

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

## 1 Review Summary

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<b>Program(s) Reviewed:</b>	Speech-Language Pathology, MHSc
<b>Unit Reviewed:</b>	Department of Speech-Language Pathology
<b>Commissioning Officer:</b>	Dean, Temerty Faculty of Medicine
<b>Reviewers (Name, Affiliation):</b>	<ul style="list-style-type: none"><li>• Prof. Jack Damico – Chair, Dept. of Speech, Language, and Hearing Sciences, College of Arts &amp; Sciences, University of Colorado Boulder</li><li>• Prof. Lucie Ménard – Vice Dean of Research, Faculty of Humanities, University of Quebec at Montreal; Adjunct Professor, School of Communication Sciences and Disorders, McGill University</li><li>• Prof. Laura Murray – Associate Dean of Graduate and Postdoctoral Studies, Faculty of Health Sciences, Professor, School of Communication Sciences &amp; Disorders, Western University</li></ul>
<b>Date of Review Visit:</b>	May 31, 2023 (conducted remotely)
<b>Review Report Received by VPAP:</b>	August 30, 2023
<b>Administrative Response(s) Received by VPAP:</b>	March 7, 2024
<b>Date Reported to AP&amp;P:</b>	April 10, 2024

## Previous UTQAP Review

Date: January 25, 2019

### Summary of Findings and Recommendations

#### Significant Program Strengths

- Impressive research achievements of the Speech-Language Pathology (SLP) faculty
- Highly impressive commitment and dedication of the SLP community, with faculty expressing a deep sense of belonging and dedication to the unit and optimism for the future, and a positive and constructive rapport with the Chair
- MHSc has highly innovative curriculum, and attracts strong students

#### Opportunities for Program Enhancement

- Improving current faculty-student ratios
- Increasing tri-council applications and tri-council funding
- Finding and supporting high quality clinical placements
- Capitalizing on opportunities for collaborative teaching with Linguistics through Undergraduate Course Development Fund (UCDF) courses, and for offering continuing education to clinicians
- Addressing unresolved challenges related to moving the MSc and PhD into the Rehabilitation Sciences Institute
- Improving the student experience in the MHSc, including improving remediation for students in academic difficulty, ensuring access to appropriate mental health supports, and pursuing fundraising opportunities for student scholarships

## Current Review: Documentation and Consultation

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### Documentation Provided to Reviewers

Confirmation/agreement Letter; terms of reference; self-study report; faculty CVs; course descriptions; schedule; previous review report (2018-19), the Dean's and Chair's responses, FAR-IP, and Interim Monitoring Report; Dean's Report 2022; Temerty Faculty of Medicine's Strategic Plan (2018-2023); University of Toronto Towards 2030; University of Toronto Quality Assurance Process.

### Consultation Process

Temerty Faculty of Medicine

1. Dean
2. Vice Dean, Clinical & Faculty Affairs
3. Executive Director and Assistant Vice President, Advancement Relations with Health Care Institutions

4. Chair, Dept. of Linguistics
5. Chair, Dept. of Occupational Science & Occupational Therapy
6. Chair, Dept. of Physical Therapy
7. Co-Director of Education, International Centre for Disability & Rehabilitation
8. Director, Rehabilitation Sciences Institute

#### Dept. of Speech-Language Pathology

9. Chair
10. Coordinators of Clinical Education
11. Coordinator of Graduate Studies
12. Site Coordinators
13. Clinical Educators
14. Faculty
15. MHSc Students
16. Co-Presidents of Alumni Association
17. Administrative Staff

## Current Review: Findings and Recommendations

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### 1. Undergraduate Program(s) – n/a

### 2. Graduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Program provides first-rate didactic and clinical preparation
  - ▶ “[T]here are sufficient quality indicators that highly recommend this program as an excellent academic and clinical enterprise designed to educate and prepare the next generation of qualified speech-language pathologists”
  - ▶ Program has attracted excellent students and gained a reputation for curricular innovation
- Objectives
  - ▶ MHSc program requirements and learning outcomes are appropriate and meet national standards for clinical certification and competency in the field
  - ▶ Program’s purpose and objectives, excellent professional training, and focus on research-directed clinical practice are very relevant to the discipline
  - ▶ Program was recently awarded 7-year Council for Accreditation Canada University Programs (CACUP) accreditation renewal on March 20, 2023
- Admissions requirements
  - ▶ Department has strong and viable recruitment and admissions plan, with excellent student criteria for admission

- ▶ Admission requirements are appropriate and comparable to other Canadian graduate SLP programs
- ▶ Large number of students vying for approximately 60 admission slots (20% acceptance rate) compares favorably with other SLP programs
- ▶ Admission requirements for clinical experience were waived during the pandemic due to the lack of available opportunities, and the unit is considering permanently waiving or adjusting these going forward
- Curriculum and program delivery
  - ▶ Department offers a comprehensive and creative SLP curriculum and program structure, and has engaged in recent curriculum reviews and revisions
  - ▶ SLP program meets CACUP accreditation standards, which ensures coverage of foundational knowledge and specific content and skills, and assures that graduates meet requirements for professional registration across Canada
  - ▶ Program structure and curriculum align well with the Department's vision, mission, and values and address National Competency Profiles for SLP
  - ▶ Program has developed strategies for more closely linking academic learning with clinical practice
- Innovation
  - ▶ Program is highly innovative and has gained international recognition, reflecting a commitment to staying at the forefront of the field
  - ▶ Program's sequential pairing of academic and clinical units in related disorder areas noted as particularly innovative
  - ▶ Course development approach is innovative, and incorporates students and non-university SLP professionals as full members of the process
  - ▶ Incorporation of the University's Interprofessional Education (IPE) curriculum, inclusion of Integrated Learning Experiences, and inclusion of Teaching Clinics noted as creative aspects of the program
- Accessibility and diversity
  - ▶ Department is dedicated to increasing the diversity of its student body, and employs several strategies to promote diversity in the admissions process
  - ▶ Program might consider the possibility of reserving 1-2 seats for international applicants, to enhance equitable admission practices and diversity of the student cohort
  - ▶ Department is committed to supporting students with disabilities; students have access to wellness counseling, learning skills services, and faculty advisors
  - ▶ Toronto's diverse, international population enhances the possibility that students will engage with clients from a variety of backgrounds during clinical placements
- Assessment of learning
  - ▶ Department has updated learning assessment practices since last review, working to enable a close match between academic and clinical learning outcomes
  - ▶ Assessment process and criteria are generally innovative, transparent and well-communicated to students

- Student engagement, experience and program support services
  - ▶ Clinical educators and coordinators are highly dedicated and engaged, and provide valuable support and guidance to students
  - ▶ Current students and graduates express satisfaction with the quality of their academic and clinical experiences in the program
  - ▶ Students highly praise their professors for their dedication to mentorship
  - ▶ Strong measures are in place for monitoring student progress
  - ▶ Population density in GTA is sufficient for viable clinical sites to provide innovative clinical placements
  - ▶ Opportunities available for student research experiences beyond their academic coursework
  - ▶ Students have access to professional development workshops and seminars through the School of Graduate Studies
- Quality indicators – graduate students
  - ▶ Admission process is highly competitive, and results in a very strong set of students
  - ▶ All students tend to complete the program in 21.5 months (unless personal circumstances cause delays)
  - ▶ Students are successful in obtaining a variety of internal and external awards
- Student funding
  - ▶ Department has a number of internal awards and scholarships available to students in the program

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

- Curriculum and program delivery
  - ▶ Faculty report that additional Teaching Assistant supports would be appreciated
  - ▶ “Academic coursework is a bit too oriented to how to do research rather than its being oriented to consumer-usage”
  - ▶ Increasing enrolments coupled with faculty departures have had a negative impact on faculty-student ratios (1:6.5 in 2003 to 1:12.6 in 2022), and has resulted in changes to teaching and interactions between faculty and students; U of T ratio is considerably larger than other Canadian SLP programs
- Innovation
  - ▶ Growing challenges noted around the sustainability of the current model of pairing academic coursework with clinical placements, which requires much effort from Coordinators of Clinical Education and puts pressure on the clinical community
- Accessibility and diversity
  - ▶ More effort should be devoted to promoting EDIIA and documenting such efforts, particularly within curriculum and course activities and materials
  - ▶ Unit has reserved only one admission slot for an Indigenous student, and does not accept applications from international students (because the program’s funding model does not support non-Canadian students)
  - ▶ Some students report the existence of barriers to obtaining accommodations

- Assessment of learning
  - ▶ Clinical educators express concern regarding remediation of poor student clinical performance in a timely manner
- Student engagement, experience and program support services
  - ▶ Students sometimes feel unprepared for certain aspects of the clinical units, and some students express concerns about the balance between research and clinical knowledge taught in classes
- Student funding
  - ▶ Insufficient funding noted for research students with Rehabilitation Sciences Institute (RSI)
  - ▶ Success rates for highly competitive awards, such as the Ontario Graduate Scholarship program, have declined in the past 10 years, due to changes in allocation criteria and process; this poses challenges in attracting the top students to U of T SLP

The reviewers made the following **recommendations**:

- Admissions requirements
  - ▶ Potential adjustments to clinical experience requirements would foster equity for applicants living in geographic regions with limited SLP services, and would reduce demands on the SLP clinical community
- Curriculum and program delivery
  - ▶ “Strike a better balance between clinical knowledge and research methods in academic units, emphasizing the importance of developing critical appraisal skills and cultivating a strong foundation as research consumers”
  - ▶ “[I]ndices like a large teacher-student ratio will have a negative effect on the functioning of the Department and should be improved”
- Innovation
  - ▶ Program may need to revisit its novel approach to pairing academic coursework with clinical placement, due to growing pressure on clinical placement sites and related sustainability concerns for the current model
  - ▶ Program may consider further advocating for pairing students on their clinical placements, as is done in some other North American SLP programs
- Accessibility and diversity
  - ▶ Encourage greater Indigenous student representation in the program, and explore the possibility of recruiting non-Canadian applicants
  - ▶ Increase efforts to reflect the cultural diversity of the GTA/surrounding areas in the student body, such as by targeted recruitment to specific underrepresented groups
  - ▶ Department to identify barriers for students seeking accommodations and explore ways to enhance accessibility
- Assessment of learning
  - ▶ Curriculum committee, in consultation with clinical educators, should clarify understandings of the clinical assessment process, and develop measures for addressing student challenges in the clinical outplacement process

- Student engagement, experience and program support services
  - ▶ Investigate strategies for creating clinical accommodations for students experiencing challenges during their four clinical units
  - ▶ Explore approaches to encouraging student peer support and facilitating learning experiences during clinical placements
  - ▶ Ensure that students are well-informed about clinical placement details, enhancing communications on issues such as funding and location
  - ▶ Address student concerns about the slow response to accommodation requests, ensuring prompt and effective support for students with specific needs
  - ▶ Stakeholders suggested the need to consider Education within IPE content and activities, to enhance student preparation for clinical placements and future careers in school settings
- Student funding
  - ▶ Consider alternative ways to attract the best students, who may be tempted to choose another program due to financial constraints
  - ▶ “[C]ontinued focus on student financial aid is necessary and recommended”

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Impressive research productivity and knowledge dissemination of faculty members in both the tenure and teaching streams
  - ▶ Department ranks very favorably compared to North American peers, in terms of faculty quality indicators related to publications and citations
  - ▶ Several faculty members have received prestigious teaching and mentorship awards
- Research
  - ▶ Department boasts a team of stellar researchers, who are internationally renowned and contribute to advancing knowledge
- Faculty
  - ▶ All new faculty are assigned a mentor to assist in transitions and activities, such as research, and student mentoring and advising
  - ▶ RSI programs are in place to assist new and starting faculty
  - ▶ Teaching assignments for academic faculty appear reasonable

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

- Faculty
  - ▶ “Despite recent faculty hires, the Department may face challenges with sufficient academic and clinical personnel due to retirements and balancing administrative leaves/positions, sabbaticals, etc.”
  - ▶ Coordinators of Clinical Education report feeling overloaded, given increasing challenges in identifying and maintaining clinical placement sites

The reviewers made the following **recommendations**:

- Faculty
  - ▶ Develop a proactive, strategic faculty complement plan, in anticipation of expected retirements, and as an opportunity to enhance diversity
  - ▶ “[W]ith impending retirements of several faculty members (including one Coordinator of Clinical Education), it will be imperative to maintain these faculty positions to assure that the program can retain its standing as a national and international leader in speech, language, and swallowing sciences research”
  - ▶ Current three-year full time contract Assistant Professor, Teaching Stream role, which also serves as a Coordinator of Clinical Education, noted as important to the continued success of the program; reviewers urge the Dean’s Office to convert it into a continuing teaching-stream position.

#### **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
  - ▶ Excellent relationships observed between Department students, faculty and staff
  - ▶ Unit has implemented several initiatives to foster a strong sense of community
  - ▶ Strong rapport noted between Department chair and students
  - ▶ Department Chair’s leadership qualities are highly appreciated, as are his strong commitment to the program's success and the well-being of its members (particularly during the pandemic)
  - ▶ Program has established strong ties to the Rehabilitation Sciences Institute and its clinical programs, as well as the Department of Linguistics
  - ▶ Coordinators of Clinical Education collaborate with peers in Occupational Science and Occupational Therapy, and Physical Therapy
  - ▶ SLP faculty contribute to activities in the Temerty Centre for Faculty Development
  - ▶ Department has successfully cultivated and maintained productive partnerships with numerous universities and organizations, primarily through research endeavors
  - ▶ Department contributes to internal and external organizations such as the Council of Health Sciences, the Centre for Advancing Collaborative Healthcare & Education, the Rehabilitation Sciences Sector Clinical Education Group (RSSCEG), and the Canadian Academic Coordinators of Clinical Education
  - ▶ SLP collaborates with professional associations at the provincial and national levels to support its education program



- ▶ Department provides clinical placement opportunities in Canada beyond the GTA, and internationally
- ▶ Department boasts a very active Alumni association who are developing plans for fiscal assistance
- Organizational and financial structure
  - ▶ Evidence of strong support from upper administration regarding departmental budgets and procedural issues
  - ▶ Current budget appears to be reasonable
  - ▶ Faculty human resources are well utilized and largely sufficient to cover needs
  - ▶ Resource allocation, management of space and infrastructure support at the Rehabilitation Sciences Building have been appropriately handled; the building offers state-of-the-art classrooms, administrative offices, and meeting spaces for all units in the sector
  - ▶ Faculty have well-equipped laboratories with basic infrastructure
  - ▶ Modifications of existing spaces “demonstrate a proactive approach to resource allocation, adapting to the evolving requirements of the departments and their students”
  - ▶ Coordinator of Clinical Education serves on the Executive Committee, encouraging a clinical lens directed toward all departmental and curricular business
  - ▶ Unit has established a U of T SLP EDI Committee
  - ▶ In the past, continuing education programs offered by SLP represented a possible stream of modest revenue
- Long-range planning and overall assessment
  - ▶ The department’s vision, mission, values, and strategic plan are clear and concise, and align with those of U of T and Temerty Medicine
  - ▶ Department has addressed many concerns raised in the previous review
  - ▶ Implementation actions have been undertaken in past five years to achieve the goals of the unit’s strategic plan
  - ▶ “Since at least 2003, the faculty have embraced a series of strategic plans and have employed quality enhancement to transform the program”
  - ▶ Unit understands the importance of inclusion, diversity, and equity to its teaching, research, and clinical activities; has a strong history of research and teaching in the areas of multi-lingualism, multi-culturalism, and diversity in communication; and routinely attracts students from diverse backgrounds
  - ▶ “The review team expects that this program will continue to innovate and explore additional ways to build an effective training and educational program that prepares SLP professionals and then sends them into the world to help meet the needs of those living with communication and/or swallowing challenges”
- International comparators
  - ▶ The Department is well-placed relative to national and international competitors: a leading research department in the discipline of SLP, positioned in one of the leading universities in the world (Top 2% of all universities), and in a medical setting that is constantly rated within the top five rehabilitation sites in the world

- ▶ “The accomplishments of this department are especially impressive when it is compared to other SLP programs that have larger faculties and fewer students to educate than this department”
- ▶ Department has a “sterling and well-earned” international research reputation, and consistently ranks at the top of Canadian programs, and in the top 10 international programs, in terms of research productivity
- ▶ Unit ranks in the top 40 programs in the world in terms of research funding, “indicative of an elite research program”
- ▶ “[T]he SLP program is comparable to the best educational programs internationally when curriculum is considered”

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

- Relationships
  - ▶ Status-only faculty note a sense of alienation from / lack of inclusion in the program
  - ▶ “There is less collaborative interaction between the Department and educational settings than with medical settings”; “there is limited collaboration with the Department of Education, particularly with the renowned Ontario Institute for Studies in Education (OISE)”
- Organizational and financial structure
  - ▶ “[T]here appear to be some challenges at the university in terms of its across-Faculty funding model for offering [undergraduate courses]”
  - ▶ Requests have been made within the Department to increase the budget allocation specifically for teaching assistants and student stipends
  - ▶ Looking ahead, the Department faces challenges in maintaining a balanced budget due to factors like salary commitments, cost-containment operations, and limited revenue sources
  - ▶ Given the workload and resources associated with running continuing education offerings, and growing competition of offerings by national professional associations, the program may find developing and marketing a continuing education program challenging
- Long-range planning and overall assessment
  - ▶ “While the Department appears to recognize the value of EDIIA, the unit has not employed various strategies that could further enhance the importance of EDIIA”

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Explore approaches to more actively involving adjunct and status-only faculty in the day-to-day life of the Department
  - ▶ Explore opportunities for strengthened relationships and enhanced collaboration with cognate units and areas such as RSI, Linguistics, Occupational Science and Therapy, and Physical Therapy, to foster interdisciplinary connections and knowledge exchange

- ▶ Explore opportunities to enhance connections with OISE and other relevant internal and external entities, to enhance the Department's profile with school boards, and address clinical placement challenges in educational settings
- ▶ "There may be potential opportunities to generate new revenues through strengthened collaborations with donors and alumni"
- Organizational and financial structure
  - ▶ Explore the feasibility of developing additional in-house clinic opportunities within the Department
  - ▶ "While the current space arrangements appear to be sufficient for the needs of the Department, potential expansion and collaboration can be achieved by increasing engagement with the hospital research institutes and researchers"
- Long-range planning and overall assessment
  - ▶ Develop a plan for appointing a new chair to ensure smooth leadership transition
  - ▶ Pursue opportunities to strengthen departmental engagement with and emphasis on EDIIA matters: reviewers provide for consideration a number of related suggestions around enhancing communications, resources and outreach; developing diversity goals; reviewing course curricula; and adjusting admissions practices
  - ▶ "Having expanded student enrollment within the SLP program over the past 20 years...there appears to be no need for further student expansion within the MHSc program," due to current faculty workloads and faculty-student ratios
  - ▶ "Once the departmental faculty initiates the process for development of another 5-year strategic plan, consideration of a modified enrollment strategy to increase enrollment in the SLP stream within the RSI should be discussed based upon personnel and budgetary needs"



Patricia Houston, MD MEd FRCPC  
Interim Dean and Vice Dean, Medical Education  
Interim Vice Provost, Relations with Health Care Institutions

March 6, 2024

Professor Susan McCahan, Vice-Provost, Academic Programs  
Division of the Vice-President & Provost  
University of Toronto

Dear Susan,

[DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY](#)  
[Dean's Cover Letter | Temerty Faculty of Medicine](#)

On behalf of the Temerty Faculty of Medicine at the University of Toronto, I would first like to thank the reviewers—Dr. Jack Damico, Dr. Lucie Ménard, Dr. Laura Murray—for their very comprehensive review of the Department of Speech-Language Pathology (SLP) on May 31, 2023. I would also like to thank Dr. Pascal van Lieshout, Chair of SLP, the administrative staff, and all those who contributed to the preparation of the outstanding self-study report. I also wish to thank the many staff, trainees, and faculty members who met with the external reviewers and provided thoughtful feedback. The reviewers noted that SLP is *“a leading research department in the discipline of SLP, and it is positioned in one of the leading universities in the world (Top 2% of all universities) and in a medical setting that is constantly rated within the top five rehabilitation sites in the world. The demonstration of this Department’s high-quality accomplishments are evident in research, curricular innovation, and student qualifications.”*

The thorough report provided by the reviewers is an invaluable guide for program enrichments and future strategic directions of SLP. The reviewers identified areas for enhancement including continuing curriculum development, improving clinical placement accommodations and experiences, creating a faculty complement plan, enhancing communications, strengthening EDIIA engagement especially regarding admissions practices, exploring opportunities to further relationships with cognate units, and improving student funding to secure top applicants. Each of the recommendations has been addressed in the Program’s Response column in the accompanying table and in the Chair’s cover letter. I am in full agreement with the responses of Dr. van Lieshout and the Program, and have provided additional comments addressing each of the recommendations in the Dean’s Response column of the table.

Overall, SLP has made excellent progress under the leadership of Dr. van Lieshout and as noted by the reviewers, *“The Department Chair is highly appreciated for his leadership qualities, demonstrating a strong commitment to the program’s success and the well-being of its members.”* I congratulate Dr. van Lieshout on his outstanding leadership. I look forward to working with the incoming Chair and members of SLP to ensure the continued success and growth of the Department to attain its strategic and operational aspirations.

The next review of SLP is scheduled in 2028-29. In 2026, the incoming Dean will follow up with the new Chair on the implementation of the external reviewers’ recommendations and, later that year, provide you with an interim report on the status of the implementation plan.

Sincerely,

Patricia Houston, MD, MEd, FRCPC  
Interim Dean and Vice Dean, Medical Education, Temerty Faculty of Medicine  
Interim Vice Provost, Relations with Health Care Institutions, University of Toronto  
Professor, Dept. of Anesthesiology & Pain Medicine

## 2022-23 UTQAP Review of the MED Department of Speech Language Pathology - Review Recommendations

<b>Request Prompt</b> <i>verbatim from the request</i>	<b>Rec. #</b>	<b>Recommendations from Review Report</b> <i>verbatim from the review report</i>	<b>Program's Response</b>	<b>Dean's Response</b>
<p>The reviewers made a number of recommendations related to enhancing the MHSc, with particular emphasis on strengthening student experience in clinical placements:</p> <ul style="list-style-type: none"> <li>• Working to ensure an appropriate balance between clinical knowledge and research methods in academic units;</li> <li>• Improving the clarity and transparency of available information regarding clinical placements (for example around funding and location), to ensure that students are well-informed and able to plan appropriately;</li> <li>• Exploring approaches to encourage student peer support and facilitate learning experiences during clinical placements;</li> <li>• Exploring the development of additional in-house clinical opportunities.</li> </ul>	1	<p>“Strike a better balance between clinical knowledge and research methods in academic units, emphasizing the importance of developing critical appraisal skills and cultivating a strong foundation as research consumers.”</p>	<p>Our goal and mandate are to prepare students for competent entry-level practice in a wide variety of fields. Our curriculum meets our discipline specific Accreditation Standards; SLP again received the maximum 7-year accreditation renewal on March 20, 2023.</p> <p>We believe that our curriculum strikes an appropriate balance between theoretical background and applied clinical knowledge. We ensure students have the appropriate foundational knowledge. Instructors evaluate and update their courses every year based both on feedback from students and their own assessment of the current state of their field. They ensure that relevant and evidence-based information is covered in their courses. The program cannot incorporate all speciality SLP tests and therapy techniques that students may encounter in their placement sites. Though it does prepare students to have a broad and solid foundation in SLP, some clinical educators expect more specialized knowledge; unfortunately students may then misconstrue this as a deficit in the program.</p> <p>After a recent extensive curriculum review, which included a detailed mapping of entry-to-practice competencies to our curriculum, a new course was added (SLP1509) that will incorporate several elements of the current curriculum, including IPE sessions, research lectures, and portfolio requirements in a new format that will run throughout the entire 2-year program. We will continue to monitor course evaluations, clinician feedback, CETP exam results, and general developments in our field to make necessary adjustments to keep our program up to date.</p>	<p>The Department is to be commended for its comprehensive curriculum review which occurred from 2017 to 2019. In 2023, the Department's curriculum met the requirements set by the Council for Accreditation of Canadian University Programs in Audiology &amp; Speech-Language Pathology (CACUP-ASLP). The standards address both foundational knowledge and clinical skills.</p> <p>The National Competency Profile for SLP (2018) includes the Scholar Role as an essential competency. As Scholars, SLPs demonstrate a lifelong commitment to excellence in practice, with the ability to evaluate evidence from research and other resources included as a key competency. As part of the Department's recent curriculum review and mapping exercise, SLP-1509 – Integrating Client, Practitioner &amp; Research Knowledge in Practice has been added. This approach will integrate critical appraisal of research, along with coursework, clinical practical education, and the IPE curriculum, into the curriculum across 2 years.</p>

	2	<p>“Improve the clarity and transparency of information provided to students regarding clinical placements, including potential funding delays and remote locations, to ensure they are well-informed and can plan accordingly.”</p>	<p>Students receive the necessary information as soon as it becomes available to our Coordinators of Clinical Education. Without timely site information, delays can occur.</p> <p>Considerable updates were recently made to the Clinical Education Guide with additional information and greater clarity around funding options to support students in placements. We continue to improve the placement management system, rolling out new features to improve functionality and transparency for students.</p>	<p>The Clinical Education Coordinators provide information to students as soon as it is received from the clinical sites.</p> <p>To improve the information provided concerning clinical placements, including funding and location details, the Department has updated its Clinical Education Guide for students. The Department is also making ongoing improvements to its placement management system to provide information to learners in a timely and easily accessible manner.</p>
	3	<p>“Implement a student pairing system during clinical placements to enhance peer support and facilitate learning experiences.”</p>	<p>Our Clinical Education team is working diligently with our clinical colleagues to ensure that students receive the right amount of support at their clinical placements. Additionally, peer support is provided by means of facilitated teaching clinics, peer reviews in clinical courses, and other activities. The team also encourages sites to engage in a Group Model of Clinical Education by taking on more than one student to facilitate peer support. This is also supported by a financial incentive program. Sites are becoming more responsive to alternate models for clinical education, and our clinical coordinators work with them to develop new placement options.</p>	<p>The Department is advocating for a Group Model of Clinical Education, wherein clinical placement sites take more than one student to facilitate peer learning and support. Financial incentives are being offered to encourage sites to adopt this model that is beneficial to learners.</p> <p>This model has been discussed at the University of Toronto’s Health Professions annual site visits with our associate-affiliated teaching hospitals over the past academic year.</p>
	4	<p>“Explore the feasibility of establishing additional in-house clinic opportunities within the Department (like the HANEN program).”</p>	<p>We currently have two community sites using in-house locations in exchange for enhanced clinical opportunities. The efficacy of this model is reviewed annually. The approach or arrangements can be altered if providers do not meet conditions of their agreement. We do not plan to add more of these activities because of resource constraints; our building at 500 University Avenue has limited space and we do not have the financial resources to pay clinicians to supervise students for in-house placements.</p>	<p>The Department has enhanced clinical training opportunities for its learners by providing space and collaborating with 2 community clinics. Presently the Department has reached its maximum capacity for in-house clinical opportunities due to physical space and financial resource limitations.</p>
<p>The reviewers recommended developing a strategic faculty complement plan, with an eye to proactively managing anticipated leaves and/or departures, enhancing</p>	5	<p>“Establish a proactive strategy for recruiting new faculty members in anticipation of upcoming retirements and as an opportunity to enhance diversity.”</p>	<p>The Department is in the process of hiring for a continuing teaching-stream position to avoid any problems when a clinical coordinator’s contract expires at the end of July 2024. Our present financial situation precludes us from recruiting new faculty members. We are in negotiations with Temerty Medicine to address this important issue. We have</p>	<p>The Chief Administrative Officer and I met with the Chair in November 2023 and provided assurance that we will work with him and SLP’s Business Manager to ensure that the Department had the funds to meet their short-term financial obligations as well as to</p>

<p>faculty diversity, and facilitating smooth leadership transition.</p>			<p>successfully recruited two new faculty members in the past 2 years. The new Chair will determine the best strategy to replace recent and future retirements. A stable and sustainable budget will be critical in this regard.</p>	<p>work on developing a plan that will provide long-term financial stability.</p> <p>The Department is in the process of hiring for a 1.0 continuing teaching-stream position as an 1.0 FTE contract will be expiring July 31, 2024.</p> <p>The Department anticipates 2 phased retirements in the near future, one tenure and one teaching stream. In addition, Prof. Elizabeth Rochon retired in June 2023 and the Department received verbal approval to conduct a search to fill this position.</p> <p>These upcoming hiring opportunities will enable the Department to increase its diversity. This is a priority for all Temerty Medicine searches.</p>
	6	<p>“Develop a plan for appointing a new chair to ensure smooth leadership transition.”</p>	<p>Temerty Medicine is currently conducting a search for a new Chair. It is expected to be completed before June 30, 2024, which is the end of my second term.</p>	<p>A search is presently underway that has been timed so that the new Chair will be secured in advance of the present Chair’s end of term. The Dean’s Advisory Committee includes SLP learners, faculty, a staff member, and cognate university and hospital leaders. The search is being conducted in accordance with <a href="#">Temerty Medicine’s Guidelines for Excellence Through Equity: Appointments of Faculty &amp; Academic Administrators</a>. <a href="#">Excellence Through Equity</a> is a pillar of Temerty Medicine’s strategic plan.</p>
<p>The reviewers recommended enhancing communications with status-only and adjunct faculty, and exploring approaches to more consistently involve these groups in regular departmental meetings and day-to-day operations.</p>	7	<p>“Address communication issues between adjunct/status-only faculty by actively involving them in monthly meetings and integrating them into the day-to-day life of the Department.”</p>	<p>All are invited to our annual meeting. The Department now invites instructors to our monthly faculty meetings.</p> <p>Our many status and adjunct faculty (close to 300) are all encouraged to participate in teaching and to serve on committees, and many of them do. We also invite them to special events, like our awards ceremony and town halls. As part our new course (SLP1509), these faculty will also be invited to the SLP1509 presentation day in May, which will become a yearly event. The majority of our adjunct faculty are clinical coordinators at our partner sites who do not have the capacity to be involved in the Department’s day-to-day operations or meetings. All status and adjunct faculty have a UofT e-mail address to which relevant communications are</p>	<p>The Department’s status only and adjunct faculty are currently invited to attend the annual meeting and special events such as award ceremonies and the new SLP1509 annual presentation day. The Department has responded to this recommendation by extending an invitation to instructors to also join the monthly faculty meeting. All status only and adjunct faculty have University of Toronto email addresses and receive the Department’s communications for faculty. They are continually welcomed to participate as teachers and departmental committee members.</p>

			sent. We will explore other opportunities to engage status and adjunct faculty as part of the strategic planning process to be conducted by the new Chair.	
The reviewers recommended addressing student concerns regarding slow responses to accommodation requests, and exploring approaches to ensuring prompt and effective supports for students with specific needs.	8	“Investigate potential strategies for being able to create clinical accommodations for weak clinical students during their four clinical units.”	We are working diligently with Accessibility Services to provide the necessary accommodations for students at clinical sites. There are, however, limitations to what placement sites can allow in the context of patient safety and workflow. We create learning plans with all parties for those students who are struggling in a placement. Of course, not all students requiring accommodations are necessarily struggling.	The Department works closely with learners experiencing difficulties in their clinical placements to develop a plan to help them succeed in partnership with Accessibility Services and the clinical site.  See also #9 below.
	9	“Address student concerns about the slow response to accommodation requests, ensuring prompt and effective support for students with specific needs.”	Accessibility Services is overwhelmed with requests. The Department informs all newly accepted and returning students to register in time if they require accessibility services. Even when they do, the wait times are long. Regrettably, this issue is beyond our control.  The Department continues to work with Accessibility Services and has made progress as the office now better understands the differences between accommodations for clinical placements versus academic courses. This will remain an ongoing discussion for some time.	Accommodation requests are handled by the University’s Accessibility Services office. While the response time of the central office is outside of the Department’s purview, SLP continues to liaise with Accessibility Services to improve their understanding of the clinical context and thus the assistance they provide to MHScSLP students.  The section on Accessibility Services in the SLP Student Handbook can be expanded to ensure that students are aware that due to the high volume of requests received the response time can be as long as several weeks, and that requests are triaged by urgency. Students should be encouraged to register promptly.
	10	“Despite these initiatives, some students have reported the existence of barriers regarding accommodation measures for certain conditions, such as delays in obtaining letters from the University or lack of communication between the University and the Department. We encourage the Department to identify these barriers and seek ways to enhance accessibility.”	Students may perceive barriers regarding accommodations because they do not always understand all aspects of the process. Especially for clinical sites, there are limitations to how accommodations can be implemented (see #8). The Department is in close contact with Accessibility Services about students who have registered for accommodations. Instructors are informed about such accommodations in writing by Accessibility Services. In general this system works well and we continue to work with Accessibility Services to improve the process and communications. Further, in an effort to improve communication with students, we have launched a Communication Hub on our teaching platform	The Department works closely with Accessibility Services to address student accommodation needs as quickly as possible and is continually working to improve the system.  A Communication Hub has been established to facilitate the smooth and timely flow of information to students.



			that allows posts about these policies to be immediately disseminated.	
The reviewers broadly recommended that the unit pursue opportunities to strengthen departmental engagement with and emphasis on EDIIA matters. They further recommended that the department review admissions practices with an eye to encouraging greater Indigenous student representation in the program, as well as exploring the possibility of recruiting non-Canadian applicants.	11	“The Department should focus on EDIIA to a greater extent by incorporating several of the recommendations discussed in Section 1.D”	<p>The Department created an EDIIA committee two years ago and has recently joined the Diversity Mentorship Program organized by Temerty Medicine. We have been participating in the annual summer program for high-school students from racialized communities for over 20 years.</p> <p>We are limited in our resources (financial and human) and have to rely on Faculty initiatives and resources to address EDIIA matters.</p> <p>We have a reserved spot for qualified Indigenous applications, which unfortunately is rarely filled. The addition of a spot would, therefore, probably not be an effective strategy but it will be up to the new Chair to revisit this policy.</p> <p>Furthermore, it is cost prohibitive for the Department to recruit non-Canadian applicants because the net budget we receive currently would be less than that for domestic students. Perhaps more importantly, clinical sites require students meet a high level of English proficiency.</p>	<p>In their report, the reviewers recognized the Department’s:</p> <ol style="list-style-type: none"> <li>1) strong history of research and teaching in the areas of multi-lingualism, multi-culturalism, and diversity in communications;</li> <li>2) creation of a dedicated EDIIA Committee;</li> <li>3) promotion of diversity in its admissions process;</li> <li>4) link to Temerty Medicine’s Office of Inclusion &amp; Diversity on its website and inclusion of “social responsibility, equity, diversity, and professionalism” as a core value;</li> <li>5) establishing the objective to “show respect for diversity” as a pivotal aspect of competency;</li> <li>6) Toronto context offers students experience with diversity in their clinical placements.</li> </ol> <p>The Department will continue to incorporate EDIIA content in its course materials and seek diverse clinical experiences for its students. To further support its students, the Department recently joined Temerty Medicine’s Diversity Mentorship Program, which connects students from minoritized groups with faculty mentors.</p> <p>Further details on the Department’s incorporation of the recommendations made in Section 1.D of the External Review Report are provided in the responses to #12a-h below.</p>
	12	“To further enhance the EDIIA focus and to increase departmental awareness, it is recommended that the Department:...”		
	a.	“Establish a EDIIA Portal on the first page of the departmental website with various descriptions and links to other EDIIA sites and information [...]”	Due to financial and human resource constraints, we are not in a position to develop and maintain this kind of portal on our website. We are also using a web platform that has specific limitations. This kind of information is provided and	Presently, the Department does not have the resources to source EDIIA materials and develop a new portal on its website. It does, however, provide a link in its revolving top banner to Temerty Medicine’s Office of Inclusion & Diversity (OID). The OID website

			maintained at the Temerty Faculty level through the Office of Inclusion & Diversity (OID) to which we refer students.	serves as a central resource for EDIIA-related programs, events, organizations, reports, and resources. OID provides support to all Temerty Medicine departments, including Speech-Language Pathology.
	b.	“Several explicit diversity goals should be established by the EDIIA committee, and these should be communicated to all students and potential students as well as the faculty so that all know what these departmental initiatives are.”	Our EDIIA Committee has made several recommendations and, at our last annual meeting, it became clear that many of our faculty are already implementing them. As mentioned in #11, we are participating in a diversity mentorship program for students of racialized background or otherwise disadvantaged communities. We share relevant information from our EDIIA Committee and from other sources by email with our students and faculty. We also incorporate this information in our student handbook, clinical education guide, and faculty handbooks. The Department has a dedicated Public Outreach & Communications Committee that develops strategies around communication. The new Chair may use a strategic planning process to integrate these initiatives and develop new ones in the future.	<p>The reviewers noted that the EDIIA Committee is tasked with increasing awareness of EDIIA in the Department, promoting actions supporting EDIIA, advising on how the curriculum can prepare graduates to meet the needs of diverse communities, and review current EDIIA practices to ensure continued alignment with broad Temerty Medicine and UofT initiatives.</p> <p>The new strategic planning process to be undertaken by the incoming Chair will afford an opportunity to establish further Departmental priorities and goals that are aligned with Temerty Medicine’s strategic domain of ‘Excellence through Equity’. The EDIIA and Public Outreach &amp; Communications Committees should collaborate in communicating EDIIA priorities and activities to its constituencies.</p>
	c.	“The Department or the EDIIA committee should seek out webinars, lectures, books, and articles that address issues related to diversity. Providing access to these should be accomplished by putting in the material (or their schedules) within the diversity portal on the departmental website.”	As stated in #12a, Temerty Medicine has a dedicated office to which departments turn to for this purpose; OID makes such information accessible to all units in the Faculty. In addition, several of our faculty do independently make this kind of material available on their Quercus course site.	See #12a above.
	d.	“The Department should review all courses and create clear delineations about how each course will address the issues of diversity and inclusiveness within	Many instructors build EDIIA content into their teaching and the Department will continue to do so. EDIIA was also a consideration in our recent Curriculum Review and features in several aspects of our new course (SLP1509); see also #1.	The Department will continue its efforts to incorporate EDIIA content into its course materials. With the assistance of the Curriculum Committee, the incoming Chair should oversee a thorough review of the curriculum and course syllabi to identify any gaps or additional opportunities for the inclusion of EDIIA

		the various disorders, resultant behaviors, and expectations.”		content and to ensure alignment with the Department’s new strategic plan. See #12f below.
	e.	“The Department should increase the presence of EDIIA discussions and regulations in the Student handbook and on the syllabi for any specialized courses on diversity and across all curricular syllabi.”	We are already working on several initiatives (described above under #12b at the departmental and individual instructor level. The new Chair as part of a strategic planning process may look at these aspects in more detail where needed.	In preparing the 2024-25 edition of the Student Handbook, the Department is encouraged to connect with Temerty Medicine’s Office of Inclusion & Diversity for relevant EDIIA-related content to be included.  See #12d above.
	f.	“The departmental vision, mission, and values statements should place greater focus on EDIIA as a value and a mission criterion.”	This will be part of a strategic planning process to be conducted by the new Chair.	Under the incoming Chair, the Department will be developing a new strategic plan, affording an excellent opportunity for revisiting and rearticulating the role of EDIIA in all aspects of the Department’s mission. Temerty Medicine has placed EDIIA front and centre in its strategic planning, and the Department will benefit from stronger alignment with the plan.
	g.	“The Department should foster communication on EDIIA issues with the clinical status-only professionals in the community to seek more and better diversity opportunities for the graduate students in the MHSc program. Additional opportunities for outreach will be located and employed.”	This is a topic that can be expanded on in the strategic planning process, to be conducted by the new Chair.	The new Chair will be encouraged to explore the roles that clinical status-only faculty can play in expanding the diversity experiences available to students.  Adequate representation of status-only faculty on the EDIIA Committee should be ensured. Opportunities to discuss these issues can also occur at monthly Departmental meetings.
	h.	“The Department should consider increasing the number of seats for Indigenous applicants to two or three, which would align with other SLP programs (e.g., University of Alberta).”	This issue was addressed above (#11). If as part of a future strategic planning process adding more seats for Indigenous applicants is deemed useful and practical, this can be considered. One of the biggest barriers to applying for our program is the high costs of living in Toronto. Adequate financial support for Indigenous applicants will be critical.	The Department previously expanded the undergraduate degrees accepted for application to its MHSc program to allow a greater diversity of students to apply.  Towards creating a pipeline of students, the Department has for decades been participating in Temerty Medicine’s Summer Mentorship Program, which offers high school students of Indigenous or African ancestry the chance to explore their interests in the health sciences. It is the hope that in the long

				<p>term, the Department will be able to consistently fill the spot reserved for an Indigenous student and be able to expand the number of dedicated seats.</p> <p>We suggest that the Department increase the number of Indigenous seats to at least 2, as it can be intimidating for students to be identified as the only person from a particular community.</p> <p>The Department's ability to recruit Indigenous learners will likely improve in the near future given Temerty Medicine's addition of UTSC as a health professions training site. There are approximately 10,000 Indigenous people living in the area and considerable effort will be made to reach out to this community in terms of attracting applicants to a variety of health professions programs at UofT, including SLP.</p>
13	"Provide more than one slot within the admissions process for Indigenous students and consider seats for international applicants."	See response to #11 and 12h.		See #11 and 12h above.
14	"The program may consider...reserving 1-2 seats for international applicants as they consider approaches to enhancing and assuring equitable admission practices and diversity in their student cohorts, and considering the unique life and health care experiences that international applicants may bring to the program."	See response to #11.		There are currently financial challenges posed by reserving seats for international students as the Department would receive less funding than for domestic students.
15	"The Department has attracted students from diverse backgrounds, but more should be done to reflect the cultural diversity of Toronto and surrounding areas (such as targeted	Our student population is indeed diverse and, as mentioned above, we continue to participate in special initiatives like the summer program that targets Black and Indigenous high school students to make them aware of SLP. The limits of our financial and human resources constrain us in many ways.		<p>See #11 and #12h above.</p> <p>Temerty Medicine's Office of Access &amp; Outreach connects underrepresented high school students with health science faculty members and professionals and leads a community of support for university</p>

		recruitment to specific underrepresented groups).”		<p>students. The Department is encouraged to reach out to this office to explore further opportunities to foster interest in speech-language pathology among underrepresented groups.</p> <p>The Department is also encouraged to review the demographic profile of students that is acquired through the biannual Voice of the Learners Survey.</p>
<p>The reviewers recommended exploring opportunities to strengthen relationships with cognate areas and units such as Linguistics, Occupational Therapy and Physiotherapy, to foster interdisciplinary collaborations and knowledge exchange. They further noted opportunities to enhance connections with OISE and other relevant internal and external entities, to enhance SLP’s profile with school boards, and address clinical placement challenges in educational settings.</p>	16	<p>“Explore opportunities for collaboration and partnerships with other departments such as Linguistics, Occupational Therapy (OT), and Physiotherapy (PT) to foster interdisciplinary connections and knowledge exchange.”</p>	<p>We work closely with the other sector departments (PT, OSOT, and the Rehabilitation Sciences Institute) on administrative issues. There is, however, little content overlap in our curricula, so there have been no real opportunities to set up joint courses. This year, there has been a joint initiative among Graduate Coordinators in the Rehab Sector to plan for a workshop to address mental stress among our collective students, and a grant has been submitted to support this initiative. We continue to strengthen our relationships with our health science program colleagues across the University, such as through the IPE Interfaculty Curriculum Committee.</p> <p>We have a good working relationship with Linguistics. We recommend instructors for specific courses they offer to their senior undergraduate students that are related to speech-language pathology. In the past we had a more formal agreement (based on a funding opportunity created by UofT) but that program was cancelled by the University. The current arrangements do not provide a sustainable and feasible financial basis for us to participate more. If Temerty Medicine in the future decides to create a general health sciences undergraduate program that would prepare students for applying for health science programs including SLP, the new Chair could revisit a more formal relationship with the Dept. of Linguistics and perhaps other units, like OISE. The new Chair will have to determine if a more formal relationship with OISE is feasible and helpful in securing more schoolboard placements.</p>	<p>The Department will continue to collaborate with cognate departments on mutually beneficial opportunities.</p> <p>The incoming Chair is encouraged to investigate the possibility of creating a formal partnership with OISE towards increasing the number of student schoolboard placements.</p> <p>Additionally, the Department may also consider connecting with the Temerty Centre for AI Research &amp; Education in Medicine (T-CAIREM) to explore the potential for collaboration.</p>

	17	“Develop and strengthen relationships with the Department of Education and the Ontario Institute for Studies in Education (OISE) to enhance credibility with school boards and facilitate collaboration in addressing clinical placement challenges in educational settings.”	See #16 above. Some efforts in building stronger relationships with OISE have been made in the past and can be explored further in the future.	See #16 above.
Other recommendations not prioritized in the Request for Administrative Response	18	“We suggest considering alternative ways to attract the best students who may be tempted to choose another program due to financial issues.”	The cost of living in Toronto is prohibitive to many. See #12h above. We have allocated several funding sources. Students can apply for financial support (bursaries). We continue to seek donor support to create more scholarships, which can help attract top students. For many applicants from outside Toronto, the city can seem intimidating in terms of costs and scale.	In addition to provision of student bursaries and scholarships, including the Ontario Graduate Scholarship Program, the University of Toronto is committed to supporting students by increasing student housing.

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

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The spokesperson for the reading group reported that the review summary had accurately reflected the full review, and that the administrative response addressed most of the pertinent issues. The reading group highlighted several issues, noting the Accreditation standards of the profession and their successful re-accreditation for 7 years, current resource implications, a changeover of Chairs, and the launch of the projected impact of the new SLP1509 course. The group reported that there was a disproportionately high number of recommendations concerning Equity, Diversity, Indigeneity, Inclusion, Accessibility (EDIIA) and acknowledged the great work that the Department had already accomplished in this area by highlighting several initiatives including the EDIIA committee and Diversity Mentorship Program, addition of EDIIA-related signage and language, and increased Indigenous representation opportunities and supports. The group requested further explanation of the issues related improving student-to-faculty ratios, potential intake of international students to enhance the program, identification of timelines and addressing the various EDIIA issues, however noted that a strategic plan was forthcoming for the program with the arrival of a new Chair.

Lynn Wilson, Vice Dean, Clinical and Faculty Affairs, Temerty Faculty of Medicine responded that:

- In terms of adequacy of the faculty complement, the Vice-Dean noted that the department would wait for the arrival of the new Chair before undertaking hiring processes.
- The clinical coordinator was on a graduated retirement schedule, and the department would identify an early replacement to mitigate potential challenges.
- While the ratio of appointed faculty to clinical learners is high, the department did have a lot of status only faculty and clinical preceptors.
- The Faculty of Medicine valued international students, and this was simpler on the MD side where they enrolled many international residents and clinical fellows. She noted the need for strong English proficiency given the clinical work requirements, though acknowledged that the language used in the administrative response regarding this issue could have been more carefully chosen, highlighting those international learners enhanced the learning environment for all students, through their diversity of perspectives and experiences.
- Many of the recommendations had been implemented, such as the revised student handbook to reflect accessibility and accommodation, EDI on the portal, and the diversity mentorship program.
- There was a robust curriculum committee across the Rehabilitation Sciences sector that held ongoing curriculum reviews, recommended enhancements, and shared leading practices.
- The SLP program joined the learner experience unit of Temerty Medicine.
- It was of significant importance that the clinical teachers in the hospitals and schools experienced community engagement through faculty meetings and events, and professional faculty development opportunities.

- The incoming Chair would lead the strategic planning process.

Pascal van Lieshout, Chair Department of Speech-Language Pathology added that it was best to allow the new incoming Chair the opportunity to express their vision and strategic planning with department, faculty and community input.

No follow-up report was requested.

## 4 Institutional Executive Summary

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The reviewers praised the program as highly innovative and internationally recognized, reflecting a strong commitment to staying at the forefront of the field; it provides first-rate didactic and clinical preparation; and the density of the Toronto area provides innovative clinical placement opportunities. Its purpose and objectives are very relevant to the discipline, as are its excellent professional training, and focus on research-directed clinical practice; and its comprehensive learning objectives meet all necessary requirements for certification and licensing. They highlighted the department's strong, viable recruitment and admissions plan; strong commitment to student mentoring, with measures established to monitor student progress; and available internal awards and scholarships. The department boasts stellar researchers who make significant contributions to advancing knowledge in the field; clinical educators and coordinators who are highly dedicated and engaged; and a strong mentorship program for new faculty. SLP's management of resource allocation is appropriate and facilitates effective departmental functioning; and there is evidence of strong support from upper administration regarding budget and procedural issues. The Chair's leadership and strong commitment to the program's success and well-being of its community are very much appreciated by department members; and the unit enjoys excellent relationships between students, faculty, leadership and alumni.

The reviewers recommended that the following issues be addressed: enhancing the MHSc, with particular emphasis on strengthening student experience in clinical placements, including: strengthening the balance between clinical knowledge and research methods in academic units; further improving the clarity and transparency of available information regarding clinical placements; Exploring approaches to encourage student peer support and facilitate learning experiences during clinical placements; and exploring the development of additional in-house clinical opportunities; they also recommended developing a strategic faculty complement plan; enhancing communications with status-only and adjunct faculty; addressing student concerns regarding slow responses to accommodation requests, and exploring approaches to ensuring prompt and effective supports for students with specific needs; pursuing opportunities to strengthen departmental engagement with and emphasis on EDIIA matters, including a review of current admissions practices; and exploring opportunities to strengthen relationships with cognate areas and units.

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



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

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In 2026 the Dean will follow up with the Chair of the Department of Speech-Language Pathology on the implementation of the external reviewers' recommendations and will provide an interim report to the Vice-Provost, Academic Programs no later than December 2026 on the status of the implementation plans.

The next UTQAP review of the Department of Speech-Language Pathology will be commissioned in 2028-29.

## **6 Distribution**

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On June 30<sup>th</sup> 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 Temerty Faculty of Medicine, 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.