

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

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## 1. Review Summary

<b>Programs Reviewed:</b>	French Language and French Linguistics, BA (Hons): Specialist, Major French Language and Literature, BA (Hons): Specialist, Major French Language Learning, BA (Hons): Major French Studies: Minor French Language: Minor Practical French: Minor French Language and Literature, MA, PhD
<b>Division/Unit Reviewed</b>	Department of French, Faculty of Arts & Science
<b>Commissioning Officer:</b>	Dean, Faculty of Arts & Science
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"><li>1. Professor Renée Larrier, Department of French, Rutgers University</li><li>2. Professor Mireille Tremblay, Département de linguistique et de traduction, Université de Montréal</li><li>3. Professor Sante A. Viselli, Department of Modern Languages and Literatures, University of Winnipeg</li></ol>
<b>Date of Review Visit:</b>	March 21 – 22, 2019
<b>Date Reported to AP&amp;P:</b>	May 6, 2020

# Previous UTQAP Review

Date: March 9-10, 2011

## Summary of Findings and Recommendations

### 1. Undergraduate Programs

*The reviewers observed the following strengths:*

- Innovative course content and modes of delivery
- Innovative research opportunities for students through work study programs
- Training in language pedagogy has been introduced for graduate student instructors

*The reviewers identified the following areas of concern:*

- Enrolment in language courses is far too high
- Students are not being placed at the appropriate level by the Online Placement Exam
- Course offerings have been substantially reduced in some areas

*The reviewers made the following recommendations:*

- Encourage students to take advantage of classroom technology in language courses

### 2. Graduate Programs

*The reviewers observed the following strengths:*

- Time-to-degree and program completion rates have improved
- Reviewers are positive about the proposed Professional Master's in French Language

*The reviewers identified the following areas of concern:*

- Applicant pool for doctoral program is small and lacks diversity
- Course offerings have been reduced in a number of areas
- Concerns raised regarding the availability of faculty for supervision

*The reviewers made the following recommendations:*

- Give more emphasis to the multiple potential outcomes of graduate education
- Develop strategies for admitting more international doctoral students

### 3. Faculty/Research

*The reviewers observed the following strengths:*

- Department is especially strong in linguistics
- Collaboration and research visibility is strengthened by two initiatives: the e-journal ARBORESCENCE and the GRELFA group

*The reviewers made the following recommendations:*

- Identify areas of concentration as comprehensive coverage is no longer feasible given the size of the faculty complement and the current state of the discipline
- Address workload equity for faculty

#### **4. Administration**

*The reviewers observed the following strengths:*

- Strong and productive relations with other units at the University and with governmental and Francophone communities
- Department's five-year plan clearly and effectively sets out priorities and strategic initiatives

*The reviewers identified the following areas of concern:*

- Discussions with faculty, staff, students and external members highlighted concerns around workload, budgetary uncertainty, transparency in governance and divisions between faculty in different areas
- The administration, professors, and graduate students are widely dispersed

*The reviewers made the following recommendations:*

- Hold scholarly workshops, colloquia and guest lecture series, and annual receptions to promote collegiality and cohesion
- Develop more exchange programs with other universities, especially in Quebec

**Last OCGS review(s) date(s): 2004-05**

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

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### **Documentation Provided to Reviewers**

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

### **Consultation Process**

Reviewers met with the Dean, Faculty of Arts & Science, and Vice-Dean, Academic Planning, Faculty of Arts & Science; French Department Chair, Undergraduate Associate Chair, and Graduate Associate Chair; Tri-campus Faculty; Emeritus Faculty; Sessional and Part-time Lecturers; Administrative staff and senior program administrators; and members of relevant cognate units including Chairs from the Department of Italian Studies, Department of Spanish & Portuguese, Department of Slavic Languages and Literature, and Department of Germanic Languages & Literature.

# Current Review: Findings and Recommendations

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## 1. Undergraduate Program

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

The reviewers observed the following **strengths**:

- Overall quality
  - Department has stellar domestic and international reputation
  - “Relentless commitment to promote the French Language and culture” reflects Department’s understanding of unique political, economic and cultural status of French language in Canada
- Objectives
  - Undergraduate programs are consistent with general objectives and mission of both the Department and the University
- Curriculum and program delivery
  - Linguistics programs are effective in developing analytic and quantitative reasoning skills and reflective of recent developments in the discipline
  - Breadth of Linguistics course offerings is appropriate to faculty complement size
  - Individual project opportunities develop specialist program students’ research skills and intellectual autonomy
  - 2018 departmental self-study resulted in several positive curriculum changes, including revisions to course titles, content, and delivery methods, and the creation of writing workshops and tutorials
- Innovation
  - *Table française* (gatherings for informal conversation in French) and online community provide innovative, outside-the-classroom learning opportunities
- Accessibility and diversity
  - Positive efforts to attract Anglo- and Francophone students from a variety of backgrounds
- Student engagement, experience and program support services
  - Departmental efforts to develop meaningful relationships with francophone community sectors enrich the programs and provide context for students
- Quality indicators – faculty
  - Committed, fully engaged French Language stream faculty

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

- Curriculum and program delivery
  - Some undergraduate language classes viewed as too large to allow “homogenous learning, in-class participation, and a relationship with the Instructor”

- Quality indicators – undergraduate students
  - Language program faces attrition and retention challenges, due in part to gradual reduction of high school students’ grammatical background preparation

The reviewers made the following **recommendations**:

- Curriculum and program delivery
  - Design language courses for specific professional purposes
  - Limit language class size to align more closely with current best practices at other Canadian institutions
- Innovation
  - Continue efforts to integrate cultural components into language courses
  - Online delivery of language curriculum should continue as supplementary only to in-class teaching
- Student engagement, experience and program support services
  - Increase recruitment efforts to attract students preparing for teaching careers in Canada
- Quality indicators – undergraduate students
  - Retention could be better supported by revisiting program admission rules, or encouraging persistence by offering beginner students some credit towards a minor or language citation.
  - Increase recruiting efforts among international students coming to Canada to study English for the Language stream programs

## 2. Graduate Program

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

The reviewers observed the following **strengths**:

- Objectives
  - Graduate programs are consistent with Department’s and the University’s general objectives and mission.
- Admissions requirements
  - Option for MA applicants to have up to 2 FCEs from cognate disciplines count toward the required 5 FCE in their intended area of study “introduces a welcome flexibility” in the admissions process
- Curriculum and program delivery
  - Faculty’s teaching style, close supervision, mentorship, and variety of course offerings are highly valued by students
- Innovation

- Addition of a seminar in experimental linguistics (to replace a seminar in morphology and semantics) enhances the program and reflects recent development of the discipline over the last two decades
- Student funding
  - Two newly-created additional research grants supplement the traditional funding package

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

- Admissions requirements
  - High core linguistics requirement in MA linguistics stream may pose recruitment challenges due to relatively small number of major/specialist undergraduate programs in French linguistics
- Curriculum and program delivery
  - Required 1.5 FCE in introductory linguistics in Linguistics stream MA and PhD is not well aligned with already relatively high admission requirement
  - Small number of available linguistics courses restricts options for students
  - Level and number of course offerings for PhD students in Linguistics may not be appropriate or sufficient
- Quality indicators – graduate students
  - Difficulty recruiting foreign students or attracting Francophone students, particularly from Quebec
  - Low MA and PhD enrolments, reflecting overall trends in the humanities
  - Time to completion rates are higher than university average

The reviewers made the following **recommendations**:

- Admissions requirements
  - Consider reducing MA program core linguistics requirement to address recruitment challenges
- Curriculum and program delivery
  - Consider more structured instruction in pedagogy for PhD students

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - Stellar domestic and international reputation based on excellence in research and teaching
- Research
  - Faculty members are highly research productive and active in knowledge dissemination, nationally and internationally
  - Breadth of faculty knowledge shows shift in the discipline from traditional century-based coverage to more multi- and trans-disciplinary approaches

- Faculty
  - Department has identified an opportunity to pursue partnerships with the Centre for Indigenous Studies
  - Absence of specialized Canadian/Quebec Literature program offering
  - Productive, well-funded Linguistics stream faculty with effective administrative functioning and strong internal and external research collaboration
  - Faculty complement plan identifies opportunity to hire a specialist in either computational linguistics or bilingualism to complement existing strengths in theoretical and experimental linguistics
  - New initiative awarding small grants for research activity in French is a positive step to increase research output in this area and encourage faculty career advancement

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

- Research
  - Participation rates in funded research activity is lower than the number of opportunities might suggest.
- Faculty
  - Notable absence of faculty specializing in Canadian/Quebec literature and culture to teach required courses in these areas
  - Recent retirements have created an urgent shortage of Linguistics stream faculty members
  - Heavy teaching load limits time available for research, hindering career advancement for some faculty members
  - Frustration among some faculty members regarding unequal distribution of teaching load across the three campuses, an issue currently under consideration by the Dean

The reviewers made the following **recommendations**:

- Overall quality
  - New hires in both linguistics and literature are required to maintain department's reputation of excellence in research and teaching
- Research
  - Address gaps in faculty expertise in specific areas, e.g., French-Canadian Literature, Francophone Literature, 19th-Century Novel, and Early 20th-Century Literature
  - Explore the area of digital humanities to promote trans-disciplinarity and further develop computationally engaged research and teaching
  - Increase research funding application efforts
- Faculty
  - Pursue partnerships with the Centre for Indigenous Studies to create new opportunities for expansion and concentration on Canadian Studies

- Address the absence of a specialized Canadian/Quebec Literature program offering
- Pursue Linguistics stream hires (as proposed in the self-study) in Computational Linguistics or Bilingualism, in order to remain competitive and broaden the pool of high quality applicants
- More teaching-stream faculty are needed to address issue of Language class size
- Provide mentorship and guidance for junior faculty navigating the promotion process
- Encourage associate professors to apply for more internal and external research funding

#### 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - Excellent relationships among faculty, students, and staff
  - Department benefits from culture of professionalism, selflessness, and willingness to disseminate knowledge
  - Commendable leadership of department Chair in program management, teaching, research, and administration
  - The Department's online, peer reviewed journal is a model of a productive collaboration between French literature and French linguistics fields
  - Department efforts to create sense of community among faculty spread across three campuses
  - Excellent administrative staff are "a model of professionalism and collegiality"
  - Strong, productive relationships with cognate departments
- Long-range planning and overall assessment
  - Department benefits from strong leadership and willingness to innovate
  - Positive steps (e.g., recruiting at other Ontario universities) to meet long-range planning challenge posed by declining humanities enrolments

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

- Relationships
  - Communication difficulty and lack of departmental cohesion due to dispersion of faculty members and students across three campuses
  - Uncertainty and anxiety among some faculty members as the department faces a period of transformation
- Organizational and financial structure
  - Student demand for a common area to meet with other students and Faculty, share their experiences at the University, practice French and be more integrated in the university and departmental life



The reviewers made the following **recommendations**:

- Relationships
  - Additional training for staff to help them stay up to date with recent technological advancements



## 2. Administrative Response & Implementation Plan

UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

February 25, 2020

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

### Re: UTQAP cyclical review of the Department of French

Dear Professor McCahan,

Along with the faculty, staff, and students of the Department of French, I am pleased with the external reviewers' assessment of the Department and its programs: Hons. BA, French Language and French Linguistics (Specialist, Major); Hons. BA, French Language and Literature (Specialist, Major); Hons. BA, French Language Learning (Major); French Studies (Minor); French Language (Minor); Practical French (Minor); MA, PhD, French Language and Literature. The reviewers complimented the Department, noting that it *“enjoys a stellar reputation not only in Ontario and in Canada, but also internationally.”*

The quality of this program notwithstanding, as per your letter of January 23, 2020, the review report raises a number of issues and challenges. I am writing to address the areas of the review report that you identify as key. The responses to these items and implementation plan are separated into immediate (six months), medium (one to two years), and longer (three to five years) terms, where appropriate, along with who (unit, Dean) will take the lead in each area. The Dean's office has discussed the reviewers' comments through consultation with the Chair of the Department of French and senior leadership within the Dean's office to develop the following implementation plan incorporating the reviewers' recommendations.

### Implementation Plan

*The reviewers expressed concern about high school students' readiness to study French at the undergraduate level, citing that “learning or re-learning French could become a daunting task” and linked this with “challenges related to attrition and retention of students.”*

**Immediate-term response:** The Department is currently working to address the challenges to changes in French grammar readiness of undergraduate students newly entering the university. In particular, the Department has made an intentional shift in pedagogical approach to coursework toward formative evaluations over the term that permit students to understand and improve their progress and abilities on an ongoing basis, rather than simply relying on summative assessments. The Department also has introduced new formative activities in language courses to foster student engagement with the material, including cultural projects, text analyses, and language portfolios. The Department also has initiated a review of its language offerings, both at the course and program levels, with the aim to improving student skills in French.

**Medium-term response:** The Department will assess over the next few years how student readiness for advanced language ability benefits from the coursework changes. Upon completing its curricular review, the Department will engage with the Dean's Office about implementing any changes or enhancements to course complement or program structure that may be identified.

**Longer-term response:** The Department and the Faculty of Arts & Science (A&S) will continue to monitor course and program enrolments to assess student retention.

*The reviewers noted large class sizes in undergraduate language courses which, in particular, are too large to allow "homogenous learning, in-class participation, and a relationship with the Instructor." They recommend bringing class sizes "more in line with what it is done at other institutions in Canada."*

**Immediate-term response:** The Department is in the final year of a four-year pilot project that had been initiated to explore a novel approach to language instruction. The goals of the pilot aimed to ensure that students had opportunity to interact with continuing faculty in addition to contract instructors, provide a more structured learning environment to enhance TA training and instruction experience, and to mitigate risk from an excessive number of course sections taught by graduate students while balancing available teaching resources. This pilot structure yields what superficially appears to be large language classes, but in practice they incorporate small class experiences. The pilot has undergone annual monitoring, and modification of the implementation to a 300-level course has already been made to a reduced class size.

**Medium-term response:** Upon completion of the pedagogical pilot for language instruction, the Department will reflect on the pros and cons of the approach to make a decision about whether to continue, what modifications might be required, or to return to past practice. Any changes that may be warranted would then proceed through standard channels of governance in the Faculty of Arts & Science (e.g. Curriculum Committee).

**Longer-term response:** Following any changes to curriculum that might result from the curricular review that is underway, the Department will continue to monitor their impact on an annual basis and introduce any necessary modifications to enhance student experience.

*The reviewers noted the absence of a specialized Canadian/Quebec Literature program offering, and encouraged the department to pursue partnerships with the Centre for Indigenous Studies to create "new opportunities for expansion and concentration on Canadian Studies."*

**Immediate-term response:** The Department recognizes the limited resources in the areas of Canadian, Indigenous, and Quebec literature in French. A recent CLTA hire has expertise in Indigenous literature in French, and the Department is in the process of seeking to engage with the Centre for Indigenous Studies to foster a mutually beneficial collaboration.

**Medium-term response:** The Department has identified Quebec/Franco-Canadian literature as an academic priority. A&S is in the process of developing a unit-level academic planning

template to assist units including French in articulating their 5-year vision, which includes faculty complement planning.

As the Department of French proposes complement planning positions, the Faculty of Arts & Science will consider any proposals for new faculty hiring through its standard process via the A&S Faculty Appointments Committee (FAC). Units submit requests in March of each year for consideration by the Faculty Appointments Committee, which includes faculty representatives from across the three A&S sectors (the Humanities, Social Sciences, and Sciences) as well as the Colleges. After considering the full range of requests, the FAC makes recommendations to the Dean. Any request for additional faculty has an impact across the Division, and as such, faculty appointments are considered not in isolation, but with respect to needs that exist across the Faculty.

**Longer-term response:** Over the longer term, the Department will continue to review their complement planning goals in light of student enrollments and subjects warranting greater research and teaching attention. A&S will consider any proposals for new faculty hiring through its standard process via the A&S Appointments Committee as described above.

*The reviewers suggested lowering the M.A. (Linguistics stream) admission requirement to 3.0 FCE in core Linguistics in order to increase the pool of eligible applicants; they also noted a lack of alignment between this relatively high Linguistics admission requirement and the program requirement of 1.5 FCE in introductory Linguistics courses in the Linguistics stream M.A. and Ph.D.*

**Immediate-term response:** The Department acknowledges the challenge to recruitment of the high linguistics entry requirements, and has implemented greater flexibility to the FCE requirement to permit relevant course background from cognate disciplines since the completion of the external review. Unfortunately, this change did not yield the expected results, and so the Department will seek to modify the admission requirements to align with the recommendations of the review.

**Medium-term response:** The Department will work with the Faculty of Arts & Science to implement revisions to the graduate program admission requirements, as recommended by the review. Any changes that may be warranted would proceed through standard channels of governance in the Faculty of Arts & Science (e.g. Graduate Curriculum Committee).

*The reviewers expressed concern about time-to-completion rates for Ph.D. students.*

**Immediate-term response:** The Department acknowledges the issue of time-to-completion for PhD students, and has already struck a departmental steering committee to identify strategies aimed to improve the time to graduation. Specifically, the steering committee will aim to identify how shorter time-to-completion could be encouraged by enhancing graduate funding from within the departmental budget, providing enhanced training opportunities and academic supports to graduate students to prepare them for post-graduation careers, and by identifying ways to streamline program completion requirements. The analysis of program requirements will include assessing procedures and timeline milestones surrounding qualifying exams, thesis proposals, and the language requirement.

**Medium-term response:** A&S contributes support for unit-level initiatives for graduate mentoring and progress through its Milestones and Pathways Program, as well as writing and career exploration workshops to help graduate students navigate their academic trajectory. A&S and the Department will continue to track PhD time-to-completion to review the influence of the exam changes and other program updates.

*The Reviewers suggested exploring the blending of expertise from other areas into the program to enrich the experience. For example, exploring the area of digital humanities to “promote trans-disciplinarity ... and further develop computationally engaged research and teaching.”*

**Immediate-term response:** The Department and the Faculty recognize the growing importance of digital humanities research and teaching. The Department is in the process of recruiting a tenure-track assistant professor with a specialization in the area of computational linguistics. This new hire is expected to lead initiatives to further develop computationally engaged research and teaching.

**Medium-term response:** At the Faculty level, an A&S working group is in the process of developing a proposal for a new EDU to provide courses and instructional support in computational and data studies, targeted toward serving disciplines like French that lie outside the traditional home disciplines of computer science and statistical sciences. This new unit would engage closely with the Department of French, and other units across the Faculty, to support their needs and ambitions in computationally-enriched teaching.

*The reviewers raised concerns regarding faculty complement (particularly in Linguistics and Literature) and tri-campus distribution of teaching responsibilities.*

**Immediate-term response:** Since the completion of the external review, the Department has resolved this issue by harmonizing teaching loads across the three campuses.

**Longer-term response:** As mentioned above, A&S is in the process of assisting units including French in preparing a 5-year academic plan that would include faculty complement planning. A&S will consider any proposals for new faculty hiring through its standard process via the Faculty Appointments Committee as described above.

*The reviewers noted communication challenges within the graduate department, both among faculty and between faculty and students, due to the tri-campus nature of the department.*

**Immediate-term response:** Faculty and graduate students from all three campuses are welcome participants in Departmental events, with invitations and information communicated to members based on all campuses. The two Departmental standing committees, Curriculum and Executive, have seats for representatives from UTM and UTSC. Similarly, Graduate committees have seats for UTM and UTSC representatives. The Department will continue to ensure that faculty and graduate student email lists are up-to-date to assure timely awareness across the three campuses.

**Medium-term response:** To further facilitate collegial and pedagogical interactions across the campuses, the Department is planning to arrange an office-sharing system to provide office space to UTM and UTSC-based faculty for days in which they teach on the St. George campus.

*The reviewers noted challenges linked to availability of space, particularly common areas where students can “meet with other students and Faculty, share their experiences at the University, practice French and be more integrated in the university and departmental life.”*

**Immediate-term response:** The Department and Faculty both recognize the challenges and importance of space to enhancing academic work and building community, given the physical and resource constraints of the St. George campus. In addition to the office-sharing space usage plan that the Department is developing, described above, it is working to develop creative and low-cost proposals to improve existing spaces with the goal of providing welcoming multi-function rooms for students and for faculty. The Dean’s Office will engage with the Department and other stakeholders about any proposals that arise.

**Medium-term response:** The University is currently engaged in a review of the Colleges, with St. Michael’s College hosting the physical location of the French Department. Upon completion of the College review, the Faculty anticipates engaging with leadership at the Provostial and college principal levels along with unit heads to act on recommendations that arise from the review, including any issues related to improving space.

**Longer-term response:** The Faculty of Arts & Science has identified space as one of its key academic priorities. The Faculty is actively pursuing a long-term space and infrastructure plan which, over time, will significantly improve space available to Arts & Science units, including French.

The Dean’s office will monitor the implementation of recommendations through ongoing meetings with the Chair, as well as the A&S unit-level planning process. A brief report to the Office of the Vice-Provost, Academic Programs, midway between the March 21-22, 2019 site visit and the year of the next site visit, will be prepared.

The year of the next review will be **2026-27**.

To conclude, we appreciate that the external reviewers identified the Department of French's strengths and noted a few areas for development. The Department has already begun to move forward with plans to address the recommendations as presented by the reviewers.

Sincerely,

A handwritten signature in black ink that reads "M Woodin". The letters are cursive and fluid.

Melanie Woodin  
Dean and Professor of Cell and Systems Biology

cc.

Anne-Marie Brousseau, Interim Chair, Department of French, Faculty of Arts & Science

Poppy Lockwood, Vice-Dean, Academic Planning, Faculty of Arts & Science

Asher Cutter, Associate Dean, Undergraduate Issues and Academic Planning, Faculty of Arts & Science

Daniella Mallinick, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-Provost, Academic Programs

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

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

The spokesperson for the Reading Group reported that the summary covered the full Review. The Group agreed that the Dean's administrative response fully addressed the issues identified. The Group had no specific additional questions or comments.

In reply to a member's question about the reviewers' recommendation about mentorship and guidance of junior faculty preparing for promotion, Professor Anne-Marie Brousseau, Interim Chair, Department of French, reported that the Department provided guidance throughout the promotion process, including in the preparation of and provision of seed funding for large grant applications.

No follow-up report was requested.

### **4. Institutional Executive Summary**

The reviewers praised the Department's stellar national and international reputation, and excellence in research and teaching; they described a comprehensive, supportive environment that encourages strong relationships and collaboration, both internally and with cognate units; they noted the Department's dynamic leadership, and the exceptional research productivity of its literary scholars; the reviewers also found the Department well-equipped to meet current challenges faced by many language departments, noting their recruiting efforts at other Ontario universities and praising their efforts to strengthen links with the wider francophone community; finally, they were impressed by the Department's enthusiastic pursuit of pedagogical innovations in response to student demand and the rapidly changing landscape in education. The reviewers recommended that the following issues be addressed: addressing concerns about high school students' readiness to study French at the undergraduate level; bringing class sizes "more in line with what it is done at other institutions in Canada"; pursuing partnerships with the Centre for Indigenous Studies; lowering the M.A. (Linguistics stream) admission requirement to increase the pool of eligible applicants; addressing concerns about time-to-completion rates for Ph.D. students; promoting trans-disciplinarity, and further developing computationally engaged research and teaching; addressing concerns regarding faculty complement (particularly in Linguistics and Literature) and tri-campus distribution of teaching responsibilities; addressing communication challenges within the graduate department due its tri-campus nature; and examining challenges linked to availability of space, particularly common areas. The Dean's Administrative Response describes the Faculty, unit and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

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

The Dean's office will monitor the implementation of recommendations through ongoing meetings with the Chair, as well as the A&S unit-level planning process.



The Dean will provide an interim report to the Vice-Provost, Academic Programs midway between the March 21-22, 2019 site visit and the year of the next site visit on the status of the implementation plans.

The year of the next review will be 2026-27.

## **6. Distribution**

On October 26, 2020, 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 the Chair of the Department.