

UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

1 Review Summary

Programs Reviewed:	Mediaeval Studies, BA Hons: Specialist, Major, Minor (undergraduate program housed in St. Michael's College) Medieval Studies, MA, PhD
Unit Reviewed:	Mediaeval Studies undergraduate program Centre for Medieval Studies
Commissioning Officer:	Dean, Faculty of Arts & Science
Reviewers (Name, Affiliation):	1. Professor Maureen C. Miller, Department of History, University of California, Berkeley 2. Professor Barbara J. Newman, Department of English, Northwestern University 3. Professor Andrew Taylor, Department of English, University of Ottawa
Date of Review Visit:	November 12-13, 2018
Date presented to AP&P:	October 30, 2019

Previous Review

Date: 2008-09 OCGS for Grad; 2000 Cluster review for undergrad

Summary of Findings and Recommendations

1. Graduate Programs

The reviewers observed the following strengths:

- Pre-eminence of the program in North America
- Excellent training in Latin

The reviewers identified the following areas of concern:

- Highlighted need to improve TA assignments for graduate students; teaching responsibilities are unpredictable and inconsistent

- TTC identified as a problem; students needed help balancing responsibilities
- Student funding is not competitive

Faculty/Research

The reviewers observed the following strengths:

- Universal sense of support from the University for the centre, Dictionary of Old English is one of the world's great research projects
- Pontifical Institute of Mediaeval Studies remains one of the great advanced research centers

The reviewers identified the following areas of concern:

- Gaps in coverage: Dante, Old English and medieval English drama
- Concerning research funding for Dictionary of Old English

Last OCGS review date: 2008-09

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Terms of reference; Self-study and appendices; Previous OCGS review report including the administrative response(s) Standardized data set; library report; calendar entries; student services information; course descriptions; curricula vitae of faculty.

Consultation Process

Dean, Faculty of Arts & Science; Vice-Dean, Interdivisional Partnerships; Director and Acting Director, Centre for Medieval Studies; President and Principal, St. Michael's College; Faculty, students, administrative staff, librarians, and senior program administrators at the Centre for Medieval Studies and the Mediaeval Studies program at St. Michael's College; members of relevant cognate units: Digital Humanities, History, Religious Studies, Philosophy, English, and German.

Current Review: Findings and Recommendations

1. Undergraduate Program

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

The reviewers observed the following **strengths**:

- Objectives

Final Assessment Report and Implementation Plan: Mediaeval Studies undergraduate program & the Centre for Medieval Studies

- Prepares students for graduate work at CMS and other leading international programs
- Admissions requirements
 - Wholly appropriate for the program's goals
- Curriculum and program delivery
 - Program is uniquely ambitious
 - Curriculum is ample and varied
 - Specialist program provides ideal preparation for students wishing to pursue graduate work in Medieval Studies
 - Program is interdisciplinary, but distinguished by its focus on Latin Christendom and its dedication to providing students with the tools they need to study it
 - Course continuity issues created by former dependence on sessional instructors have been resolved by an increase in dedicated staff
- Innovation
 - Exceptional and attractive opportunities for first year coursework in Italy and Ireland
- Assessment of learning
 - Appropriate and consistent with the best undergraduate programs
- Student engagement, experience and program support services
 - USMC provides an excellent home for program students with supportive and engaged staff, and attractive meeting spaces
 - Impressive ability of the program and the college to make the students feel they belong
 - Impressive array of student-organized academic and social events and clubs, which enhance student experience and sense of community
 - Extensive and excellent library resources available to USMC students
- Quality indicators – alumni
 - Very high quality of students; many alumni pursue graduate work at the CMS, as well as other leading medieval studies programs at Oxford, Cambridge and Princeton

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

- Curriculum and program delivery
 - Variety of courses formerly taught by sessional instructions has suffered in recent years
- Student engagement, experience and program support services
 - Academic advising identified as an area that could be improved upon

The reviewers made the following **recommendations**:

- Curriculum and program delivery

- Consider hiring CMS graduate students as occasional lecturers at USMC to improve variety of course offerings
- Student engagement, experience and program support services
 - Consider creating paid RA positions for CMS students at USMC, to assist with academic advising, course planning, alumni outreach and website maintenance

2. Graduate Program

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

The reviewers observed the following **strengths**:

- Admissions requirements
 - Appropriate, and consistent with other leading medieval studies graduate programs
- Curriculum and program delivery
 - Commendable commitment to maintaining the quality of its programs in a climate where humanities are under pressure to increase enrolment at any cost
 - MA curriculum is appropriately challenging, with ample opportunities for independent research and learning beyond the classroom, and provides optimal preparation for doctoral work in medieval studies
 - PhD curriculum keeps CMS program preeminent in the field and has the enthusiastic support of students and faculty
- Innovation
 - New Digital Humanities electives and boot camps keep the curriculum cutting edge
- Assessment of learning
 - Assessment of learning is appropriate, especially the Latin exams
 - Positive response to student feedback to create a more transparent, clear and compassionate examination process
- Student engagement, experience and program support services
 - Excellent and highly experienced support staff at CMS
 - Graduate students play a central role in the CMS's stable, extensive and very active set of committees
 - Professionalization programs aid in the pursuit of full time academic positions
 - New Digital Humanities program at Woodsworth College has created teaching opportunities for doctoral students that expand their job placement horizons
- Quality indicators – graduate students
 - International reputation for excellence, attracting numerous applications and enrolments from all over the world, despite funding levels far below those of preeminent US programs
 - Time to completion in the MA program is excellent, and reasonable in the PhD program
- Quality indicators – alumni

- Medievalists graduating from CMS in English enjoy an extraordinarily high placement rate in academic jobs of approximately 70%

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

- Accessibility and diversity
 - Students would like to see the program seek greater diversity among the graduate cohort
- Student engagement, experience and program support services
 - Range of duties of support staff is expanding to include website maintenance, maintaining alumni contact information and relaunching alumni newsletter
- Quality indicators – graduate students
 - Increased CMS PhD time to completion in recent years, though this is perhaps connected to missed exams and disrupted courses during the 2015 labour disruption
- Student funding
 - Serious concerns about funding, due to competition with elite US institutions offering more generous packages to students

The reviewers made the following **recommendations**:

- Curriculum and program delivery
 - Create elective course on professionalism and contemporary issues in medieval studies
 - Explore incentives for dissertation completion/filing, such as internal lectureships or post-doctoral fellowships
 - Provide additional tutoring for French and German exams, similar to what is offered in Latin
 - Improve timely PhD progress by offering key manuscript studies course with more regularity and predictability
 - Expand summer course offerings in medieval Latin and manuscript studies to appeal to external graduate students, both to improve program delivery and as a potential source of additional revenue
- Quality indicators – graduate students
 - Improve doctoral time to completion by enhancing support and mentorship at key assessment exercises, and in the transition from coursework to dissertation research and writing.
 - Engage in formal SGS monitoring of progress to improve doctoral time to completion
- Student funding
 - Enhance doctoral program by establishing a fully funded research year without TA or RA obligations, allowing students to conduct research in European archives and libraries

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
 - Faculty value the intellectual vibrancy of the Centre and the stimulating connections it affords them in their research and teaching
 - Many faculty are leading experts in their respective fields, and lead in North America in both publication and citation rankings
- Research
 - Significant cross-fertilization, with faculty engaged in numerous collaborative projects, such as the exemplary and ambitious digital initiative, “The Book and the Silk Road”; the Dictionary of Old English; and the Records of Early English Drama

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

- Faculty
 - Most faculty are jointly appointed with other units, which can result in heavy service loads
 - Retirements will need to be addressed
 - Lack of diversity among faculty in the Mediaeval Studies undergraduate program at St. Michael’s College
 - Dual responsibility of Angus Cameron Chair as Chief Editor of the Dictionary of Old English is unsustainable for one individual
 - Teaching Stream Medieval Latinist, who is critical to the success of the undergraduate MS program, is in the penultimate year of a three year CLTA

The reviewers made the following **recommendations**:

- Faculty
 - Pursue greater diversity in the faculty complement in the Mediaeval Studies undergraduate program at St. Michael’s College
 - Consider hiring faculty with expertise in Old French, Old Norse, liturgical studies, Eastern Orthodox Christianity and/or Jewish/Christian/Muslim relations
 - Make position of Teaching Stream Medieval Latinist in the Mediaeval Studies undergraduate program at St. Michael’s College permanent through dedicated fundraising
 - Separate the roles of Cameron Chair and Dictionary of Old English Editor to ensure long-term success of both

4. Administration

The reviewers observed the following **strengths**:

Final Assessment Report and Implementation Plan: Mediaeval Studies undergraduate program & the Centre for Medieval Studies

- Relationships
 - Faculty, staff and students exhibit high morale and pride in the programs
 - Generally amicable relationships between CMS and cognate units
 - CMS promotes interdisciplinary collaboration and community among medievalists across the University, particularly through their leadership in digital medieval studies projects
 - Fruitful partnerships with other universities in or near Toronto, with 18 medievalists currently available to work with CMS students on a status-only basis
 - Centre has a strong reputation with medievalists worldwide, regularly hosting events for various international organizations, such as the Medieval Academy of America, the New Chaucer Society and the Société Rencesvals
- Organizational and financial structure
 - CMS enjoys strong, energetic leadership under its current Director
 - Professors and students at CMS able to work well within the complex and opaque financial structure of the University
 - Lillian Massey building serves CMS students and faculty well, and fosters a strong sense of community
- Long-range planning and overall assessment
 - Both the graduate Centre for Medieval Studies and the undergraduate Mediaeval Studies programs at USMC are in excellent shape and models of their kind
 - Faculty and students share a sense that the program is preparing the next generation of medievalists
- International comparators
 - CMS is an international colossus in medieval studies; one of very few programs in North America offering an MA and PhD in Medieval Studies, and exceeds US rivals (such as Notre Dame, Yale and Cornell) in size, scope and reputation
 - MA in Medieval Studies is the leading program in North America

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

- Relationships
 - Faculty in certain fields expressed concern that their disciplines were considered less central
- International comparators
 - Students at elite US competitors are eligible for major external fellowships that can extend research opportunities abroad; CMS students lack funding support to access original source materials abroad, thus imperilling the Centre's international standing

The reviewers made the following **recommendations**:

- Relationships

- Increase lectures and events in such disciplines as medieval art history and musicology, where faculty can feel marginal to the CMS
- Strengthen relationship with Department of Near and Middle Eastern Civilizations, which could certify CMS students requiring Arabic, Hebrew, Persian, or Ge'ez for their research
- Maintain relationships with English, History and Philosophy, which are especially crucial to the mission of CMS
- Enhance alumni outreach to create a sense of community and potentially improve fundraising efforts
- Strengthen long-standing connections with PIMS, who could potential provide teaching relief for USMC faculty
- Long-range planning and overall assessment
 - Create long-range hiring plan
 - Invest at tri-campus level in dedicated resources to support Digital Humanities, in particular lab space



2 Administrative Response & Implementation Plan

UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

October 2, 2019

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

Re: UTQAP cyclical review of Mediaeval Studies (SMC) and the Centre for Medieval Studies

Dear Professor McCahan,

Along with the faculty, staff and students of the Mediaeval Studies program at St. Michael's College, and of the Centre for Medieval Studies, I am pleased with the external reviewers' assessment of Mediaeval Studies and the Centre and their programs: Mediaeval Studies, B.A., Hons., (Specialist, Major, Minor); and the Centre for Medieval Studies, MA and PhD, Medieval Studies. The reviewers complimented both as "*models of their kind*," noting that Mediaeval Studies is "*a uniquely ambitious undergraduate program*" and that the Centre for Medieval Studies is "*recognized internationally as North America's leading interdisciplinary centre for the study of the Middle Ages*."

The quality of these programs notwithstanding, as per your letter dated July 31, 2019, 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 response 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 will take the lead in each area. The Dean's office has discussed the reviewers' comments through consultation with the Director of Mediaeval Studies and the Interim Director of the Centre for Medieval Studies to develop the following implementation plan incorporating the reviewers' recommendations.

The reviewers encouraged the Centre to expand its focus on Digital Humanities, and they described ways to do this through appointments, curricular changes, and updates to spaces.

Immediate to medium term: Several steps within the Centre for Medieval Studies (CMS) are being taken to enhance the Centre's focus on Digital Humanities. A recent faculty hire (start date July 1, 2018) will teach an undergraduate course MST300 (Alexander the Great in the Middle Ages) that incorporates digital humanities approaches. The MST300 course also will help to hone the digital expertise of CMS graduate students who serve as course TAs in the future.

Long term: CMS is exploring internally the possible development of a new MA concentration related to digital humanities in the Middle Ages, which also aligns with a theme for the CMS vision of faculty complement planning. Any changes to graduate concentrations would take place in consultation with the Faculty of Arts & Science (FAS), the School for Graduate Studies,

and relevant cognate units in advance of formal governance processes. FAS will consider any proposals for new faculty hiring through its standard process via the FAS Appointments Committee as described below in relation to complement planning.

The reviewers also made some suggestions about how graduate curriculum could be improved, primarily to facilitate timely progress to degree. They suggested the creation of specific courses and encouraged the Centre to offer crucial manuscript courses on a more regular and predictable basis.

Immediate term: The Centre is working to improve the graduate curriculum, time to completion, and course predictability through several concrete steps. First, the Centre is committed to maintaining up-to-date and in-depth information about student expectations and milestones on the Centre's website, and communicating with students about how to find that information through regular meetings and email reminders from the PhD Coordinator. These resources will continue to help guide students through their academic timeline to improving times to completion.

The Centre acknowledges the importance of stability and predictability in course offerings. The Centre is committed to offering at least one of two foundational courses in Latin Palaeography each year (MST1104, MST1105). They have identified an appropriate set of faculty and instructors who will balance teaching in these courses along with their other duties.

Medium term: To foster a culture of timely progress to completion over the medium to longer term, the Centre is in the process of establishing a collection of financial incentives for milestone completion to complement student mentoring. In particular, the Executive Committee of the Centre is in discussion about providing financial top-ups to students upon completion of their Special Field Proposal and Examination as motivators for key time milestones.

The reviewers listed several ways in which graduate language instruction and assessment could be enhanced, including through working with cognate units and providing additional student support, opportunities for proficiency, and clarifying expectations.

Immediate term: The Centre has improved the flexibility of language instruction options. For the last two years, CMS has adjusted the flexibility in graduate language requirements to permit replacement of one of the two modern languages (French and German); for example, Italian can now be accepted by CMS as an alternative to French or German for students working on medieval Italy. This increased flexibility is expected to have positive effects on PhD time to completion. In addition, in-depth details of expectations, milestones, and timelines for students are maintained on the Centre website and communicated to students by the PhD Coordinator.

Medium to longer term: The Centre will maintain open communication with cognate language departments who can offer language course instruction to CMS students. Currently, CMS is engaged in discussions with language departments with the aim of facilitating enrolment of CMS graduate students into their language course offerings.

The reviewers also suggested that the Centre could improve support and mentoring around key graduate assessments, such as the field examination and the transition from coursework to dissertation research and writing.

Immediate term: To improve student mentorship and career planning, the Centre is launching a new course to start in 2019-20, MST1003 “Professional Development for Medieval Studies.” This new course will help to formalize mentorship and expectations for successful degree completion and development toward alternative career trajectories following graduation. The PhD Coordinator meets individually with each student on an annual basis to discuss program progress which, in addition to online resources, will help improve student support and transitions through distinct dissertation stages.

The Interim Director also is initiating more informal “brown bag” lunches with faculty and students, with one of them focused on discussing challenges in the transition from coursework to dissertation writing. An expert on these issues from the School of Graduate Studies will be invited to share the resources outside of the Centre that students can access. FAS 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.

Medium to long term: As described above, the Centre is in the process of planning for the implementation of financial incentives for students who complete milestones in a timely manner. These incentives will serve as tangible reminders of program expectations and pathways, and reward students who fulfill them.

The reviewers recommended that the Centre focus on funding and other opportunities for graduate students so that it can remain competitive with U.S. institutions in admissions and facilitate doctoral research and completion.

Immediate to medium term: The Dean and the Centre both recognize the challenges in graduate student funding. In the near term, the Centre is working to creatively allocate financial resources to help support MA students. In particular, the Centre has devised a plan to reallocate some internal fund sources to help support stipend packages for MA students. To further assist students in enhancing their funding, CMS’s new professional development course MST1003 will include sessions on applying for grants and scholarships, geared toward both PhD and MA students, as well as for obtaining postdoctoral funding after graduation.

To help maintain the long-term financial stability for PhD students, the Centre is currently working to devise strategies for improving time to completion so that financial resources are not stretched overly thin from long completion times. As described above, the Centre anticipates that financial incentives above base funding levels for timely completion of program milestones will help improve time to completion over the next few years.

The reviewers observed that the Centre would benefit from increased capacity in communications and alumni outreach to bolster its online presence, improve fundraising, and facilitate record keeping.

Immediate term: CMS is in the process of hiring a staff member to facilitate alumni communication and outreach, with 60% of their workload expected to be devoted to enhancing the Centre's online presence and outreach/tracking of alumni. In addition, CMS will work with the new A&S Director of Experiential Learning and Outreach Support (ELOS) to involve alumni in mentorship and experiential opportunities for students.

The Centre anticipates that the online profile of CMS will be enhanced in the **medium term** by the work conducted by the administrative staff member hired from the search in progress. Once this staff member is in place, it is expected that they will establish efficient procedures for maintaining records of past students to benefit alumni outreach of the Centre in an ongoing basis.

The reviewers encouraged the Centre to formulate a long-range hiring plan that would take into account recent and impending retirements and lay the groundwork for diversifying the complement. They also noted the desirability of making some appointments permanent, and separating the Angus Cameron Chair in Old English from the position of Editor-in-Chief of the Dictionary of Old English to further stabilize the complement.

Medium to long term: The Centre has recently been engaged in internal discussions regarding a vision for faculty complement planning. As discussed above, a key piece of this vision includes enhancing the role of digital humanities in the study of the Middle Ages, which will be reflected in proposals for any future faculty hires. The Faculty will consider any proposals for new faculty hiring through its standard process via the FAS Faculty Appointments Committee (FAC). Units submit requests in March of each year for consideration by the FAC, which includes faculty representatives from across the three FAS 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. In addition, as part of its current academic planning exercise, FAS is in the process of developing a unit-level academic planning template to assist units like CMS in articulating their 5-year vision.

CMS recognizes the challenge posed by the demands of the Cameron Chair and the Dictionary of Old English (DOE). The Centre is deliberating possible alternative solutions to hiring in the **medium term** to fill the Cameron Chair. The Centre aims to identify personnel resources who could provide long-term stability to the needs of the DOE as well as filling the Cameron Chair.

As part of the Centre's **longer term** vision for its faculty complement, in addition to academic priorities related to medieval topics in digital humanities, it hopes to improve faculty diversity. Diversity and inclusion have also been identified as priorities at the Faculty level. As part of the academic planning process, the Dean commissioned a Working Group on Equity, Diversity, and Inclusion in 2018. The Working Group met in 2018-19, and presented a report to the Dean in June 2019. The recommendations contained in the report, including those dealing with faculty diversity, will be implemented, as appropriate, in the 2020-25 A&S Academic Plan.

The reviewers found the undergraduate programs offered through St. Michael's College to be very strong, but noted that students had trouble navigating the programs based on available documentation. They found room for improvement in student advising.

Immediate to medium term: The Dean and St. Michael's College agree with the reviewers' assessment that students will benefit from strengthening their advising and navigation supports. To this end, SMC is initiating a faculty-led student advising program for all first-year SMC students.

SMC will be working with CMS leadership in the coming year to identify additional opportunities to engage faculty with expertise in the Middle Ages in the advising of undergraduates in the corresponding SMC programs of study. This consultation will also involve planning to create a student-friendly program brochure, both physical and online, to aid undergraduate navigation of academic and post-graduation trajectories, including opportunities for research supervision. These **immediate- to medium-term** approaches aim to establish improved student satisfaction with their academic experience in the SMC programs over the longer term.

The reviewers suggested that the variety of classes offered would be broadened if the undergraduate program would hire more CMS graduate students as sessional instructors.

Medium to long term: Greater engagement between CMS graduate students and the undergraduates in SMC programs clearly could yield academic benefits. Resourcing and collective agreement stipulations, however, present challenges in addressing such engagement through hiring of additional sessional instructor positions, despite the creative motivation underlying the reviewer recommendation. SMC will initiate discussion with the CMS leadership to explore possible ways that additional undergraduate courses with graduate student instructors supported by CMS might be able to enhance the experience of both graduate and undergraduate academic development.

In the event of identifying a workable path for involvement of additional CMS graduate student instruction, any associated course modifications would then proceed through the A&S curriculum governance processes.

The reviewers noted that academic advising for undergraduate students could be improved; in particular, they noted that students can have a difficult time finding thesis supervisors.

Immediate to medium term: As discussed above, SMC is in the process of implementing faculty-led advising for undergraduates in the current academic year. Part of this advising will involve help to students in identifying research advisors, which can involve faculty in CMS.

The Dean's office will monitor the implementation of recommendations, with, at minimum, a brief report to the Office of the Vice-Provost, Academic Programs, midway between the year of the review and the year of the next site visit.

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

To conclude, we appreciate that the external reviewers identified the strengths of the Mediaeval Studies program at St. Michael's College and of the Centre for Medieval Studies and noted a few areas for development. Both units have 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 signature is written in a cursive, flowing style.

Melanie Woodin
Dean and Professor of Cell and Systems Biology

cc.

Isabelle Cochelin, Interim Director, Centre for Medieval Studies

Randy Boyagoda, Principal of the University of St. Michael's College, Director of Mediaeval Studies

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

Asher Cutter, Associate Dean, Undergraduate Issues and Academic Planning

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 and that the administrative response adequately addressed all issues identified. No follow up report was requested.

4 Institutional Executive Summary

The reviewers had high praise for the Centre for Medieval Studies (CMS), its graduate programs, and the undergraduate programs in Mediaeval Studies at St. Michael's College, noting that programs at both levels to be outstanding and "models of their kind"; they affirmed that CMS is recognized internationally as North America's leading interdisciplinary centre for the study of the Middle Ages, and similarly, they found the undergraduate students and supports offered through St. Michael's College to be very impressive; they observed that faculty, students and staff have high morale, and are justifiably proud of their programs. The reviewers recommended that the following issues be addressed: expanding the Centre's focus on Digital Humanities through appointments, curricular changes, and updates to spaces; improving the graduate curriculum, primarily to facilitate timely progress to degree; enhancing graduate language instruction and assessment; improving support and mentoring around key graduate assessments; focusing on funding and other opportunities for graduate students to remain competitive with U.S. institutions and facilitate doctoral research and completion; increasing capacity in communications and alumni outreach; formulating a long-range hiring plan to lay the groundwork for diversifying the faculty complement; enhancing student advising; hiring more CMS graduate students as sessional instructors to broaden variety of undergraduate classes. The Dean's Administrative Response describes the Faculty, units, College, 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 CMS Director and College Principal, 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 November 12-13, 2018 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 to AP&P, Academic Board and Governing Council, and

the Ontario Universities Council on Quality Assurance. The Dean provided the link to the CMS Director and the Principal of St. Michael's College.