of assistance plays a crucial role in enabling our researchers to pursue ambitious projects and secure external funding. Continued investment in this type of administrative and technical support will be instrumental in advancing our strategic research priorities and sustaining momentum in key areas such as robotics.</p> <p>The 2025 Toronto Robotics Conference, hosted by the University of Toronto Robotics</p>	We acknowledge the excellent work by the department and other partners in securing funding for the Robotics group. OVPAD encourages the department and faculty members to continue to work with the OVPRI for all supports and resources related to external research funding. This includes the Robotics group and other PIs in the department.	Ongoing; Dept Chair with Vice-Principal, Research & Innovation

			<p>Institute was held on July 15–16 at UTM. This year’s conference was particularly significant for the Robotics Group at UTM, as it marks a major step forward in raising the profile of robotics research on campus. Hosting the event at UTM reflects the growing momentum and institutional support behind robotics as a flagship research area. The conference provides a valuable opportunity for the group to engage with leading experts, demonstrate its capabilities, and build strategic partnerships that will drive future growth and innovation.</p>		
	<p>11.</p>	<p>“Consider partnerships with industry or other researchers as additional routes to increased support.”</p>	<p>We have identified two distinct yet complementary outreach priorities that we believe are essential for the department’s continued growth and external engagement. The first priority focuses on building stronger connections with local industry in Mississauga, as well as with employers who regularly hire our undergraduate students. The proposed Senior Research Associate will work in close collaboration with the Career Centre and the Experiential Learning Office to establish sustained points of contact, develop pipelines for internships and other experiential learning opportunities, and gather feedback from industry to help ensure our curriculum remains relevant and aligned with current workforce needs. The second outreach priority is directed toward companies with an interest in our</p>	<p>We appreciate the initiatives already undertaken and planned by the department in this area. OVPAD encourages the department and faculty members to continue to work with the OVPRI for additional supports and resources related to research partnerships. We also encourage engagement with UTM Advancement.</p>	<p>Ongoing; Dept Chair with Vice-Principal, Research &amp; Innovation, and Director, UTM Advancement</p>

			research and in recruiting our highly qualified graduate students. We also plan to coordinate our efforts with tri-campus initiatives, particularly those led by the Department of Computer Science, including their annual research showcase and other partnership-building activities.		
The reviewers also broadly noted concerns regarding space constraints affecting the entire unit, observing that shared office arrangements may discourage faculty presence on campus and hinder opportunities for collaboration and student engagement. They recommended exploring strategies to address space limitations and support a more consistent faculty presence at UTM.	12.	“Allocate sufficient space to reduce the reliance on shared offices for faculty, or implement processes by which faculty can be encouraged to spend their time on UTM campus.”	The department is currently facing a critical shortage of office space, and we are relying on the support of the UTM campus to help address this pressing issue. While we are actively exploring interim measures such as office sharing and the implementation of flexible workspaces, these solutions alone are insufficient to meet the growing demands of our academic and instructional staff. This challenge is becoming increasingly urgent due to rising enrolment numbers. As we look to the future, the department is committed to identifying and implementing a long-term, sustainable solution that will support both current needs and anticipated growth. We view collaboration with the UTM central administration as vital to achieving this goal.	Office space is indeed a critical need for MCS. Recently the Dean and the Vice-Dean Faculty met with all academic units to assess space needs. The acute faculty office space issue in MCS was raised again and this need is now prioritized by the Dean’s Office as part of the UTM Capital Projects and Space Allocation MCAPS process.	Ongoing; Vice-Dean, Faculty
The reviewers raised concerns that the Department’s technical staff, “while highly skilled, seemed heavily under-resourced,” particularly given the unique and specialized technical requirements of many MCS courses.	13.	“Increase technical staffing to support undergraduate educational resources as well as supporting the research mandate of the institution.”	We recognize and agree with the reviewers' concern regarding the under-resourcing of technical staff in the department, particularly considering the specialized infrastructure demands of many	We acknowledge the critical staffing needs of MCS in order to deliver on their teaching mandate. OVPAD will continue to work with MCS to assess staff / support levels and, as necessary, work with department to make appropriate	Medium term; Assistant Dean

<p>They noted that these needs often exceed the capacity of central IT services and recommended exploring strategies to optimize technical staffing in support of both undergraduate teaching and research activity.</p>			<p>MCS courses. The complexity and scale of our undergraduate and research computing environments increasingly exceed the support capacity of central IT services, necessitating a dedicated and strategic response. Our dedicated robotics lab coordinator is an example of the value of a dedicated, specialized staff member. To address this issue, we are actively seeking approval and funding for an additional technical staff position. We are inspired by the Teaching Lab Coordinator role that has been successfully deployed in the Department of Computer Science (DCS). A similar role within our department would facilitate coordination of infrastructure, while also empowering our department's instructional teams to improve the reliability and pedagogical effectiveness of lab-based coursework.</p> <p>In addition, the creation of a Senior Research Associate position could support the department's strategic activities, including those led by members of the Centre for Numerical Analysis and Modeling (CNAM). The main responsibility of this role would be to coordinate and strengthen our outreach to industry partners. This position is important for advancing the department's research goals and for building stronger connections with external collaborators.</p>	<p>staff level requests through a campus multi-year resourcing process.</p>	
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<p>The reviewers made several comments and recommendations related to equity, diversity, and inclusion. They noted that women are significantly underrepresented in the Computer Science program, and that high competitiveness in the program may disadvantage individuals with non-traditional backgrounds, potentially affecting student retention and success. They broadly recommended exploring and supporting initiatives to enhance diversity among both students and faculty, and emphasized the value of encouraging and resourcing EDI-related components of faculty research activity.</p>	14.	<p>“Expand initiatives to attract underrepresented groups in faculty hiring”</p>	<p>Expanding initiatives to attract underrepresented groups in faculty hiring requires a comprehensive and sustained approach, beginning with efforts to strengthen the academic pipeline. The department is committed to supporting programs and partnerships that encourage individuals from underrepresented backgrounds to pursue academic careers in mathematical and computational sciences. This includes outreach to high school and undergraduate students, mentorship and research opportunities for graduate students, and support for postdoctoral scholars. By investing in these early stages, we aim to help build a more diverse pool of future faculty candidates and contribute to broader systemic change in academia.</p> <p>In parallel, we recognize the importance of fostering an inclusive and welcoming environment that signals our commitment to EDI in the immediate term. Demonstrating that UTM and the MCS are places where underrepresented scholars can thrive is essential to attracting diverse applicants. We are working to ensure that our recruitment practices reflect inclusive values and that our departmental culture visibly supports equity. This includes highlighting EDI-focused initiatives, events, and achievements, and ensuring that prospective</p>	<p>OVPAD strongly supports MCS in these recruitment efforts, sharing best practices and connecting the department to other UTM departments working on similar initiatives, particularly those in the STEM fields. We acknowledge that a holistic approach encompassing the pipeline from high school student to faculty position is required and applaud the substantial careful thought that has already taken place in the department.</p>	<p>Immediate term; Vice-Dean, Faculty</p>
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			<p>candidates see themselves represented and supported within our community.</p> <p>Improving communication around these efforts is also a key priority. We are taking steps to more effectively share information about EDI-related programs, events, and opportunities with both internal and external audiences. By increasing the visibility of our initiatives and celebrating the contributions of underrepresented groups, we aim to reinforce our commitment to inclusive excellence. These efforts, taken together, will help position the department as a leader in fostering a diverse academic environment and ensure that our hiring practices are aligned with our institutional values.</p>		
15.	“Expand initiatives to support underrepresented groups within student populations”	<p>There is a persistent gender gap in science and technology. In recognition of the International Day of Women and Girls in Science on February 11, MCS will organize a special event aimed at celebrating and empowering women in STEM. The initiative will focus on learning about the contributions of women in mathematics, statistics, and computer science, and will feature a diverse group of inspirational role models. The event will provide opportunities for networking, informal conversations and mentorship among participants</p>	<p>The department has already done excellent work in this area as outlined in the departmental response. OVPAD supports the initiatives articulated in the department’s self-study. We will connect department to the Office of the Registrar and Recruitment teams to identify and outline additional strategies to fulfill department goals. The focus of the department response is on female representation in the department and this is a critical need, but we also wish to support the department in other areas of possible underrepresentation by equity-deserving groups, including Black,</p>	<p>Immediate term; Associate Dean, Academic Experience; Registrar</p>	

			<p>which will include high school students, as early exposure to positive role models and inclusive academic environments is critical to bridging the gender gap in STEM. Through this initiative, we aim to celebrate the achievements of women in science, and inspire the next generation of women scientists and scholars.</p>	<p>Indigenous, other racialized populations, people living with disabilities, and the LGBTQ2+ community.</p>	
	<p>16.</p>	<p>“Implement and celebrate initiatives that seek to grow equity, diversity, and inclusion.”</p>	<p>The department is committed to advancing EDI through both structural and cultural initiatives. As part of this commitment, EDI considerations have been formally integrated into the PTR process, ensuring that contributions to EDI are recognized and valued in faculty evaluations. This represents a meaningful step toward embedding EDI principles into the core of our academic and professional practices.</p> <p>To further strengthen our efforts, we recognize the importance of improving communication around EDI-related events and initiatives. We aim to enhance the visibility of these activities among faculty, students, and staff by developing more effective channels for sharing information and celebrating achievements in this area. By doing so, we hope to foster a more inclusive and engaged community, where EDI efforts are not only implemented but also</p>	<p>OVPAD applauds MCS’s EDI work, in particular the valuing of EDI work in annual evaluations. We can connect the department to other groups working in this area.</p>	<p>Immediate term; Dept Chair with Director, EDIO</p>

			acknowledged and supported across all levels of the department.		
	17.	“Ensure the EDI committee has a clear mandate and is appropriately resourced.”	To ensure the Equity, Diversity, and Inclusion (EDI) committee has a clear and actionable mandate, the department is committed to empowering it as a strategic body for advancing inclusive practices across teaching, research, and service. To ensure that these efforts are sustainable and transformative, the committee will be appropriately resourced with funding, administrative support, and dedicated time for members to carry out their work. As part of its broader engagement strategy, the department will strengthen existing partnerships and develop new ones with organizations such as local Indigenous communities and the Toronto Initiative of Diversity & Excellence (TIDE). Through these collaborations, the committee will facilitate workshops, host professional development events, and contribute to curriculum enrichment initiatives designed to embed equity and anti-racism in core academic activities. By reinforcing both mandate and support, the department affirms its commitment to institutional excellence through the lens of equity and accountability.	OVPAD will connect MCS to the UTM Equity Network and Nythalah Baker, Director of Equity, Diversity and Inclusion for guidance and support.	Immediate term; Dept Chair with Director, EDIO

<p>The reviewers emphasized the importance of building departmental trust with central administration to ensure that structural challenges and other issues can be identified and addressed through appropriate support channels.</p>	18.	<p>“A key factor will be continuing to build trust with central administration such that faculty members feel they can bring structural challenges forward rather than allocating already overtaxed resources to solve the problems internally.”</p>	<p>Fostering trust between faculty and central administration is essential to the department’s ability to identify and address structural challenges proactively. When faculty feel confident that their concerns will be received constructively and lead to meaningful action, they are far more likely to raise issues early, enabling more strategic and collaborative problem-solving. This environment of trust helps ensure that long-term, system-level improvements are pursued in consultation with those closest to the work, rather than relying on temporary or fragmented solutions that stretch existing resources.</p> <p>We recognize that allocating departmental resources to resolve institutional issues is both unsustainable and inequitable, particularly when those resources are already under strain. Instead, we advocate for continued efforts to build institutional accountability and transparent communication channels with central administration. These efforts will empower faculty to serve not only as educators and researchers, but also as active contributors to the design of the systems that support academic excellence. By deepening mutual trust, we can move toward a shared commitment to institutional resilience and faculty well-being.</p>	<p>OVPAD acknowledges the challenges MCS has faced in recent years, particularly those around enrollment pressure and the cancelation of the F2 building with the direct impact on the Robotics group. We continue to be committed to rebuilding trust and facilitate clearer communication with other central administrative offices.</p> <p>We welcome the MCS’s helpful recommendation on a more collaborative approach to space management. Recently the Principal has asked the Dean and Vice-Dean Faculty to plan a more active role in space management. It is likely the MCS recommendations or variants of them will be implemented in the next year.</p>	<p>Ongoing; Vice-Principal Academic and Dean</p>
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			<p>In particular, the unexpected cancellation of the F2 building project in 2024 had far-reaching consequences for departmental operations, morale, and strategic planning. The decision disrupted long-standing infrastructure expectations, derailed expansion timelines, and significantly impacted our ability to accommodate future growth in research, teaching, and student engagement. The cancellation not only strained existing facilities, but also signaled a breakdown in communication between central administration and MCS, leaving faculty and staff feeling sidelined from the decision-making processes that affect their daily work. It has since become clear that restoring confidence in institutional planning must be a shared priority.</p> <p>To rebuild trust, we propose a series of concrete measures aimed at fostering transparency, collaboration, and sustained dialogue. First, we recommend establishing a joint planning forum in which faculty representatives participate directly in conversations about capital projects and infrastructure development. This inclusion will ensure that future plans reflect the pedagogical and research realities of the units affected. Second, we call for regular updates from Facilities and Planning Services on long-term physical campus strategy, with clear</p>		
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			documentation on timelines, funding constraints, and decision rationales. Third, we suggest the creation of a standing advisory group composed of faculty, staff, and administrators tasked with reviewing and communicating on the status of deferred or cancelled projects. By implementing these actions, central administration can begin to repair fractured relationships and reassert a shared commitment to institutional integrity and academic excellence.		
Other recommendations not prioritized in the Request for Administrative Response	19.	“Improve transportation options between campuses.”	<p>Transportation continues to pose a significant challenge for the department, directly impacting the efficiency of daily operations and the overall accessibility of our programs. The limitations of the current shuttle system affect faculty, staff, and students alike, creating logistical barriers that hinder scheduling, collaboration, and participation in academic activities. We recognize the urgent need to enhance transportation infrastructure and actively advocate for strategic improvements to address these ongoing concerns.</p> <p>Our requests include upgrading the existing shuttle service to offer more comfortable and reliable buses, thereby improving the commuting experience and supporting retention. Additionally, we ask to explore the development of new</p>	OVPAD will work with MCS department to bring these concerns and suggestions to UTM VPP and CAO, whose offices oversee inter-campus transport.	Medium term; Vice-Principal Academic & Dean

			<p>shuttle routes—most notably, a direct connection from the Kipling TTC station—to streamline access to campus and reduce transit-related delays. These enhancements will significantly benefit the department and the broader university community, reinforcing UTM's commitment to equity, accessibility, and operational effectiveness.</p>		
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### 3 Committee on Academic Policy & Programs (AP&P) Findings

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*Note: This section will be updated by the Office of the Vice-Provost, Academic Programs after the conclusion of the governance cycle, using language verbatim from the approved Report of the AP&P committee meeting.*

### 4 Institutional Executive Summary

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The reviewers praised the Department of Mathematical and Computational Sciences for their innovative undergraduate programs, noting the integration of pedagogical best practices, modern curricula, and experiential learning opportunities. They highlighted the collegiality and collaboration among faculty, describing them as engaged, committed, and innovative, with award-winning contributions to teaching and pedagogical research. They applauded the Department's research activity as "world-class," with standout strengths in robotics, information security, cryptography, and structured data analysis; they also emphasized the important role UTM faculty play in the University's strong international reputation in Mathematics. They commended the competent and knowledgeable staff who effectively support complex administrative tasks, student advising, and technical needs. Finally, they recognized the department's interdisciplinary structure and collaborative culture, noting strong connections within the Tri-Campus structure and with prestigious external partners.

The reviewers recommended that the following issues be addressed: exploring ways to increase students' engagement in research activity, including through more upper-year courses taught by research faculty and the development of structured research project opportunities; exploring ways to address pressures on program delivery and sustainability arising from recent significant enrolment increases, particularly in Computer Science; prioritizing the hiring of tenure-stream faculty as opportunities arise, exploring career support for instructors without continuing appointments, and considering ways to appropriately recognize faculty members' administrative efforts; working with divisional and institutional leadership to explore strategies for ensuring the alignment of faculty teaching responsibilities and supporting equity, collegiality, and sustainability; addressing concerns related to morale, faculty retention, student recruitment, and long-term research sustainability for the robotics group, including through prioritizing allocation of appropriate lab space and resources, engaging in constructive dialogue with faculty, and exploring opportunities for external partnerships to support the group's work; exploring strategies to address space limitations and support a more consistent faculty presence on campus; exploring strategies to optimize technical staffing in support of both undergraduate teaching and research activity; exploring and supporting initiatives to enhance diversity among both students and faculty, and encouraging and resourcing EDI-related components of faculty research activity; and continuing to build departmental trust with central administration to ensure that structural challenges and other issues can be identified and addressed through appropriate support channels.

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

## 5 Monitoring and Date of Next Review

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Progress checks and monitoring of the implementation plan will occur through the Chair's Annual Report to the Dean. The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than 2027-28 on the status of the implementation plans.

The next review will be commissioned in 2030-31.

## 6 Distribution

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On August 15<sup>th</sup> 2026, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Vice-Principal Academic and Dean, University of Toronto Mississauga, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to unit/program leadership.

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

## 1 Review Summary

<b>Program(s) Reviewed:</b>	Philosophy (HBA): Specialist, Specialist Co-op, Major, Major Co-op, Minor Biomedical Ethics: Minor (Arts)
<b>Unit Reviewed:</b>	Department of Philosophy
<b>Commissioning Officer:</b>	Vice-Principal, Academic & Dean, University of Toronto Scarborough
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"> <li>• Professor David Bakhurst, George Whalley Distinguished University Professor and John and Ella G. Charlton Professor of Philosophy, Department of Philosophy, Queen's University</li> <li>• Professor Colin Macleod, Department of Philosophy, University of Victoria</li> </ul>
<b>Date of Review Visit:</b>	October 9-10, 2024
<b>Review Report Received by VPAP:</b>	December 19, 2024
<b>Administrative Response(s) Received by VPAP:</b>	September 12, 2025
<b>Date Reported to AP&amp;P:</b>	October 21, 2025

## Previous UTQAP Review

**Date:** October 26 – 27, 2015

### Summary of Findings and Recommendations

#### Significant Program Strengths

- Extremely impressive Department with positive prospects for continued growth
- Excellent recent additions to the faculty complement, citing the Department's strong research profile in philosophy of mind and analytic philosophy
- Highly productive tri-campus relationship
- Positive, active Association for Philosophy Students (APS) with significant benefits for student life

#### Opportunities for Program Enhancement

- Improving the curriculum and coverage, including the frequency, variety and availability of offerings, especially at the upper levels
- Providing more research opportunities for students
- Enhancing interdisciplinary offerings and building stronger links with cognate departments and alumni
- Reflecting on the faculty complement, the types of appointments in the department, the department's reliance on sessional faculty, and participation in research grant competitions
- Better supporting faculty, including through the clarification of policies and procedures for tenure, promotion, hiring, and funding
- Providing shared staff to support program functioning and moving to a permanent space

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

External Review Material: Terms of reference; Self-study, which contains supporting data and appendices; Review report template; Site visit schedule; Previous review report including the administrative response(s); Access to all undergraduate course and program descriptions; Access to syllabi for all undergraduate courses; Access to the curricula vitae of faculty.

Supplemental Material from Site Visit Meetings: Presentation deck from the UTSC Arts & Science Co-op Office; New undergraduate program outline for a Specialist in Philosophy, Politics, Economics (HBA); USW job descriptions for Departmental Administrator and Departmental Assistant roles; Redacted offer letter for a contractually limited term appointment faculty member.

## Consultation Process

Decanal group, faculty, students, administrative staff and senior program administrators, teaching assistants, as well as members of relevant cognate units, including the UTSC Library, the Office of the Registrar, the Arts & Science Co-op Office, and the Office of the Vice-Principal Research & Innovation.

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Department is excellent, offering wide range of well-designed courses and programs that effectively meet the diverse needs and interests of students
  - ▶ Thoughtfully developed programs provide valuable options for both specializing in philosophy and complementing studies in other disciplines
  - ▶ High quality of the research faculty, combined with a well-designed curriculum, contributes to the exceptional undergraduate education in philosophy at UTSC
  - ▶ Programs are well-aligned with the University's mission and reflect Faculty's plans and priorities
  - ▶ Department has diligently addressed recommendations from the previous review
- Objectives
  - ▶ Department is committed to delivering philosophically rigorous programs that support a broad range of students in acquiring and developing valuable knowledge and skills
  - ▶ Department cultivates valuable transferable skills of reasoning, analysis and communication, aligning with UTSC's mission to prepare students for workplace success and future challenges
  - ▶ Programs have appropriate and clearly specified learning objectives
  - ▶ Department collaborates effectively with University Administration to support institutional objectives, particularly by providing essential biomedical ethics training for students in health-related programs at UTSC
  - ▶ Commendable efforts to provide students with exposure to non-Western philosophical traditions, and commitment to expanding these efforts in the future
- Admissions requirements
  - ▶ Programs appropriately follow UTSC's general admission requirements
- Curriculum and program delivery
  - ▶ Well-designed programs offer a balanced structure of large introductory courses with tutorials and smaller upper-level classes that encourage in-depth discussion

- ▶ Department's commitment to offering relatively small C and D level courses supports discussion and student participation, essential to a strong philosophy education
- ▶ Department has been proactive in program design and delivery, appropriately favouring in-person instruction to cultivate philosophical skills
- ▶ Despite limited course offerings, programs are flexibly structured to maximize student choice in meeting degree requirements
- ▶ Department has enriched the curriculum in various ways since the last review, including the introduction of a successful Bioethics minor and offering new courses on important contemporary topics
- ▶ Flexible "Topics in..." courses allow instructors to adapt content annually and explore current issues
- ▶ Positive expansion in the number and range of courses offered, including increased summer course options
- ▶ Pedagogical and student experience enhancements include the introduction of small-group tutorials in several larger B-level courses, adding a logic lab to support the Symbolic Logic course, and enhanced TA support for the intensive Philosophical Writing course
- ▶ Bioethics minor is well-designed, with appropriate learning objectives
- Innovation
  - ▶ Department's plan to offer a course (PHLB18H3) in in-person and online formats in consecutive terms will allow for informed evaluation of the opportunities and challenges presented by online instruction
  - ▶ Innovative B- and C-level courses focused on philosophical writing and advanced research address a perceived gap in discipline-specific writing support from the UTSC Writing Centre
- Accessibility and diversity
  - ▶ Department has carefully considered UTSC's commitments to equity, diversity and inclusion in program design and delivery
  - ▶ Department is wholeheartedly committed to promoting diversity, equity, and inclusion.
  - ▶ Faculty actively utilize the resources from the UTSC Centre for Teaching and Learning, and the University's Centre for Teaching Support and Innovation, to enhance accessibility for students with disabilities and support inclusive teaching
  - ▶ Chair review of course syllabi prior to each term helps ensure that courses meet the appropriate standards of inclusivity and accessibility
  - ▶ Department offers a significant number of courses addressing issues of inclusion, race and sexuality, teaches non-Western philosophies, and is committed to expanding course offerings in Indigenous and African thought as resources permit
  - ▶ Department is actively involved in initiatives to increase access and retention rates for underrepresented groups, including Black, Indigenous, and first-generation students, through programs such as the CPA Philosophy Summer Institute, collaboration with the Association of Philosophy Students, and participating in the Ontario Regional Ethics Bowl

- Assessment of learning
  - ▶ Methods of assessment align with standard disciplinary practices, including written assignments, examinations, and supplementary activities such as blog posts and reading responses
  - ▶ Graduation rates align with those of high-quality programs
  - ▶ Faculty demonstrate a strong commitment to high teaching standards, as reflected in strong teaching evaluations
- Student engagement, experience and program support services
  - ▶ Department is highly regarded by students, who value opportunities for faculty interaction
  - ▶ Department offers outstanding experiential learning opportunities through the innovative and highly-praised Socrates Program, which prepares students to serve as teaching assistants and engage in supervised independent research
  - ▶ Department fosters a vibrant social and intellectual community by supporting the Association of Philosophy Students (APS), with faculty liaisons and department-hosted activities
  - ▶ Department recognizes and celebrates student academic achievement through five undergraduate awards
  - ▶ Department benefits from library resources and high-quality technical support
- Quality indicators – undergraduate students
  - ▶ Impressive overall enrolment numbers, particularly in light of broader trends of declining enrolments in many North American humanities departments
  - ▶ Success in increasing enrolment, with significant growth across all programs, highlights Department's ability to meet student needs
  - ▶ Enrolment increases primarily seen in large A- and B-level courses; growth is expected to continue if the Department gains additional teaching capacity, expands course offerings, and introduces innovative programs
  - ▶ Program receives consistently strong teaching evaluations and positive feedback from undergraduate students, indicating effective delivery
  - ▶ Rising average GPAs of students entering and exiting the programs reflect ongoing success

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

- Curriculum and program delivery
  - ▶ Reviewers note the lack of a regularly offered course specifically focused on critical thinking, a common offering in other philosophy departments that supports development of essential reasoning and evidence assessment skills; some current courses (PHLB58H3: *Reasoning Under Uncertainty*; PHLB55H3: *Puzzles and Paradoxes*) cover aspects of logic and reasoning but are more narrowly conceived and have not been consistently offered
  - ▶ Department's small faculty complement limits its ability to offer a broad range of courses across various philosophical traditions; offerings in European/continental philosophy and non-Western traditions are minimal

- ▶ Bioethics minor is limited by being primarily delivered by a single faculty member on a term contract, resulting in a limited number of specialist bioethics offerings and unduly large class sizes
- ▶ Reviewers puzzled at the inclusion of MATC09H3: *Introduction to Mathematical Logic* as an option to substitute for a PHL requirement, observing that no logic course is listed among the requirements
- Accessibility and diversity
  - ▶ Faculty hiring limitations present a significant obstacle to departmental goals of broadening curriculum into areas including Indigenous and African thought
- Assessment of learning
- Student engagement, experience and program support services
  - ▶ Participation in Co-op program is very limited
  - ▶ Class sizes in Bioethics are excessively large, with B-level courses having as many as 300-500 students and a seminar of approximately 40 students
  - ▶ Term faculty serving as APS liaison may lack the depth of campus knowledge and awareness of opportunities that could benefit the APS
- Quality indicators – undergraduate students
  - ▶ Limited availability of reliable program quality indicators
- Quality indicators – alumni
  - ▶ Limited meaningful data on student progress after graduation
- Quality indicators – faculty
  - ▶ Student–faculty ratio has increased and is currently above the UTSC average for Arts and Social Science department

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - ▶ Consider offering a regularly scheduled course expressly devoted to critical thinking; such courses appeal to students across various disciplines and help develop essential reasoning and evidence-assessment skills
  - ▶ Delivery of high enrolment courses in Critical Thinking by limited-term Assistant Professors could help grow enrolment and contribute to the professional development of recent PhDs seeking teaching experience
  - ▶ Explore the possibility of introducing a Bioethics practicum option
  - ▶ Consider inclusion of statistical or probabilistic reasoning courses in the Bioethics program
- Student engagement, experience and program support services
  - ▶ Consider organizing timely information sessions for students on topics such as applying to graduate school, opportunities for funding, applying for prizes, and involvement in the Socrates Project
  - ▶ Consider assigning a permanent faculty member as APS faculty liaison
  - ▶ Consider allocating undergraduate program advising role to a faculty member
  - ▶ Explore opportunities for increasing student participation in the Co-op program, including through development of partnerships with sectors such as grant writing, medical administration, and health-focused non-profits and charities

- Quality indicators – alumni
  - ▶ Gather more detailed data about the career paths of graduates to support robust evaluation of program quality

## 2. Graduate Program(s) N/A

## 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ The caliber of research faculty is high, with every member of the Department actively engaged in research and graduate supervision
  - ▶ Core faculty expertise is focused on key areas in analytic philosophy, principally metaphysics, logic and philosophy of mind, and value theory, specifically ethical theory, aesthetics, and political philosophy
  - ▶ Department’s core faculty, strengthened by outstanding early-career researchers in term appointments, deliver an excellent program
  - ▶ Program provides opportunities for faculty to teach courses aligned with their research interests, supporting UTSC’s commitment to integrating teaching and research
- Research
  - ▶ Department has a talented core faculty with impressive research accomplishments and remains a “hub of outstanding research”
  - ▶ Core faculty are active in applying for external funding from granting agencies such as SSHRC
  - ▶ Faculty maintain admirable publication rates in high-quality venues, actively present their work at international conferences and invited colloquia, and regularly secure external funding
  - ▶ Department’s core faculty produce plentiful and high-quality research in fundamental areas of analytic philosophy, with work on cutting-edge topics such as AI and Biomedical Ethics
  - ▶ Exceptional research achievement for a small department is supported by faculty membership in the highly ranked tri-campus Graduate Department of Philosophy
- Faculty
  - ▶ All core faculty teach graduate seminars and supervise graduate students as members of the tri-campus graduate department
  - ▶ Faculty members consistently apply for and secure external funding in a highly competitive field, with additional recognition through prizes and awards

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

- Overall quality
  - ▶ Department has limited coverage in the history of philosophy, European philosophy, non-Western philosophical traditions, and moral and political philosophy
- Faculty
  - ▶ Recent faculty departures have impacted the Department's ability to reliably deliver programs, pursue plans to increase diversity, and develop new, innovative interdisciplinary programs
  - ▶ Faculty morale has been adversely affected by postponement of modest and previously endorsed faculty complement expansion
  - ▶ Department's capacity to maintain its excellent program and reputation will be at risk without timely appointments to replace recent faculty departures
  - ▶ Size of faculty complement has remained static, with recent appointments offset by departures
  - ▶ Delivery of programs has depended on the addition of assistant professors on term/CLTA contracts
  - ▶ Bioethics Minor is currently administered and taught by a single assistant professor on a term appointment, with support from one core faculty member; reviewers note sustainability risks given the significant workload
  - ▶ Department faces challenges in expanding and developing programs and is limited in its ability to fully address UTSC's strategic priorities, including: broadening and decolonizing the curriculum, offering more opportunities for research through independent study courses, contributing to Health Studies initiatives, and implementing innovative interdisciplinary programs
  - ▶ "The principal threat to the continued flourishing of the Department is the current size of the regular faculty complement"

The reviewers made the following **recommendations**:

- Faculty
  - ▶ "New appointments are urgently needed to replace departed faculty and to ensure that the complement of regular faculty can deliver excellent courses in a suitably wide range of areas"
  - ▶ Prioritize faculty renewal to ensure the Department can continue to deliver its programs effectively and maintain its strong reputation
  - ▶ Additional hiring in Political Philosophy will support development of the proposed interdisciplinary Philosophy, Politics and Economics (PPE) program, in collaboration with the Departments of Political Science and Management
  - ▶ An additional faculty appointment in Biomedical Ethics would support delivery of the Bioethics Minor and development of a major in Bioethics or Practical Ethics, and would contribute to UTSC's strategic priorities in health studies and medical education

- ▶ Consider appointment to build on the strengths in Consciousness Studies and the Philosophy of AI, and to support interdisciplinary program development with Psychology and Computer Science
- ▶ Complete the currently-advertised hiring process for a faculty position in Political Philosophy with a health focus
- ▶ As resources permit, prioritize hiring to fill previously authorized faculty lines in History of Philosophy and Global Philosophy to meet current curriculum needs and support efforts to diversify the curriculum; Department should have flexibility in defining position description and areas of specialization
- ▶ Explore ways to regularize the CLTA responsible for teaching many Bioethics courses, to support the continued successful delivery of these high-enrolment offerings

#### 4. Administration

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

The reviewers observed the following **strengths**:

- Relationships
  - ▶ Department contributes to an internationally renowned graduate program through its participation in the tri-campus Graduate Department of Philosophy
  - ▶ Department benefits from capable and dedicated faculty and staff, with collegial, cooperative, and respectful relationships
  - ▶ Department enjoys healthy, collegial, and professional relationships among faculty, staff, and students
  - ▶ Students are highly engaged and appreciative of faculty
  - ▶ Department benefits from strong and respectful leadership
  - ▶ Department engages in interdisciplinary programming, with active development of an innovative PPE program in collaboration with Political Science and Management
  - ▶ Department is well run, with the current chair providing admirable leadership in challenging circumstances
  - ▶ Chair is recognized as talented, dedicated, resourceful, and well respected
  - ▶ Department makes important contributions to various health studies programs through its offerings in Bioethics
- Organizational and financial structure
  - ▶ Department's financial resources are limited but well-managed, with judicious use of resources to support key outreach initiatives and staff roles
  - ▶ Organizational structure of the Department is sound, with major administrative responsibilities effectively managed by the Chair and the Associate Chair, in close collaboration with the Departmental Administrator

- ▶ Routine administrative assignments are appropriately distributed among faculty, consistent with norms at other Canadian philosophy departments
- ▶ Overall amount of service work performed by regular faculty is in keeping with that of Philosophy faculty in comparably sized departments.
- ▶ Department's office space and physical infrastructure are "entirely satisfactory"
- Long-range planning and overall assessment
  - ▶ Department is a "commendable success story"
  - ▶ Strong commitment to cross-disciplinary curricular innovation and collaboration, reflected in current plans to develop an interdisciplinary PPE Specialist program, an AI-focused Minor, and a Major in Practical Ethics with pathways for students across multiple programs
  - ▶ Department has many strong ideas for future development aimed at attracting students and offering exciting programming that builds vital transferable skills
  - ▶ Department successfully advances the University's mission in both teaching and research, with thoughtful and well-conceived plans for future development
- International comparators
  - ▶ Undergraduate Philosophy program compares favourably with the best philosophy programs at leading Canadian and American universities

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

- Relationships
  - ▶ Reviewers note some internal differences of opinion among department faculty regarding approaches to engaging with the administration on matters related to the current political philosophy faculty search
- Organizational and financial structure
  - ▶ Department's limited base budget is insufficient to cover many important activities, including essential elements such as adequate TA support
  - ▶ Funding model poses challenges for long-term planning and limits the Department's ability to support initiatives like outreach, student activities, and speaker series
  - ▶ Department has relied on carry forward funds to support key initiatives and temporary increases to administrative staff, but this approach is not sustainable in the long term
  - ▶ Department expressed concerns regarding the adequacy of the current staff complement and associated workload pressures
  - ▶ Administrative staff arrangement is complex; part-time nature of some roles presents challenges in ensuring consistent on-site coverage and support for students
  - ▶ Core faculty face significant service burdens due to limited numbers and the need for representation on both UTSC and tri-campus committees, contributing to workload distribution challenges
  - ▶ Current distribution of responsibilities contributes to workload pressures within the administrative team; some tasks typically handled by faculty are managed within the administrative portfolio, raising concerns about sustainability and appropriate role alignment
- Long-range planning and overall assessment

- ▶ “[T]he prospects for the ongoing flourishing of the Department and its programming are threatened by a shrinking faculty complement and the current inability of the University to honor its longstanding commitment to increase the size of the Department.”
- ▶ Structural challenges, including suburban location with limited public transportation options, lead to challenges building a vibrant, cohesive community that enhances the student experience
- ▶ Faculty express significant frustration that despite strong performance in research, teaching, and program development, the Department has not been able to expand its faculty complement
- ▶ Challenges with complement expansion affect Department’s long- and short-term planning, negatively impact faculty morale, and raise concerns about the integrity of the programs and the Department’s ability to pursue continued excellence  
Budget constraints have stalled Department’s plans for growth; primary focus remains on maintaining existing programming rather than pursuing development
- ▶ Department does not have resources to engage in significant fundraising and outreach activities; limited funding prevents long-term commitments to such initiatives

The reviewers made the following **recommendations**:

- Organizational and financial structure
  - ▶ Department’s physical space may need to expand in response to potential program growth in the future
  - ▶ Consider configuration of staff complement to ensure it is aligned with departmental needs, balancing operational effectiveness with available resources
  - ▶ Consider assigning undergraduate advising and transfer credit assessments to a regular faculty member, to reduce workload pressures on administrative staff and support long-term sustainability of these responsibilities
  - ▶ Review the position description of the departmental administrator to ensure it accurately reflects the full range of tasks regularly performed
  - ▶ Explore creation of an official Undergraduate Advisor role, to be filled by a regular faculty member who is reliably available to advise students on course selection and program requirements
  - ▶ Assign a core faculty member to work alongside the limited term instructor who serves as the liaison with the Association of Philosophy Students (APS), to help support and facilitate student-led initiatives such as undergraduate conferences
- Long-range planning and overall assessment
  - ▶ Increase teaching capacity, expand course offerings, and introduce innovative programs to support continued enrolment growth
  - ▶ Explore ways to support the Department in developing “self-standing” programming and the intellectual culture offered to students
  - ▶ Recognize the Department’s unique strengths, and support its potential to contribute to key institutional priorities and provide innovative, high-impact programming for students, both independently and in collaboration with other units

- ▶ Department should work closely with divisional leadership on strategic resource and faculty complement planning, to support aspirations for growth
- ▶ Explore the development of a more modest version of the PPE program, that can leverage existing resources and potentially serve as a bridge to implementing a full direct-entry model when appropriate resources become available

September 12, 2025

Professor Nicholas Rule  
Vice-Provost, Academic Programs  
Office of the Vice-Provost, Academic Programs  
Division of the Vice-President & Provost  
University of Toronto

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

Dear Professor Rule,

Thank you for your letter dated June 13, 2025, requesting my administrative response to the October 2024 external review of the Department of Philosophy. I would like to extend my gratitude to the review team—David Bakhurst, Professor, Department of Philosophy, Queen's University; and Colin Macleod, Professor, Department of Philosophy, University of Victoria—for their consultation with the department during the site visit held from October 9–10, 2024, and for their report, which was finalized on December 19, 2024, and shared with the department.

We are grateful for the reviewers' recognition of the department's success in meeting the diverse needs and interests of students through its courses and programs. Their commendation of the Socrates Project, which provides students with opportunities for experiential learning and research, is especially appreciated. The reviewers also acknowledged the department's commitment to equity, diversity, and inclusion in curriculum design and delivery, as well as the excellence of the faculty and their contributions to a broad range of contemporary philosophical research.

The report from the review team identifies several areas for enhancement and development, including expanding critical thinking course offerings to strengthen students' reasoning skills; broadening Co-op partnerships to increase appeal and accessibility for students; creating opportunities for faculty to be more closely involved in student advising and transfer credit evaluation; exploring strategies to improve the sustainability of the Bioethics Minor; and engaging in strategic faculty complement planning to ensure coverage of current and emerging disciplinary areas. With this letter, I have included a table summarizing the responses to the specific recommendations of the reviewers, along with anticipated timelines for implementation where applicable.

Once again, I thank the review team for their thoughtful and valuable assessment of the department and its programs. I look forward to supporting the department in implementing the recommendations of this report. The Dean's Office will continue to monitor progress through regular meetings with the Chair of the Department of Philosophy. An interim report to the Office of the Vice-Provost, Academic Programs will be prepared in Fall 2028. The next external review of the department is scheduled to take place no later than the 2031–32 academic year.

Sincerely,



Professor Karin Ruhlandt  
Vice-Principal Academic & Dean

## 2024-25 UTQAP Review of UTSC Department of Philosophy - Review Recommendations

Please do the following for each recommendation in the table:

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

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Unit Response	Dean's Response
<p>The reviewers noted the absence of a regularly offered course broadly focused on critical thinking, observing that such courses often appeal to students across various disciplines and help develop essential reasoning and evidence-assessment skills. They recommended developing course offerings in this area and suggested that high-enrolment critical thinking courses could be taught by early career faculty to support their development.</p>	1.	<p>"...there is reason to think the addition of a more typical entry level critical thinking course would attract students and serve their interests well."</p>	<p>As the reviewers discuss in their report, all of Philosophy's courses cultivate the important, highly transferable skills of critical reasoning, analysis and communication – skills that are extremely valuable no matter what career a student pursues. In addition, whatever a student's primary discipline of study, our department has introductory courses that would complement their studies in their discipline, while helping them to develop these skills. Our two general introductory courses, PHL A10 <i>Reason and Truth</i> and PHL A11 <i>Introduction to Ethics</i> are excellent options for all students. We also offer a wide range of B-level courses in more specific domains of philosophy (logic; environmental ethics; ancient philosophy; business ethics; philosophy of law; political philosophy; philosophy of mind; and many more areas), which connect to or complement different fields of study. These B-level courses are pitched at an introductory level and have no prerequisites; so, they are accessible to students across disciplines. All of these</p>	<p>I am proud of the department's efforts to embed and promote the development of critical thinking and reasoning skills across multiple A- and B-level courses, ensuring accessibility for Philosophy and UTSC students. I appreciate the department's openness to offering PHLB58H3 <i>Reasoning Under Uncertainty</i> on a more regular basis, as well as its consideration of broadening the range of topics covered in this course. We are actively exploring strategies to support cross-pollination across disciplines and better communication of course opportunities. We look forward to working with the department to ensure that the department's cultivation of critical analysis skills across a range of courses is well communicated to students within and beyond Philosophy's programs.</p>

			<p>courses cultivate key critical reasoning, analysis and communication skills.</p> <p>We agree with the reviewers that, at the same time, it would be beneficial to also offer a dedicated critical reasoning course at UTSC. As the reviewers note, we do have a course, PHL B58, <i>Reasoning Under Uncertainty</i>, that focuses on reasoning, but it is currently more narrowly conceived than critical reasoning courses tend to be. Currently, it is described as focusing specifically on probabilistic reasoning. But this course, as they note, is not currently offered regularly. In our view, this course should be revised to make it a broader critical reasoning course. With such revisions to the course description in place, it would make sense to offer this course on a regular basis. Under a broader course description, “Reasoning Under Uncertainty” is an excellent title for a contemporary critical thinking course that could attract and serve students across disciplines.</p>	
2.		<p>“Explore the implementation of high enrollment courses in Critical Thinking. It is likely that such courses could be successfully delivered, at least initially, by some of the limited term Assistant Professors. Having teaching experience in delivering critical thinking courses is a valuable asset for recent PhDs seeking appointments. So creating these courses would both grow enrollment and contribute to the professional development of the limited term Assistant Professors.”</p>	<p><b>Short term:</b> In 2025-26, we will submit minor revisions to PHL B58, <i>Reasoning Under Uncertainty</i>, revising the course description to recast it as a broader critical reasoning course. In Winter 2026, we are offering the course, and it will be taught by one of our limited term Assistant Professors. We appreciate the point that having our Limited Term faculty teach this course has a dual benefit of both staffing the course well and supporting early career professional development.</p> <p><b>Long term (ongoing):</b> we will aim to offer this course regularly and to advertise it broadly.</p>	<p>I am pleased to learn that the department is considering modifications to PHLB58H3 <i>Reasoning Under Uncertainty</i> to incorporate additional elements of critical reasoning. Critical thinking is a skill that is highly valued across disciplines and essential in a wide variety of careers. I also appreciate the contributions of our limited term faculty members and welcome the reviewers’ recognition of the importance of this type of teaching experience. My office, in collaboration with the Office of the Registrar, would be happy to discuss enrolment needs and challenges with the department to optimize capacity for this course.</p>

			Currently we cap the course at 80 students. We will assess whether to increase the capacity so that it can be offered to more students.	
The reviewers observed that few students enrol in the Department's Co-op program options. They suggested that increasing connections between the fields of Philosophy and Health Studies could support the development of a broader range of Co-op partnerships with greater appeal for students.	3.	"...with increasing development of the relations between Philosophy and Health Studies, it might be possible to find a range of Co-op partners with whom philosophy students might flourish."	<p>In 2024-25, we began a discussion with the Arts &amp; Science Co-op office at UTSC about Co-op work-term opportunity ideas for Philosophy students. Our Bioethics CLTA, who has extensive work experience in clinical bioethics, was involved in this conversation, and provided helpful input. We agree that Co-op opportunities in the field of health (e.g. in clinical bioethics; in biomedical research ethics) should be explored and pursued for Philosophy Co-op students, and that the presence of opportunities in such areas could increase student interest in the Co-op program. There are also other fields (for instance, in publishing; in corporate ESG [Environment, Social, and Governance]) that are great fits for Philosophy students, and should be explored for potential Co-op opportunities. Going forward, we will continue this conversation with the Co-op office. More generally, Philosophy and the Co-op office will be increasing our degree of communication and collaboration.</p> <p>The review suggests that building connections with Health Studies (the Department of Health and Society at UTSC) may help build additional Co-op opportunities for our students.</p> <p>Based on recent consultation between the Philosophy Chair and the Director of the Arts &amp; Science Co-op program, we see that, while there are no direct ways in which building connections with another academic unit</p>	<p>I appreciate the dialogue that the Chair of the department has already initiated with our Arts &amp; Science Co-op office, as well as the department's identification of cognate units with which to foster more regular conversations. This aligns well with the UTSC's strategic priorities for curriculum development, which will increasingly benefit from cross-departmental collaboration and consultation.</p> <p>In addition to our existing UTSC Campus Curriculum Committee (CCC) and the UTSC Campus Curriculum Review Working Circle, we have established a new Health Across Disciplines Working Group this year to support departments in taking a more collaborative approach to curriculum development. This initiative is expected to involve participation from our Experiential Learning Team, the Arts &amp; Science Co-op Office, and the Office of the Registrar. We anticipate that this increased collaboration in curriculum development will also extend to co-curricular and related initiatives, particularly with the upcoming launch of the Scarborough Academy of Medicine and Integrated Health (SAMIH). In the Arts &amp; Science Co-op Office, new dedicated staff liaisons focused on the arts and on the sciences will also play a key role in assessing new co-op opportunities and exploring cross-disciplinary bridges.</p>

			<p>would affect Co-op work term opportunities for Philosophy students, connection and discussion with the Department of Health and Society could potentially have indirect or downstream positive impacts on the Philosophy Co-op program. The same goes with increased connections and collaboration with other academic units, such as Computer Science and Management.</p> <p><b>Short and medium term:</b> The Chair of Philosophy will meet more regularly with the Director of the Arts &amp; Science Co-op Office, in order to discuss and collaborate on how to strengthen the Philosophy Co-op program. There is also a new position in the UTSC Co-op office - the Co-op Coordinator, Arts - devoted to enhancing the academic connection between Co-op and academic experience/department for the Humanities and Social Sciences. Philosophy will work with this new Co-op Coordinator, and we look forward to the additional support for the Philosophy Co-op program that this role will provide. The Chair of Philosophy will also meet with the Chair of the Department of Health and Society, and will continue to foster connections and collaborations that we have already begun with other units.</p>	<p>Furthermore, the Dean’s Office will continue its dialogue with external SAMIH partners, including institutions with whom we’ve had preliminary discussions, to explore potential opportunities, including those related to co-op programming.</p>
<p>The reviewers noted concerns related to workload and sustainability for departmental staff working in student advising and transfer credit evaluation, and recommended exploring ways for faculty members to be more closely involved in these areas.</p>	<p>4.</p>	<p>“Create an official position of undergraduate advisor in the department. This position should be filled by a regular faculty member who is reliably available to students to offer advice about course selection and program requirements.”</p>	<p>We agree that there are concerns about workload and sustainability for our Departmental Administrator. The person occupying this role currently does both the work of Assistant to the Chair and Undergraduate Advisor/Program Coordinator, as well as other department management tasks. We agree that this is too much for one person; in other departments these roles and responsibilities are spread</p>	<p>My office and I appreciate the work of all our front-facing student advisors, many of whom go beyond their core advising responsibilities to support the seamless execution of day-to-day operations across departments, including the Department of Philosophy. We respect the department’s decision to retain the existing staff structure to support program advising, with appropriate escalation to the Associate Chair and Chair as needed. My</p>

			<p>over two or more administrative staff members.</p> <p>However, after careful consideration, we have concluded that the solution is not to move work from our administrative staff member to our faculty. The type of advising in course selection and program requirements that our Departmental Administrator does is standard as part of administrative departmental staff members' portfolios at U of T. In many departments, these staff members are called 'Undergraduate Advisor' or 'Undergraduate Coordinator.' In our department, the title is broader because our staff member has a broader portfolio. But the work they are doing in student advising is similar in nature to that of comparable staff members in other departments.</p> <p>Importantly, our Chair and Associate Chair are also involved in student advising when it comes to more complex or nonstandard cases. When such cases arise, the Departmental Administrator will redirect them to the Chair or Associate Chair. This is similar to many other departments at U of T, including UTM Philosophy and St. George Philosophy. The key difference again is that they have a dedicated staff member serving the Undergraduate Advisor/Program Coordinator role, whereas our staff member serves other roles as well.</p> <p>There has been some progress in reducing the high workload of our Departmental Administrator, but more work on this is needed. In 2024-25, the Dean's Office approved the increase of our Department</p>	<p>office supports the department's intention to engage in dialogue with our Human Resource Services colleagues to revisit the job description and responsibilities of the Departmental Administrator. I would also welcome continued discussions with the Chair regarding additional staffing needs.</p>
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			<p>and Communications Coordinator staff position from 55% to 69% FTE. This increase in hours ensures that the Coordinator has sufficient time to do the work that is part of her job, and thus avoids having some of that work fall on our Departmental Administrator. However, the workload of our Administrator is still too high. Increasing the Coordinator position to 100% is one potential solution. This would allow additional responsibilities to move from the Administrator to the Coordinator. A different option would be to introduce a different staff position.</p> <p><b>Short term:</b> The Department will work with HR and the Dean's office to review our Departmental Administrator's roles and responsibilities, and to review our administrative staff structure in Philosophy, and determine what further changes are needed.</p>	
5.	"Ensure that tasks assigned to the departmental administrator are not ones that can and should be routinely performed by regular faculty members (e.g., undergraduate advising, transfer credit evaluation"	<p>The Philosophy Department and our students benefit greatly from our Departmental Administrator's extensive experience, detailed departmental and institutional knowledge, and academic background in Philosophy (a MA in Philosophy). Having such a skilled, experienced and knowledgeable Administrator has been a major part of what has enabled our department to function so smoothly, and expand our programs and collaborations, despite our shortage in core faculty members. This is also true of our Business Officer, who is extremely experienced and knowledgeable as well.</p> <p>While we certainly leverage and benefit tremendously from our staff members' expertise and knowledge, the tasks</p>	<p>In addition to my response to recommendation #4, I would like to note that our Academic Advising &amp; Career Centre (AA&amp;CC) also offers advising appointments to support students in developing their academic plans, reviewing course selections in relation to program and degree requirements, as well as addressing matters related to academic standing, GPA, academic regulations, and petitions. By accessing services offered by both the department and AA&amp;CC, students benefit from a more holistic advising experience.</p> <p>My office looks forward to continued dialogue with the Chair of the department to discuss faculty complement and staffing needs, noting the campus's current fiscal</p>	

			<p>performed by our Departmental Administrator are not tasks that should be routinely performed by regular faculty members. As mentioned in 4, the type of student advising that he does, on matters like program requirements and course selection, is standard for departmental administrative staff members at U of T. It is possible this is different at other universities. But the model at U of T of typically having a non-faculty departmental administrative staff member advising students on these matters works extremely well, as staff members can have more extensive, detailed institutional and departmental administrative knowledge than faculty members rotating in and out of service positions. As mentioned, the Associate Chair and Chair are also involved in student advising on such matters, particularly in the case of difficult, complex, or nonstandard questions or issues.</p> <p>For transfer credit assessments, and other similar matters, the Associate Chair (or the Chair in years in which we have not had a senior faculty member available to serve as Associate Chair) is the final authority on such decisions. But the work of triaging, performing initial reviews of, and processing transfer credits is delegated to the Department Administrator in his capacity as undergraduate program coordinator. Utilizing his extensive, long-term experience assisting with transfer credits, aids greatly with efficiency and ensuring consistency.</p> <p>The shortage in core faculty members in our department, and particularly, having so few senior faculty members, means that the Chair has more limited ability to delegate service</p>	<p>climate. We are also in dialogue with AA&amp;CC and the Office of Student Experience of Wellbeing to better connect advising supports available across the campus.</p>
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			<p>and administrative tasks to faculty. The result of this is that various aspects of running the department that in other departments could be delegated to other faculty members, fall on the Chair. This has only been manageable because the Chair has had the support of extremely experienced, knowledgeable staff members. Thus, in addition to ensuring sufficient staff support, so that our Administrator's workload is not too high, the sustainability and continuity planning of the administrative functioning of our department depends also on what the reviewers describe as the "single most important finding" of their review (13 below): the urgent need to increase our faculty complement.</p>	
	6.	<p>"Review the position description of the departmental administrator... to ensure that the description accurately reflects the full range of tasks he regularly performs."</p>	<p>We agree that a review of the Department Administrator's position is needed.</p> <p><b>Short term:</b> In 2025-26, the Chair will work with HR to review the position description, and have it updated as needed.</p>	<p>My office supports the department's intention to engage in dialogue with our Human Resource Services colleagues to revisit the job description and responsibilities of the Departmental Administrator as a part of a broader assessment of departmental staffing needs.</p>
<p>The reviewers made several recommendations related to improving communication and engagement with students including holding timely information sessions to share and discuss matters related to students' academic and career development, as well as exploring ways to ensure consistent faculty engagement with the Association of Philosophy Students.</p>	7.	<p>"Convene information sessions, at suitable junctures in the term, to give students information and guidance regarding matters such as: the Socrates Program; Graduate school applications; essay prizes; grant applications etc."</p>	<p>We are currently communicating about most of these matters through email announcements, and in some cases through posters and instructor announcements within our courses. Students receive guidance through consultation with individual faculty members, and also – depending on the topic and advising needs – our Departmental Administrator or other offices on campus, such as the Academic Advising and Career Centre. When it comes to graduate school applications, in addition to guidance from individual faculty members, there is a workshop run by St. George Philosophy that is open to and advertised to students from all</p>	<p>With the Dean's Office having approved the increase in FTE for the department's Communications Coordinator role this past year, we look forward to the reimagined initiatives the department is piloting in the years ahead. The Dean's Office would be pleased to connect the department with the UTSC Marketing &amp; Communications team to explore best practices related to student communications. There may also be an opportunity to facilitate a connection with the Student Life Programs team in the UTSC Office of Student Experience &amp; Wellbeing (OSEW) to assess ways of strengthening</p>

			<p>three U of T undergraduate Philosophy departments, and UTSC students already participate in this.</p> <p>We agree that communications with students on such matters could be improved to ensure that students are better informed about these various opportunities and the supports available. Information sessions, or a variation on this idea (for instance, incorporating more information distribution into broader departmental events) may be a great way to do this.</p> <p><b>Short-to-medium term (1-2 years):</b> as a department, we will discuss the idea of introducing information sessions, and also other potential variations on this idea. We will aim to pilot some such method.</p>	<p>communication between the department and the Association of Philosophy Students.</p>
8.		<p>“Assign a core (rather than limited term) faculty member to work with the limited term instructor who serves as the liaison with APS (and can help facilitate events, such as undergraduate conferences, that the APS aspires to organize).”</p>	<p>We agree that this would be advantageous. However, due to our shortage of permanent faculty members in the Philosophy department, we are unable to do this at present. We do not have sufficient core faculty to do this, given all our other activities and the many service roles that we have to fill. APS Liaison is one of only very few service roles that limited term faculty can perform. Most of our other service roles (both for UTSC Philosophy and for the Graduate Department of Philosophy, which all our core faculty members are heavily involved with) require core faculty members. Thus, the role of APS Liaison is a great one to assign to limited term faculty, who do have service as part of their positions. Additionally, since the limited term faculty members we assign to this role do not have other large service tasks (unlike our core faculty), they have the</p>	<p>The Dean’s Office appreciates the reviewers’ recommendation and acknowledges the department’s efforts to manage faculty workload while continuing to support the Association of Philosophy Students in its student outreach and event coordination.</p> <p>We remain committed to ongoing dialogue with the Chair of the department to discuss faculty complement and staffing needs, particularly in light of the campus’s current fiscal climate.</p>

			<p>capacity to devote more energy and attention to the APS liaison role. Note as well that we always assign more than one limited term faculty to the role, so that the APS is supported by a team rather than just one person. The Chair also regularly liaises with the APS Liaisons, and provides some additional support to the APS.</p>	
<p>The reviewers expressed support for the Department's plans to develop interdisciplinary programming with other UTSC units. Noting constraints on faculty and administrative resources, they suggested that the Department continue building these partnerships and explore interim steps toward the development of academic offerings that can be scaled up as resources permit.</p>	<p>9.</p>	<p>"On the assumption that administrative and faculty resources are not currently sufficient to mount the full direct entry version of the PPE program, explore the creation of a less ambitious PPE program that exploits existing resources. While we approve of the idea of a direct entry program, a more modest version of the program could serve as a bridge to its implementation when appropriate faculty resources in political philosophy become available."</p>	<p>We are in full agreement with reviewers that Philosophy should continue its work in building interdisciplinary partnerships and programs with other units. The training in the highly valuable, sought-after critical reasoning, analysis and communication skills (both oral and written) that Philosophy provides combines powerfully with disciplinary expertise in other fields.</p> <p>The Philosophy department has developed a proposal for a new interdisciplinary Minor in Artificial Intelligence, Mind and Society (AIMS). The aim is to have this new Minor proposal go through governance this academic year, 2025-26. Relatedly, we have also made excellent progress in our collaborations with Computer Science at UTSC. Last year we had a very successful Embedded Ethics pilot project in all four sections of a large CS course; we are expanding this project this year to further courses. We have also been granted a search for a joint PHL-CMS 3-year CLTA. This CLTA will teach courses in both departments, and will assist with our developing Embedded Ethics program.</p> <p>We have been working for some time on a proposal outline for an interdisciplinary Philosophy, Politics and Economics (PPE)</p>	<p>We commend the department's efforts to foster interdepartmental collaboration and interdisciplinarity, as demonstrated through the Embedded Ethics pilot project.</p> <p>The new Minor in Artificial Intelligence, Mind and Society is a unique interdisciplinary offering that considers artificial intelligence through a humanistic lens. The proposed program is the result of collaboration with cognate units such as Anthropology, Computer and Mathematical Sciences, English, and Language Studies. We are currently working with the department to move that proposal through governance in 2025-26.</p> <p>Our office had a productive meeting with the Chair of the department, along with the Chairs of Management and Political Science, following the Philosophy review visit about how best to reframe the proposed PPE initiative in the current context. While other initiatives are currently taking priority, we look forward to continuing to be in dialogue with the department, as well as with colleagues in Management and Political Science as this proposed initiative develops.</p>

			<p>program in collaboration with the departments of Management and Political Science. We very much appreciate the recommendation from the reviewers on this collaborative project. We think the direct entry PPE program that Management, Philosophy and Political Science together envisioned would be excellent for UTSC. However, we also recognize that, given present resource constraints, it is worth considering beginning with a less ambitious, more modest PPE program, with the possibility of expanding to something more ambitious in the future. We will discuss this possibility with Management and Political Science, and work together to determine how to proceed.</p>	
<p>The reviewers raised several concerns regarding the Bioethics minor, including large class sizes and the fact that the program relies heavily on the contributions of a single faculty member with limited support. They recommended that the Department explore ways to increase instructional capacity and enhance the program's sustainability.</p>	10.	<p>"...the number of specialist bioethics offerings are necessarily limited and class sizes unduly large"</p>	<p>Our Biomedical Ethics Minor has been a great success. When it was introduced, the projected steady state enrolment by year 5 (2023-24) was 95 students. The actual program enrolment by Fall 2023 was roughly double that projected amount: 189 students. By Fall 2024, it increased further, to 210 students. In addition, many students outside the Minor take our Biomedical Ethics courses.</p> <p>To accommodate high enrolment demand, we have increased the caps on our Bioethics courses, but we agree that class sizes are too high, and we are having difficulty accommodating demand, particularly in our upper-year courses. Additional courses or additional sections of existing courses should be introduced. However, we are currently constrained by our small faculty complement. So far, most of our bioethics courses have been taught by our Bioethics CLTA, with the exception of one course per year in bioethics</p>	<p>The Dean's Office looks forward to continued discussions with the Chair of the department regarding faculty complement planning, balancing the need to enhance the sustainability of the Biomedical Ethics Minor, which has strong potential to support the growth of health sciences programming at UTSC in conjunction with the establishment of SAMIH, with the realities of the campus's current fiscal climate.</p> <p>The Dean's Office and the Office of the Registrar will continue to be in close dialogue with the department about strategic enrolment management priorities. With the department playing a vital role in supporting growing student interest in health sciences-related programs with the upcoming launch of the Scarborough Academy of Medicine and Integrated Health (SAMIH), continued collaboration will help ensure alignment with UTSC's priorities. We are keen to explore the</p>

			<p>typically taught by a tenure stream faculty member. With our recent hire of a second tenure stream faculty member who has some expertise related to health, at least one more course in bioethics per year can be taught by core faculty. However, this new hire will also be teaching in other important areas of need for our department (political philosophy; ethics of artificial intelligence). Also, it is important to recognize that this will not always change the number of courses or sections in bioethics that we can offer; as an example, in the present year, the new faculty member's bioethics course is merely offsetting losses of teaching capacity in bioethics due to research and parental leaves. Thus, while the addition to our department is a substantial improvement in our bioethics teaching capacity, further growth in capacity is needed if we are to be able to make more substantial changes in our number of bioethics course offerings or in class sizes. Furthermore, given the success of the Minor, in the longer term there is potential to consider building a future Major program in this area. To do this, additional teaching capacity would be needed.</p>	<p>possibility of a future Major in Biomedical Ethics, building on the strengths of the existing Minor, recognizing the importance of assessing and timing this possibility alongside complement needs and related planning.</p>
	11.	<p>"the hugely successful Bioethics Minor is administered and taught by a single assistant professor on a term appointment with a little support from a single (not-yet-tenured) core faculty member... we do not feel this is a sustainable arrangement."</p>	<p>Since the review, we have hired a second tenure stream core faculty member who can do some teaching in bioethics. However, as with the first such core faculty member, this new faculty member is also needed for other essential teaching needs (including, political philosophy courses, and also the ethics of artificial intelligence). Thus, while we are gaining some additional teaching capacity for the Bioethics program, it remains true that the majority is still falling on our Bioethics CLTA. We agree that, given the success and</p>	<p>Please refer to my response to recommendation #10 for further detail.</p>

			<p>popularity of the program, a more permanent, robust arrangement is needed.</p> <p><b>Short term:</b> We will discuss solutions to this issue with the Dean’s Office. A permanent/continuing position in this area would give needed stability and continuity to our Bioethics program and course offerings. In addition, expanding our teaching capacity is also important, and thus a tenure stream hire in Bioethics is part of our complement plan (see 14 below).</p>	
	12.	<p>“The field is important as clinical ethicists are now established professionals playing a crucial role in many health contexts. UTSC will need to develop strength in this field if it is serious about its commitment to its initiatives in health studies and medical education”</p>	<p>The department agrees with this assessment. Philosophy will work with the Dean’s Office and the Health Across the Disciplines Working Group to determine how we can further develop and expand UTSC’s strength in the field of bioethics, and contribute to clinical training at UTSC.</p>	<p>The Dean’s Office’s Health Across Disciplines Working Group brings together departments and related campus offices to support collaborative curriculum development with a particular focus on the health sciences. The Dean’s Office is pleased that the department is participating in this initiative.</p>
<p>The reviewers emphasized that the Department’s ability to sustain its high-quality programming and meet growing student demand is at risk under current faculty capacity. They recommended strategic faculty complement planning to ensure coverage of existing and emerging disciplinary areas and highlighted the importance of timely hiring to maintain program quality, support new curricular initiatives, and sustain enrollment growth.</p>	13.	<p>“We recognize that UTSC is facing an extremely challenging budget situation that presents obstacles to hiring. However, in our view, the single most important finding of our review is that the smooth functioning and success of the Philosophy Department depends on faculty renewal.”</p>	<p>We very strongly agree with this assessment and recommendation.</p> <p>A chief recommendation of our previous (2015) external review was that our faculty complement needs to grow. At that time, we had eight core faculty members. Unfortunately, though, while there have been some hires in UTSC Philosophy since 2015, these have been mostly offset by losses: two colleagues were hired away by peer institutions in the United States, and there was also a retirement, and another colleague passed away. We currently have only nine core faculty, including our new 2024-25 hire. Despite our small faculty complement, our department’s enrolments (both course enrolments and program enrolments) have grown greatly since 2015.</p>	<p>The Dean’s Office acknowledges the contributions of the department and its colleagues to the UTSC’s curriculum landscape and student experience. We also recognize the importance of increasing faculty capacity to support the sustainability of programs and courses that have experienced accelerated enrolment growth.</p> <p>In recognition of the pressing need, the Dean’s Office has approved a continuing replacement hire for 2025-26. This is the only such approval granted to a humanities department at UTSC. Furthermore, the Dean’s Office has approved a search in 2025-26 for a CLTA position jointly appointed to the department and the Department of Computer and Mathematical Sciences.</p>

			<p>We teach a high number of students relative to our faculty size, and our enrolments continue to grow. Thus, while increasing our faculty complement was already a key recommendation in our 2015 review, it is now – with the present external review – an urgent issue. We acknowledge and thank the Dean’s Office for approving a faculty hire in 2025-26 to replace one of our departed colleagues. This is an excellent step in the direction we need to go, and we look forward to continuing to work with the Dean’s Office to make further progress on this issue.</p> <p>In addition to ensuring sufficient faculty for our current curriculum and for student demand, the reviewers emphasize that UTSC Philosophy has very strong potential to make large contributions to many of UTSC’s key initiatives, and to build exciting new programs for the campus, both individually and in collaboration with other units. Growing UTSC Philosophy, thus, is not only important for reaching a sufficiently stable, secure size relative to our current footprint, but also for taking advantage of these excellent opportunities for growth and impact at UTSC.</p>	<p>These approvals are in addition to the tenure-track hire approved for 2024-25 and represent an important short-term step, with the understanding that further attention to faculty capacity will be needed over time. We remain committed to working with the department to continue addressing capacity and faculty complement needs, while remaining mindful of the current fiscal climate.</p>
14.		<p>“New appointments are urgently needed to replace departed faculty and to ensure that the complement of regular faculty can deliver excellent courses in a suitably wide range of areas.”</p>	<p>We have been in conversation with the Dean’s office about this, and we are very grateful for their support and their effort in making progress on this key issue, particularly in the difficult budgetary context. Some progress is being made already, but further substantial work and investment is needed.</p> <p><b>Short term (2025-26):</b> We will be searching for a new faculty member in 2025-26.</p>	<p>The Dean’s Office acknowledges the department’s pressing need for faculty complement and has approved a continuing faculty hire for 2025-26, identifying it as a priority within our overall complement planning. Furthermore, the Dean’s Office has approved a search in 2025-26 for a CLTA position jointly appointed to the department and the Department of Computer and Mathematical Sciences. My office remains committed to ongoing discussions with the</p>

			<p>This search will be for a replacement of either our departed faculty in Political Philosophy or our departed faculty in the History of Modern Philosophy. Since these are both equally urgent areas of replacement need, we are searching in both areas for the position. This will ensure a very strong applicant pool and will increase the chance of a successful search.</p> <p>This year, the Philosophy Chair will also be in communication with the Dean's office about how to continue to satisfy this crucial recommendation. This will include discussing searching next for whichever of the two replacement positions we do not hire for this year, and also the need to search for our currently frozen position in Global Philosophy.</p> <p><b>Longer term:</b> after hiring for our two replacement needs (Political Philosophy, History of Modern Philosophy) and for our position in Global Philosophy, our next two areas of priority for faculty searches after that are:</p> <ul style="list-style-type: none"> <li>(i) LEMM (language, epistemology, metaphysics, mind) or Philosophy of Science with research or teaching interest in Artificial Intelligence.</li> <li>(ii) Biomedical Ethics.</li> </ul> <p>(i) will be important given our proposed, upcoming new Minor in Artificial Intelligence, Mind and Society. We have been given a joint 3-year CLTA position with Computer Science, which will assist greatly in the launch of this program for its first 3 years. If this program</p>	<p>Chair regarding faculty hiring needs, in consideration of current fiscal constraints.</p> <p>The department's curricular planning aligns strongly with the Dean's Office's cultivation of cross-departmental initiatives that also support program development related to the health sciences. A new expression of interest process will be introduced in the Fall of 2025 to consider new program initiatives and assess potential resource needs.</p>
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			<p>attracts strong enrolments, then a permanent faculty member in that area of specialization will be important after that initial period.</p> <p>(ii) is important, as reflected above in items 10-12, for our Bioethics offerings and programs. With a hire in Biomedical Ethics, the department could also develop a Biomedical Ethics Major program, in addition to our Minor program.</p>	
15.	<p>“Ensure that the Department is able to fill the position in political philosophy (with a health focus) that is currently being advertised.”</p>	<p>This recommendation has been achieved. We successfully hired for this position in Spring 2025. The new tenure-track Assistant Professor faculty member, Christian Tarsney, joined our department August 1, 2025.</p>	<p>This hire reflected the Dean’s Office’s awareness of the pressing complement needs in the Department of Philosophy; it also represents a unique opportunity to bridge programming in the department with the health sciences. The department’s work in this area exemplifies the importance of holistic and cross-disciplinary approaches to issues of health as UTSC prepares to open SAMIH. We are delighted by the successful outcome of the search, and we look forward to continued discussions with the Chair about additional faculty hiring needs, as identified by the reviewers, while remaining attentive to the fiscal realities of the campus.</p>	
16.	<p>“The capacity of the Department to cover the important field of political philosophy and to implement the proposed PPE program depends on replacing [a departing faculty member with Political Philosophy expertise].”</p>	<p>The department very strongly agrees with this assessment.</p> <p><b>Short term:</b> Philosophy will search for a new tenure stream faculty member in 2025-26, and will work with the Dean’s office to discuss potential searches for 2026-27 and beyond. As mentioned in our response to recommendation 14, our search this year (2025-26), will be for a faculty member with an area of specialization in either Political Philosophy or in History of Modern</p>	<p>Please refer to my response to recommendation #14 for further detail.</p>	

			Philosophy. Given our urgent replacement needs in both areas, it is optimal to search in both areas, to ensure the strongest applicant pool possible. The department hopes that whichever of the two replacement areas we do not hire in this year, we will be able to search in the following year.	
	17.	“Appointments [in the areas of History of Philosophy and Global Philosophy] are necessary to meet the current curriculum needs of the department... and to advance the Department’s plans to diversify the curriculum.”	<p>The Department very strongly agrees.</p> <p>History of Modern Philosophy and Global Philosophy are both searches that were granted to our department several years ago but then were put on hold in 2023-24 and 2024-25, due to campus budgetary constraints. They remain pressing areas of need.</p> <p>As discussed in our response to recommendation 15, we are very grateful to be able to search in 2025-26 for one of our two replacement positions – History of Modern Philosophy and Political Philosophy. This search may result in a hire in either of those areas. For whichever of these two replacements we do not fill, the Department hopes we can search for that area in 2026-27. The search in Global Philosophy should also occur as soon as possible.</p>	Please refer to my response to recommendation #14 for further detail.
Other recommendations not prioritized in the Request for Administrative Response	18.	“The Department has attractive physical space, though if it is able to grow as it should in the coming years, then its space will need to be supplemented.”	The Department agrees with this assessment. Faculty offices are at full capacity, and thus additional office space will be needed to accommodate growth.	The department’s move to the Kina Wiiya Enadong Building has given Philosophy a strong space footprint on campus in newly renovated facilities. The Dean’s Office will continue to advocate for ongoing space-related needs on behalf of the department in discussions with the Office of the Vice-President & Principal.

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

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*Note: This section will be updated by the Office of the Vice-Provost, Academic Programs after the conclusion of the governance cycle, using language verbatim from the approved Report of the AP&P committee meeting.*

### 4 Institutional Executive Summary

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The reviewers remarked that “the undergraduate education in philosophy at UTSC is exceptional,” and praised the Department’s well-designed courses and programs that effectively meet the diverse needs and interests of students. They noted that curriculum design and delivery serve as strong demonstrations of the department’s commitment to equity, diversity, and inclusion, and applauded the innovative Socrates Project, which provides opportunities for experiential learning and involvement in research. The reviewers noted that the level of faculty research achievement was exceptional for a relatively small unit, and commended faculty for their work on a broad range of topics at the forefront of contemporary philosophical research. They praised the current Chair as a talented, dedicated, and resourceful leader, as well as the highly capable and committed Departmental staff members. Finally, they commended the Department’s commitment to cross-disciplinary curricular innovation, and their collaborative spirit in advancing University objectives.

The reviewers recommended that the following issues be addressed: developing course offerings broadly focused on critical thinking; supporting development of early career faculty with opportunities to teach high-enrolment critical thinking courses; increasing connections between the fields of Philosophy and Health Studies to support the development of a broader range of Co-op partnerships with greater appeal for students; exploring ways for faculty members to be more closely involved in student advising and transfer credit; improving communication and engagement with students including through timely information sessions to share and discuss matters related to students’ academic and career development; exploring ways to ensure consistent faculty engagement with the Association of Philosophy Students; continuing to develop interdisciplinary programming with other UTSC units, building partnerships exploring interim steps toward development of new academic offerings; exploring ways to increase instructional capacity and enhance the sustainability of the Bioethics minor; engaging in strategic faculty complement planning to ensure coverage of existing and emerging disciplinary areas; and pursuing timely faculty hires to maintain program quality, support new curricular initiatives, and sustain enrollment growth.

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

## 5 Monitoring and Date of Next Review

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The Dean's Office will continue to monitor progress through regular meetings with the Chair of the Department of Philosophy.

The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than Fall 2028 on the status of the implementation plans.

The next review will take place no later than the 2031–32 academic year.

## 6 Distribution

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On August 15<sup>th</sup> 2026, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Vice-Principal Academic and Dean of UTSC, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to unit/program leadership.

## APPENDIX I

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

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

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

Unit	Program(s)	Accrediting Agency	Status
Faculty of Information	Master of Information	American Library Association	Continued Accreditation status granted on June 28, 2025. The next visit for a comprehensive review is scheduled for Spring 2032.
Lawrence Bloomberg Faculty of Nursing	Bachelor of Science in Nursing	Canadian Association of Schools in Nursing	5-year continuing accreditation status granted from July 28, 2025 to 2030. An Interim Report is due by June 15, 2026.