

UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

1 Review Summary

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| Program(s) Reviewed: | Jewish Studies (HBA): Specialist, Major, Minor |
| Unit Reviewed: | Anne Tanenbaum Centre for Jewish Studies |
| Commissioning Officer: | Dean, Faculty of Arts & Science |
| Reviewers (Name, Affiliation): | <ul style="list-style-type: none">• Susannah Heschel, Chair, Jewish Studies Program, Eli M. Black Distinguished Professor of Jewish Studies, Dartmouth College• Sara R. Horowitz, Department of Humanities, Department of Languages, Literatures and Linguistics, York University |
| Date of Review Visit: | March 27, 2023 |
| Review Report Received by VPAP: | June 1, 2023 |
| Administrative Response(s) Received by VPAP: | March 18, 2024 |
| Date Reported to AP&P: | April 10, 2024 |

Previous UTQAP Review

Date: January 12–13, 2015

Summary of Findings and Recommendations

Significant Program Strengths

- Program provides outstanding educational experience
- Compelling course offerings and organization reflect major international trends
- Creative use of collaborative, engaging teaching models in introductory courses
- Undergraduate students have strong sense of belonging and community
- Internships and service learning in Jewish community organizations
- Passionate and enthusiastic faculty are highly productive, world-class scholars

Opportunities for Program Enhancement

- Growing curricular offerings and faculty complement in line with the Centre's growth
- Strengthening the program by providing support for and recognition of postdoctoral fellows, staff, and teaching stream faculty
- Fostering additional research, collaborative projects, and public events
- Improving staffing to support the program

Current Review: Documentation and Consultation

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

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

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall Quality
 - ▶ Jewish Studies program “has long been regarded as one of the very best in the field, a jewel in the crown of the university’s academic reputation”
- Curriculum and program delivery
 - ▶ Programs offer an impressive range of courses, benefitting students interested in Jewish Studies and in cognate humanities and social sciences fields, as well as students in any discipline wishing to diversify their learning
 - ▶ Integration of Jewish Studies content into a broad range of courses helps ensure that ATCJS goes well beyond offering “heritage” courses, making important contributions to the quality and diversity of Humanities teaching at the University
 - ▶ Some updates to course content taking place to reflect newer approaches and methodologies in the discipline, particularly in courses offered by sessional instructors, postdoctoral fellows, and new faculty hires
- Student engagement, experience and program support services
 - ▶ Students expressed enthusiasm for Jewish Studies course offerings
 - ▶ Students appreciated that the wide range of course offerings brought them into contact with students from across the university
 - ▶ Students appreciated opportunities to study abroad and to participate in paid research projects with ATCJS-affiliated faculty members
- Quality indicators – undergraduate students
 - ▶ Strong relationships with cognate units and broad appeal of ATCJS courses are reflected in high annual enrolments (1,000+) of non-Jewish Studies students

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

- Curriculum and program delivery
 - ▶ Current undergraduate course offerings “reflect a curriculum developed during the 1970s and 80s, relying heavily on classical texts and modern Jewish thinkers of European vintage”
 - ▶ Advanced seminars and research projects are generally limited to working with material in English translation, due to the absence of a foreign language requirement for U of T undergraduate students
 - ▶ Students expressed concern that Introduction to Jewish Culture course is too Eurocentric, and questioned why actual lived religious practice is not addressed
 - ▶ Students expressed frustration that some popular courses are not offered more regularly or are only taught during the summer

The reviewers made the following **recommendations**:

- Curriculum and program delivery
 - ▶ Many course offerings require an overhaul in keeping with newer approaches within the field of Jewish Studies
 - ▶ Course content leans heavily toward the Humanities; additional course offerings rooted in the Social Sciences should be encouraged
 - ▶ Reviewers encourage the University to reconsider undergraduate language study requirement to enhance students' ability to conduct original research and broaden the scope of available course materials
 - ▶ Expand Introduction to Jewish Culture course to cover both a wider geographical range (e.g., North Africa, the Middle East, and other locales) as well as a broader range of subject matter (e.g., lived religion, gender-related differences, and theories of religion)
 - ▶ Reviewers suggest allowing certain popular courses in Jewish culture, society, and film to substitute for the general introductory course in the program
 - ▶ Consider integrating literature and media in Arabic into courses on Israeli cinema and culture
 - ▶ Consider developing courses on Judeo-Arabic literature, culture and languages to “balance the Eurocentric focus of the program”
 - ▶ Courses currently offered in other departments with material relevant to Jewish Studies could be brought under the JS program rubric
 - ▶ “It is clear that enrollment figures would grow enormously if JS were to expand the number of course offerings”
 - ▶ Reviewers urge courses to address theoretical modalities, especially gender theory, including in courses dealing with classical texts; “Students should learn not only how to read and decipher such texts, but also how to interpret and analyze those texts”
 - ▶ Consider developing or expanding courses covering topics such as migration and refugee related issues, race and antisemitism, medical ethics, peace studies, sexuality, comparative fascism, conflict resolution, human rights and human dignity, “with a goal of encouraging students to understand not only the problems facing contemporary society but also to consider ways in which they might contribute to the resolution of those problems”
 - ▶ Consider developing comparative courses (e.g., Jewish and Arab experiences of modernity; Christian and Jewish theological responses to secularity; antisemitism and anti-Black racism)
 - ▶ Encourage and support team-teaching of courses with senior and junior faculty, men and women, and scholars from different disciplines

2. Graduate Program(s) n/a

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ Faculty demonstrate impressive level of commitment to the ATCJS and to maintaining and growing the Jewish Studies program
 - ▶ Many faculty credited the ATCJS with “enriching their research and teaching, pulling their work in new directions, and supporting their work through workshops, conferences, invited speakers, and other resources”
- Faculty
 - ▶ Impressive number of chaired professorships in different areas of Jewish Studies
 - ▶ Robust course offerings are supported by core faculty members as well as additional faculty appointed to 24 cognate units “who shape their course offerings to encompass Jewish Studies, and to the chairs of the respective units who support them in this”
 - ▶ Many faculty members in the program are among the best scholars in their subfields
 - ▶ Impressive variety of interests and fields of study among university faculty who expressed a desire for greater affiliation with the program
 - ▶ Reviewers anticipate that fall 2023 arrival of a new faculty member specializing in Jews in the Islamic world will help provide balance in the program

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

- Faculty
 - ▶ As an Extra-Departmental Unit, ATCJS is not able to determine curricular priorities for faculty hiring in fields they would like to develop, relying instead on faculty in other units voluntarily incorporating Jewish Studies content into their courses “out of a commitment to the field and a sense that this material enriches their courses and offers their students more complex perspectives”
 - ▶ Faculty often teach Jewish Studies courses on overload
 - ▶ Various units hosting courses related to Jewish Studies are not obligated to do so; reviewers note comments from several faculty members outside the ATCJS who would like to develop and teach courses in Jewish Studies, but are unable to do so due to obligations in their home units
 - ▶ Reviewers raise the administrative complexity around teaching credit for faculty whose tenure line is in a different department as a “crucial matter requiring speedy resolution”

The reviewers made the following **recommendations**:

- Faculty
 - ▶ Reviewers encourage intervention at the decanal level to address challenges in determining curricular priorities and fostering collaboration between ATCJS and faculty in other units

- ▶ Address administrative complexity regarding teaching credit for faculty with tenure lines in different departments who wish to teach Jewish Studies courses
- ▶ Reviewers encourage appointments of a “new, younger generation of scholars in the coming years” to maintain and strengthen program’s reputation for excellence
- ▶ Consider hiring emergent faculty with training in newer disciplinary approaches and methodologies to update curriculum content
- ▶ Reviewers strongly encourage faculty hiring in the field of Hebrew literature and/or cinema to complement current course offerings in Yiddish literature and culture

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
 - ▶ ATCJS “nurtures university-wide relationships with colleagues, encouraging world-class scholars in a wide range of fields to expand their areas of research and teaching into Jewish Studies”
 - ▶ Rich academic and community programming supports teaching and research, contributes to public awareness, and positions ATCJS as a significant public-facing unit, with benefits for both the University and the community
 - ▶ ATCJS supports postdoctoral fellows who teach undergraduate courses and contribute to and benefit from the Centre’s intellectual community; postdoctoral fellows spoke very highly of their experience at the ATCJS
 - ▶ Collaboration between ATCJS faculty and colleagues in other departments results in a large pool of courses in topics relating to Jewish Studies that students in ATCJS’s programs can draw upon
 - ▶ Inclusion of Jewish Studies content in a wider range of courses helps to expose large numbers of non-Jewish Studies students to Jewish culture, history, experiences, texts, and perspectives; “Several faculty members noted that this is particularly important, given the university’s long history of antisemitism”
 - ▶ Faculty, postdoctoral fellows, and students expressed appreciation of the ATCJS for providing them with a “home” at the University
 - ▶ ATCJS director was praised as “approachable” and “inspiring” by students and postdoctoral fellows; faculty members credit her with expanding Jewish Studies across campus, integrating its perspectives into research and teaching, and attracting high-caliber graduate students to the Centre
 - ▶ Director has built strong relationships with colleagues in a range of departments who engage and contribute to Jewish Studies; representatives from other

- departments expressed desire to become more involved both in teaching and in events sponsored by the Centre
- ▶ Reading groups in which faculty and students meet regularly are an impressive sign of the intellectual vibrancy of the program
 - ▶ Students and faculty reported finding the program intellectually satisfying, highlighting the support they receive in creating various initiatives such as workshops, conferences, and lectures
 - Organizational and financial structure
 - ▶ ATCJS has had great success in raising funding to enhance teaching, student support, and programming in Jewish Studies
 - ▶ ATCJS space in the Jackman Humanities Building helps foster a warm and welcoming atmosphere and an intimate learning environment, including office space and a common area for students to gather and meet informally with faculty members
 - ▶ Graduate and undergraduate program leadership are fully committed to creating high quality programs, working in a consultative manner to ensure that ATCJS offerings are lively and intellectually vigorous
 - Long-range planning and overall assessment
 - ▶ ATCJS offers a rich and wide-reaching set of undergraduate programs, drawing on a group of teaching faculty with international reputations in a broad set of departments and disciplines, as well as a number of emergent scholars and postdoctoral fellows

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

- Relationships
 - ▶ Students and faculty members reported problematic encounters with antisemitism on campus, with student reports of antisemitic comments both inside and outside the classroom; faculty noted that the problem of antisemitism has a long history at the university
 - ▶ Students and faculty observed that antisemitism is not included in diversity training
- Organizational and financial structure
 - ▶ Reviewers express concern regarding administrative staff workload and note that faculty sometimes undertake administrative tasks; they observe that faculty and student numbers, as well as the large number of events sponsored by the program, require additional administrative support
 - ▶ ATCJS lacks its own meeting spaces for regular public events, lecture series, and smaller seminars and reading groups

The reviewers made the following **recommendations**:

- Relationships
 - ▶ Encourage faculty to meet informally with students and with colleagues to foster intellectual exchange

- Organizational and financial structure
 - ▶ Consider additional administrative support for ATCJS, in light of current faculty and student numbers and the large number of programs sponsored by the program
 - ▶ More structural support for the ATCJS should include increased Centre staffing and decanal involvement in support for faculty teaching
 - ▶ Noting difficulty reserving spaces for small events (12-18 people), the reviewers note that a dedicated boardroom is needed for ATCJS
 - ▶ Identify a dedicated space to hold lectures, seminars, and public programs to enhance the intellectual exchange among faculty and students and increase attendance at Centre events
 - ▶ Consider ways to alleviate administrative obstacles to faculty receiving full credit for team-taught courses
- Long-range planning and overall assessment
 - ▶ Convene faculty and students both internal and external to the Centre, to consider plans for future academic directions that could be pursued by reconfiguring course offerings, requesting new faculty appointments, and encouraging other departments to hire faculty with an interest in Jewish Studies
 - ▶ The University should ensure that antisemitism is included as part of its EDI definition and its diversity training; consultation with ATCJS faculty is essential for a better understanding of both historic and contemporary antisemitism

2 Administrative Response & Implementation Plan

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UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

March 15, 2024

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

RE: UTQAP cyclical review of the Anne Tanenbaum Centre for Jewish Studies and its programs

Dear Prof. McCahan,

I write in response to your letter of November 13, 2023, regarding the March 27, 2023, UTQAP cyclical review of the Anne Tanenbaum Centre for Jewish Studies and its programs and requesting our Administrative Responses.

The following programs were reviewed: Jewish Studies (HBA): Specialist, Major, Minor.

On behalf of the Faculty of Arts & Science, we would first like to thank the reviewers, Professor Susannah Heschel, Dartmouth College, and Professor Sara R. Horowitz, York University, for their very comprehensive review of the Anne Tanenbaum Centre for Jewish Studies and its programs. We would also like to thank Anna Shternshis, the director of the Centre, and 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 1, 2023, after which the director shared it widely with faculty, staff, and students in the Centre. We are extremely pleased with the reviewers' positive assessment of the overall strength of Centre and Jewish Studies programs and their outstanding, productive faculty. The reviewers noted that the Centre supports rich academic and community programming that supports teaching and research; it is positioned as a significant public-facing unit, contributing to public awareness; its director has built strong relationships with colleagues in a range of departments who engage and contribute to Jewish Studies; its faculty are among the best scholars in their subfields, and have international reputations in a broad set of departments and disciplines; these impressive attributes have combined to generate strong student enthusiasm for the programs. The review report also raised several issues and challenges and identified areas

for enhancement, including overhauling the curriculum to include new approaches and content, wider geographical range, and more social science course offerings; irregular scheduling of popular courses; administrative complexity around teaching credit for faculty in other departments; and the need to hire emergent faculty with training in newer disciplinary approaches and methodologies.

Each of these recommendations has been addressed in the attached Review Recommendations Table that 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 director and with the Associate-Dean, Unit-Level Reviews, 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 Anne Tanenbaum Centre for Jewish Studies and its programs will take place no later than the 2030-31 review cycle. My office monitors progress on Implementation Plans through periodic meetings with the director. I also acknowledge that your office will request a brief Interim Monitoring Report midway between the 2022-23 review cycle UTQAP cyclical review and the year of the next site visit in 2030-31 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 Anne Tanenbaum Centre for Jewish Studies and its programs and its undergraduate Jewish Studies programs.

Sincerely,



Melanie Woodin
Dean, Faculty of Arts & Science
Professor, Department of Cell & Systems Biology

cc. Anna Shternshis, Director, Anne Tanenbaum Centre for Jewish Studies, Faculty of Arts & Science
Gillian Hamilton, Vice-Dean, Academic Planning, Faculty of Arts & Science
Suzanne Wood, Interim Associate Dean, Unit-Level Reviews, 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
Amanda Pullan, Academic Planning & Review Officer, Office of the Dean, Faculty of Arts and Science

2022-23 UTQAP Review of the FAS Jewish Studies Program - 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 |
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| The reviewers observed that the program's course offerings "require an overhaul in keeping with newer approaches within the field of Jewish Studies," and noted that the program leans heavily toward courses in the Humanities; they recommended that additional course offerings rooted in the Social Sciences be developed. | 1 | "... many of the course offerings require an overhaul in keeping with newer approaches within the field of Jewish Studies." | We have begun to address this gap by introducing both new courses and new disciplinary approaches within existing courses in the program. For example, CJS201H1 [Introduction to Jewish Culture] relies on an interdisciplinary approach that draws on insights from sociology, anthropology, psychology, literature, gender studies, and cultural studies to provide a "thick" and nuanced learning experience. We expanded curriculum to include new courses on antisemitism (this will be offered in Winter 2025 under the code CJS490H1 [Advanced Topics on Jewish Studies]), Jewishness in the diaspora (DTS416H1 [Wars, Music, and Diaspora]), Israel-Palestine (CJS390H1/RLG338H1 [Religion and Religiosity in Israel/Palestine], CJS383H1/POL378H1 [Jews and Power]), Jewish-Muslim relations (HIS354H1 [Jews of Arab Lands]), LGBTQ+ issues within Jewish communities, and a range of other pertinent matters. | The Dean's Office welcomes the Centre's in-progress plans to align with the discipline's evolving approaches. The Dean's Office notes that the Curriculum Development Specialist, Office of the Vice-Provost Innovations in Undergraduate Education, is a great resource for any further guidance on curriculum mapping initiatives to address any more expansive curricular renewal beyond the addition of these courses. |
| | 2 | "At present, the JS program leans heavily toward courses in the Humanities. Additional course offerings rooted in the Social Sciences should be encouraged." | The currently vacant Bronfman Chair of Israel Studies is designed to deliver this need in the curriculum. The search will resume in the Fall 2024. In the meantime, the ATCJS has focused on filling the gaps in course offerings rooted in Social Sciences by hiring three postdoctoral fellows in the area (short-term). Two postdoctoral fellows both based in the Department for Political Science are teaching two courses per year in the field of Jewish Studies and Social Science. One of the courses is titled "Becoming Israel: War, Peace, and the Politics of Israel's Identity". Additionally, another postdoctoral fellow is based in and teaching in the Department of Sociology and teaches "Living together differently in the 21st Century: Israel as a case study." | The Dean's Office applauds the steps the ATCJS has already taken in broadening its course offerings. The Vice-Dean, Undergraduate is available for consultation regarding further curricular changes. |

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| | | | <p>The ATCJS pursued a partnership with the Temerty Faculty of Medicine at UofT working on issues of antisemitism and healthcare. This collaboration began in 2022 with the creation of a joint postdoctoral fellowship between the ATCJS at the Faculty of Arts and Science and the Office of Inclusion and Diversity at the Temerty Faculty of Medicine.</p> <p>In Fall 2023, an ATCJS Visiting Professor taught a course in Social Sciences cross-listed in the ATCJS and Department of Sociology. This collaboration had excellent results and we are looking at ways to offer additional courses next year with that Professor in Sociology due to its success.</p> <p>We are currently building a course on antisemitism with the Munk School of Global Affairs and Public Policy which will be offered in Winter 2025, and will take on the study of antisemitism through the lens of the Social Sciences.</p> | |
| The reviewers recommended that the program's introductory course in Jewish culture be expanded to include locales beyond Europe, and that lived religion be added as a course topic. | 3 | <p>"The 'Introduction to Jewish Culture' course, [students] reported, is far too Eurocentric and should be expanded to include Jews of North Africa, the Middle East, and other locales."</p> | <p>We are actively including topics on Jews of North Africa and the Middle East into both introductory classes: CJS201H1 (Introduction to Jewish Culture) and CJS200H1 (Introduction to Jewish Thought). For the latter, taught in the Fall 2023, we included several Middle Eastern and North African Jewish thinkers who have actively explored the concept of Jewishness since the inception of European Zionism in the late nineteenth century. We could do it thanks to the expertise of two ATCJS faculty members. Our CJS201H1 (Introduction to Jewish Culture), an ATCJS faculty member from the Dept. of History covered topics relating to Jews in Egypt, and several instructors focused on the Middle East, and this course is attended by 50 students from different backgrounds, fields of study, and familiarity with Jewish culture.</p> | See reply to #2 |
| | 4 | <p>"We strongly urge modifying the course content to include lived religion, with attention to the many different genres of Jewish religious practice around the world, gender-related differences, and theories of religion."</p> | <p>ATCJS-affiliated Professor is teaching a course in Winter/Spring 2024 titled "Judaism" (RLG202H1) and explores the practices of Shabbat as lived religion and how different Jewish communities around the world express their Judaism through observing Shabbat. This course is being offered through the Department for the Study of Religion and is included in our Undergraduate Course list for all Jewish Studies students to take.</p> <p>Currently in Winter 2024, ATCJS-affiliated Professor is teaching a course with its focus on gender within Jewish tradition titled "Gender Issues in Jewish Law" [NMC484H1]. ATCJS course instructors incorporate analysis and discussions of gender-related differences in the vast majority of our courses. Following our interdisciplinary nature, most discussions of gender are interwoven into all courses, and students engage with feminist reading of canonic texts, are introduced to women's pioneering in religion and religiosity, and study varying theories of religion and how they relate to gender. For example, in several sections of CJS201H1 [Introduction to Jewish Culture], lectures and readings are focused on issues of gender relating to Jewish traditions of marriage, religious purity laws, and synagogues.</p> | See reply to #2 |

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| <p>The reviewers highlighted significant administrative and structural complexities related to interdisciplinary faculty affiliations and team-taught courses, and recommended that the Dean's office explore approaches to addressing these challenges.</p> | 5 | <p>"...as an Extra-Departmental Unit, the ATCJS cannot determine curricular priorities for hiring faculty in fields they would like to develop. Instead, the ATCJS undergraduate programs rely on volunteerism... [Faculty in other departments] and the small cadre of dedicated teaching faculty in Jewish Studies often teach Jewish Studies courses on overload... In the view of the reviewers, some of this could be alleviated by intervention on the decanal level."</p> | <p>Based on the review, the ATCJS are now implementing the plan that all chairs in Jewish studies must teach one undergraduate course for the ATCJS every two years. These chairs include: Grafstein Chair in Jewish Philosophy, Zacks Chair in Jewish History, Bronfman Chair in Israel Studies & Shiff Chair in Jewish Studies, and two teaching faculty.</p> | <p>The Dean's Office is developing a new budget model for A&S, which will facilitate interdepartmental teaching. The Dean's Office is supportive of the plan being implemented by the ATCJS.</p> |
| | 6 | <p>"The many interests and fields of study among university faculty who expressed a desire for greater affiliation with the JS program is impressive... the difficulty at present stems from the administrative complexity of teaching credit for faculty whose tenure line is in a different department."</p> | <p>The review accurately pinpointed this challenge exemplified by a past situation: ATCJS-affiliated Professor in the Department of English wanted to teach a course on "Jews and Theatre" but the Department for English did not want to offer that course as the Professor's teaching requirement in English. Consequently, the ATCJS bought this Professor out from their teaching obligation for the English Department and was able to offer the course to our students.</p> <p>This issue will be somewhat alleviated by the fact there are six chairs, in addition to teaching-stream faculty who all have 49% appointments in Jewish studies. We continue to provide opportunities for teaching new topic courses through the Centre, we have resources either to pay faculty members on overload or buy them out of departmental obligations. With the establishment of the new Lab for the Study of Global Antisemitism, we expect the interest to grow, and we are ready to support this growth.</p> | <p>The Dean's Office recognizes the current administrative complexity of teaching outside of a faculty member's department. A new budget model, under development for A&S, will alleviate the current complexities and facilitate interdepartmental teaching.</p> |
| | 7 | <p>Team-taught courses are an important feature of the program. The administrative structure</p> | <p>University structures do provide some barriers for team-teaching as the system is not always easily compatible; however, at the Centre, we are using our resources and creativity to encourage and support faculty in team-teaching initiatives. In fact, the ATCJS</p> | <p>The Dean's Office supports the ability of the ATCJS to determine the best means to provide their courses.</p> |

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| | | of the university has to be reconfigured to support such teaching with full credit... Such teaching should not be treated as an overload for faculty.” | has better rate of team-teaching than most units at FAS. Past, present, and future examples of team-teaching include: For the past several years (8+) and continuing, both of our foundational introduction courses (CJS200H1 Introduction to Jewish Thought & CJS201H1 Introduction to Jewish Culture) have been team-taught. We regularly offer a course on Holocaust in Literature (JGJ360H1) which for several years was team-taught by ATCJS professors. | |
| | 8 | “We also urge the program to encourage team-teaching of senior and junior faculty, men and women, scholars from different disciplines.” | See the reply to #7. | See reply to #7 |
| The reviewers observed that the size of the program in terms of the faculty and student numbers, and the large number of events sponsored by the Centre, requires greater administrative support. | 9 | “The size of the program faculty and students as well as the large number of important programs – lectures, workshops, conferences – sponsored by the program require greater administrative support.” | The ATCJS has requested additional administrative support from the Dean’s office, A&S. The Dean has approved funding to double the ATCJS Events Assistant position from 0.5FTC to 1FTC. The Dean has approved additional funding to enhance support for programmatic initiatives, events and conferences. | The Dean’s Office is pleased to provide further support to enhance programming at the ATCJS with the full-time Events Assistant position. |
| The reviewers observed that the program “would be enhanced through the hiring of emergent faculty who have been trained in newer approaches and methodologies.” | 10 | “Many of the faculty members in the program are among the best scholars in their subfields. At the same time, the faculty members tend to be senior, and the program would be enhanced through the hiring of emergent faculty who have been trained in newer approaches and methodologies.” | The Centre is excited by the prospect of a junior faculty hire in Jewish Studies. The ATCJS will fully support all progress to further the opportunity to hire junior faculty in Jewish Studies. In addition, the Bronfman Chair in Israel Studies, scheduled for the Fall 2024, is in the open rank, so the opportunity for a junior hire is possible. | 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. All FAC requests must include discussion of EDI. 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. |

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| <p>The reviewers recommended that the Centre engage in longer-term planning to consider future directions for the program, including course offerings, faculty hiring priorities, and interdisciplinary collaborations.</p> | 11 | <p>“... this is a good moment for the program to consider the directions it should be taking in the coming decades. We urge the leadership to convene faculty and students, both from JS and from related departments, to consider the various academic directions that should be fostered by reconfiguring some of the course offerings, requesting new faculty appointments, and encouraging other departments to hire faculty with an interest in Jewish Studies, however marginal.”</p> | <p>The ATCJS has instituted regular, bi-monthly meetings with its faculty to create an open dialogue regarding the current and future directions of the Centre, its courses, curriculum, and more. We are building and fostering these relationships, and we are confident that departments are interested in hiring excellent colleagues with interest in Jewish studies.</p> | <p>The Dean’s Office is encouraged by the continued communication among the faculty of ATCJS and is available to help identify further synergies across A&S.</p> |
| <p>The reviewers highlighted comments from students and faculty members regarding problematic encounters with antisemitism on campus. They stressed that the University should ensure that antisemitism is included in its EDI definition and diversity training, and noted that it will be essential to consult with Jewish Studies faculty when engaging with these matters.</p> | 12 | <p>“The University of Toronto should include antisemitism as part of its EDI definition and its diversity training. Consultation with faculty in the program for a better understanding of antisemitism, both historically and as it has been manifested recently at the university, is essential.”</p> | <p>Given the events of October 7, 2023, and the ongoing war, the ATCJS has been increasingly dealing with issues of antisemitism impacting our students, faculty, and community. As a result, the Faculty of Arts and Science has approved the launch of a Lab for the Study of Global Antisemitism within the ATCJS. The inaugural director of the lab is an ATCJS-affiliated faculty member, professor at the Munk School of Global Affairs and Public Policy and the Department of Sociology, and Distinguished Professor of Global Justice. This lab will bring together researchers and students from a multiplicity of disciplines at U of T and beyond to study the persistence of antisemitism globally and generate new insights and responses to address this pernicious and widespread phenomenon. One of the first initiatives of the lab will be to organize a scholarly lecture series on antisemitism across disciplines to foster collaborative conversations and research.</p> | <p>The University of Toronto is staunchly opposed to antisemitism and continues to take action to combat this racism and create campuses where Jewish students, staff and faculty feel safe. In 2020, the University launched an Antisemitism Working Group, which released its report in 2021. This Working Group engaged in a consultative process, including with undergraduate and graduate students. The University accepted all of the Recommendations, including requiring all equity staff to undergo antisemitism training, and appointing our first-ever Assistant Director, Faith and Anti-Racism into the University’s Institutional Equity Office.</p> |

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| | | | | The Dean's Office recognizes the urgent need for the development of the Lab for the Study of Global Antisemitism and the opportunities it will afford, by connecting researchers and students examining antisemitism in a global context. This lab will benefit not only scholars in the field, but the broader community. This is a critical time for such collaborative initiatives to move forward and effect change. |
| Other recommendations not prioritized in the Request for Administrative Response | 13 | "We urge the university to reconsider its policy and require competence in reading a foreign language by the end of the third year of undergraduate study" | As an individual unit, we rely on the Faculty of Arts and Science to determine undergraduate curriculum and requirements. We adhere to their policies and if they deem competence in reading in a foreign language is required, we would incorporate that into our programs. If the Faculty of Arts and Science will introduce the foreign language requirement, ATCJS is ready to support instructors who teach Hebrew and Yiddish, two Jewish languages that count towards all programs in Jewish studies, Religious Studies and other cognate areas. | The Dean's Office firmly supports the instruction of a diverse set of languages, including Hebrew and Yiddish. There are no plans to institute a foreign language requirement at this time. |
| | 14 | "Some of the courses that evoked great enthusiasm from the students included 'The Arab Jews,' 'Who is a Jew,' 'The Israeli Society,' and courses dealing with film, especially related to the Holocaust... Given the popularity of such courses, we urge that they substitute as entry to the program instead of 'Introduction to Jewish Culture.'" | This year, one of the Centre's two current entry courses is CJS201H1 "Introduction to Jewish Culture" has reached maximum enrolment. Furthermore, the course on "The Israeli Society" is popular amongst students; however, it is not suitable as one of our gateway courses for Jewish Studies majors, minors, and specialists. We are, however, excited to say that many students choose to enrol in "the Arab Jews" or "the Israeli Society Course" and others after they had taken after gateway courses. | The Dean's Office supports the Centre's thoughtful decisions around academic planning. The Vice-Dean, Undergraduate is available for consultation regarding further curricular changes. |
| | 15 | "Given the massive size of the University of Toronto, it is important to encourage faculty to | The physical space of the Centre serves as a communal area wherein individuals, including students, faculty, and post-doctoral scholars, convene to converse, study, eat, and participate in the Centre's vibrant life. We provide kosher snacks, and coffee/tea. Both | The Dean's Office is heartened by the welcoming atmosphere facilitated by the ATCJS faculty and staff. |

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| | | meet informally with students and with colleagues.” | faculty and students attest to its inclusivity and welcoming atmosphere, which is conducive to informal exchanges. | |
| | 16 | “A scholar in the field of Hebrew literature and/or cinema is urgently needed to provide a crucial complement to the current excellent courses in Yiddish literature and culture.” | The field of Hebrew Literature is one of the desired fields in an upcoming search for the Shiff Chair in Jewish Studies. We look forward to filling this position and having a scholar in this field with a 49% appointment in the ATCJS. | The Dean’s Office is supportive of the upcoming search for the Shiff Chair in Jewish Studies and the decisions made by the ACTJS in determining which fields of specialization would best suit their needs for the successful candidate. |
| | 17 | “A dedicated space to hold lectures, seminars, and public programs. This will not only enhance the intellectual exchange among faculty and students, it will also increase attendance by faculty and students from other departments, as well as by members of the local Toronto community.” | Presently, we are utilizing spaces administered by other departments or programs and this does pose challenges when planning classes, events, meetings, etc. Establishing a permanent solution to this spacing issue would be excellent. We will be happy to work with the Space Allocation Committee to figure out the solution. Moreover, now that the antisemitism lab was established, we anticipate an even larger traffic at the Center, so an additional meeting room is simply vital. | Space is an ongoing issue for many units within the Faculty. Some units have grown in recent years, resulting in an urgent need for new faculty offices, labs, and student space. Finding this space, along with making much-needed improvements to some of our existing spaces, has become one of the most significant, ongoing challenges for the Dean’s Office. The Vice-Dean Research and Infrastructure is available for consultation with the ATCJS to meet the needs of the unit. |

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

The spokesperson for the reading group reported that the review summary accurately described the full review and that the overall the administrative response had addressed the issues identified by the review. The reading group appreciated the complexities of the program within the University with many faculty working across different departments. The Reading Group sought additional clarification on several areas of the administrative response, which included updates on the Lab for the Study of Global Antisemitism, new course offerings, and planning progressions regarding dedicated space and staff resources for lectures, seminars, and public programs.

A member inquired about the new funding model that was cited in the administrative response to tackle HR in teaching challenges.

Suzanne Wood, Interim Associate Dean, Unit-Level Reviews responded that the new budget model was in discussion amongst deans and directors within Arts and Science. She explained that principles had been agreed upon and representation included humanities, social sciences and life sciences. The new budget model was led by Gillian Hamilton, Vice-Dean, Academic Planning, Faculty of Arts and Science and mirrored the broader University of Toronto model. She noted that it had been slowly implemented with ongoing adjustments being made with six pilot departments this year. In response to the resourcing for the Lab for the Study of Global Antisemitism, Professor Wood confirmed that funding for a new staff position had been approved by the Dean. She noted that the job description was currently going through the administrative HR process and would be approved within the next few weeks.

Anna Shternshis, Director of the Anne Tanenbaum Centre for Jewish Studies responded that many of the recommendations such as enhancing the study of antisemitism on campus had been implemented. She explained the social science concept called 'urgent research' and that the new lab for the study of global antisemitism brought together scholars and students. She noted the collective programming, outreach and support for the research activities of the new lab and its inaugural director was Ron Levi, a Professor of Global Justice at the Munk School of Global Affairs & Public Policy and the Department of Sociology. The course on the code of ethics and antisemitism was taught at the Munk School and the Center for Jewish Studies, and this would gradually expand through other departments and units. Anna noted that the lab would provide an innovative curriculum for both undergraduate and graduate work in that area. New courses had been introduced called Shabbat and Arabs in Israel, noting positive enrollment in both courses. Efforts were made to introduce a new curriculum in the changing campus climate, and it was hopeful that it would build knowledge and awareness.

No follow-up report was requested.

4 Institutional Executive Summary

The reviewers praised the program as a “jewel in the crown of the university’s academic reputation,” long regarded as “one of the very best in the field.” They highlighted student comments that the diversity of courses available strikes a good balance between specialization and a broad-based education in the Humanities and beyond, observing that this wide range of courses brings together students from across the university. The reviewers also noted students’ appreciation for the experiential learning opportunities available through the program, including study abroad and research projects with faculty. They commended the program’s cadre of teaching faculty with international reputations in a broad set of departments and disciplines, noting that the Centre nurtures “productive symbiosis across academic boundaries.” They applauded the Centre’s role as a public-facing unit, offering rich programs and nurturing relationships between the community and the university; they also commended the Centre’s great success in raising funding to enhance teaching, student support, and programming. Finally, the reviewers praised the welcoming environment at the Centre, observing that it provides a home for students, faculty and post-doctoral fellows, “making a very large university feel welcoming.” The reviewers recommended that the following issues be addressed: overhauling course offerings in keeping with newer approaches within the field of Jewish Studies and developing additional course offerings rooted in the Social Sciences; expanding the program’s introductory course in Jewish culture to include locales beyond Europe, and adding lived religion as a topic; addressing significant administrative and structural complexities related to interdisciplinary faculty affiliations and team-taught courses; considering additional administrative support in light of the size of the program and the large number of events sponsored by the Centre; considering faculty complement planning to include hiring emergent faculty with training in newer approaches and methodologies; engaging in longer-term planning to consider future directions for the program, including course offerings, faculty hiring priorities, and interdisciplinary collaborations; and working with the University to ensure that antisemitism is included in its EDI definition and diversity training. The Dean’s Administrative Response describes the program’s responses to the reviewers’ recommendations, including an implementation plan for any changes necessary as a result.

5 Monitoring and Date of Next Review

The next UTQAP cyclical review of Anne Tanenbaum Centre for Jewish Studies and its programs will take place no later than the 2030-31 review cycle. The Dean’s office will monitor progress on Implementation Plans through periodic meetings with the director. The office of the Vice-Provost, Academic Programs will request a brief Interim Monitoring Report midway between the 2022-23 review and the year of the next site visit in 2030-31, to report on progress made on the Implementation Plan as outlined in the accompanying Review Recommendations Table.

6 Distribution

On June 30th 2024, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the 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.