ONTARIO UNIVERSITIES
COUNCIL on QUALITY ASSURANCE

SUMMARY OF AUDITORS' REPORT ON THE SCOPE OF THE UNIVERSITY OF TORONTO'S RESPONSE TO THE QUALITY ASSURANCE AUDIT

MAY 2019

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AUDITORS' REPORT ON THE INSTITUTIONAL ONE-YEAR FOLLOW-UP RESPONSE ON THE QUALITY ASSURANCE AUDIT OF THE UNIVERSITY OF TORONTO

SUMMARY

The Ontario Universities Council on Quality Assurance undertook an Audit of Quality Assurance at the University of Toronto in 2017. As with all such audits, the purpose was to assess the extent to which the University is in compliance with its own Institutional Quality Assurance Processes (UTQAP) and to affirm that institutional practices are consistent with the Quality Assurance Framework that governs all Ontario Universities.

The 2017 Audit Report of the University contained 11 recommendations and six suggestions. Under the Quality Assurance Framework, universities must satisfy audit recommendations, as they identify institutional practices that are not compliant with the university's IQAP. Suggestions are made by the audit team in the spirit of encouraging reflection on how practice might be improved, and thus compliance is not mandatory.

The Quality Assurance Framework requires that each institution submit a one-year follow-up response to the Quality Council. The University of Toronto submitted its One-Year Response and supporting documents on September 28, 2018, with additional information submitted on December 19, 2018, April 4, 2019, and April 16, 2019. Auditors have concluded that the University of Toronto's One-Year Response satisfactorily addresses the Audit Report's 11 recommendations.

Recommendation 1: Retain complete and accurate documentation for each stage of all quality assurance processes.

Recommendation 2: Ensure that all the required criteria are addressed in each self-study and New Program Proposal.

Recommendation 3: Formalize sign-off protocols to document verification of completeness of self-studies, New Program Proposals, and external appraisals and review reports.

Recommendation 4: Modify the UTQAP to make explicit how the progress on Implementation Plans for Cyclical Program Reviews is monitored and how new programs are monitored as they are put in place, as per QAF 4.2.6 c) and QAF 2.4.3.

Recommendation 5: Revise the UTQAP to indicate that distinct internal responses to external reviews are required from both the academic unit and the relevant Dean in New Program Proposals and Cyclical Program Reviews. (QAF 2.2.8. and 4.2.4 f)

Recommendation 6: Ensure that every program is reviewed at least once every eight years.

Recommendation 7: Ensure that when multiple programs are reviewed at once, the quality of each academic program must be addressed explicitly as set out in the evaluation criteria.

Recommendation 8: Revise the UTQAP to ensure that institutional peers (in this case the Committee on Academic Policy and Programs) review and assess the self-studies, the reviewers' reports, and the responses to them so as to satisfy QAF 4.2.5 a.

Recommendation 9: Move the writing and review of the Final Assessment Report and Implementation Plan for Cyclical Program Reviews to an earlier stage in the quality assurance process.

Recommendation 10: Revise the UTQAP to specify the processes for distributing the Final Assessment Report and the Implementation Plan within the University. (QAF 4.2.6. a)

Recommendation 11: Amend the UTQAP 2.4.5 related to external appraisal reports for new programs to include specific reference to the evaluation criteria, consistent with QAF 2.1.

After careful review of the University of Toronto's One-Year Follow-Up Response and the additional documents submitted at the request of the Quality Council, the Auditors are of the view that the University's One-Year Response demonstrates its commitment to ensuring and improving its quality assurance processes and practices. The University is to be commended for the smooth functioning of these processes in such a very large institution, with so many programs delivered out of differently structured academic units.

The Auditors found that the proposed changes to the UTQAP and to relevant templates and practices that have been or will be introduced in response to the audit meet the recommendations contained in the Audit report. The Auditors commend the University of Toronto for making or proposing the changes cited in its One-Year Follow-Up Response. The Auditors are of the view that, when a revised UTQAP is ratified by the Quality Council and the appropriate changes to practice are made, the quality assurance policies and practices at the University of Toronto will be enhanced.

UNIVERSITY OF TORONTO

OFFICE OF THE VICE-PROVOST,
ACADEMIC PROGRAMS

September 28, 2018

Dr. Ian Orchard
Senior Director Academic
Council of Ontario Universities
180 Dundas Street West, Suite 1800
Toronto, ON M5G 1Z8

Dear Dr. Orchard,

Subject: Institutional One-Year Follow-Up Report

The University is pleased to submit its one-year follow up report in response to the Quality Assurance Audit report, in accordance with section 5.2.9 of the Quality Assurance Framework, and as requested in Dr. Gooch's letter of September 26, 2017.

The enclosed report describes the steps the University of Toronto has taken to address the audit recommendations.

On behalf of the University of Toronto, I would like to thank the auditors for their recommendations and suggestions, and for the Quality Council secretariat's support of the audit process. We are confident that the steps we have taken in response to the audit will further enhance the quality assurance processes at the University of Toronto, and support the development and continuous improvement of undergraduate, graduate and professional programs of excellent quality, in line with the University's mission.

Should you require additional information, do not hesitate to contact us.

Sincerely,

Susan McCahan
Vice-Provost, Academic Programs

Encl.

cc. Paul Gooch, Chair, Ontario Universities Council on Quality Assurance
Daniella Mallinick, Director, Academic Programs, Planning & Quality Assurance

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Recommendation 1: *Retain complete and accurate documentation for each stage of all quality assurance processes.*

Steps taken to address the recommendation: While existing tools such as Sakia have, as the auditors noted, been very helpful, we are rolling out two tools that will further facilitate the retention of documentation:

1) A new SharePoint online environment, which allows for tagging of required documentation; provides for easy retrieval to support future UTQAP processes; and makes available the manuals and individual knowledge within the Vice-Provost, Academic Programs (VPAP) Office (including but not limited to information about document retention) directly from the locations where files for ongoing processes are managed. This new environment allows the tracking of key dates, permitting the VPAP Office to track how long processes are taking and whether bottlenecks are occurring at specific points (e.g., pre or post site visit, during the development phase for new programs, etc.).
2) A document retention guide for dean's offices in departmentalized Faculties, which includes a checklist of documents to be retained in support of reviews commissioned by the dean, as well as a suggestion to copy the vpacademicprograms@utoronto.ca account for all required communications (e.g., review announcements).

Recommendation 2: *Ensure that all the required criteria are addressed in each self- study and New Program Proposal.*

Steps taken to address the recommendation: A number of improvements have been implemented to better support discussion of alignment of program learning outcomes to requirements, delivery and assessment. A new self-study template was made available in March 2018 for 2018-19 reviews with more explicit prompts to engage with program learning outcomes throughout; the template also ensures full alignment with UTQAP requirements. The workshop to launch 2018-19 reviews included a presentation on the concept of alignment by the Vice-Provost, Innovations in Undergraduate Education (VPIUE) who is now also the VPAP. Bringing the two portfolios under the leadership of a single individual is also allowing for the leveraging of resources, a prime example being the participation of the VPIUE's Curriculum Development Specialist at all new program consultation meetings, as well as during the consolidated feedback stage for major modifications and new programs. Furthermore, the Curriculum Development Specialist and other staff hired within specific Faculties/Divisions provide support during the self-study process for cyclical program reviews. A revised new program proposal template is being piloted that includes more explicit prompts to engage with program learning outcomes and ensures full alignment with UTQAP requirements. The template will be finalized later this fall after feedback has been received by the Roundtable on Academic Program Matters (a group of vice deans academic from all Faculties/Divisions at U of T). In addition, a repository of existing program learning outcomes and curriculum maps is also being created in SharePoint online to ensure that major modification proposals and self-studies build on what already exists and to ensure knowledge about programs is maintained even if program coordinators or department chairs change. Conversations are ongoing about building this repository directly into the University's Curriculum Management tool and/or other emerging systems. Finally, the Provost has created a Program Innovation Fund from which deans may

request support for program/curriculum-related recommendations arising from cyclical review processes.

Recommendation 3: *Formalize sign-off protocols to document verification of completeness of self-studies, New Program Proposals, and external appraisals and review reports.*

Steps taken to address the recommendation: A cover page will be added to the self-study and new program proposal templates, as well as to external appraisals and review report templates to capture the date and individual signing off, with a checklist identifying what that individual is signing off on (e.g., coverage of evaluation criteria, etc.). The incorporation of these cover sheets within the existing templates (rather than having them exist as separate documents) will more readily assist in the responses to Recommendations 1 (record retention) and 2 (addressing all required criteria).

Recommendation 4: *Modify the UTQAP to make explicit how the progress on Implementation Plans for Cyclical Program Reviews is monitored and how new programs are monitored as they are put in place, as per QAF 4.2.6 c) and QAF 2.4.3.*

Steps taken to address the recommendation: As indicated during the audit, enrolment in new programs and related resource considerations are already monitored during the annual academic budget review process. Similarly, significant enrolment and academic resource recommendations from cyclical program reviews may also be discussed at these meetings, especially in the case of non-departmentalized Faculties.

To further support a model of continuous improvement for all programs, revisions to the UTQAP have been drafted to address this recommendation. Consultation on the revisions will be completed this fall, with the changes going forward to Cycle 3 governance (mid January 2019), following which the revised UTQAP will be submitted to the Quality Council for ratification.

Revisions to the UTQAP include provisions added to the protocol for new programs requiring a report on student enrolment and success, resource allocation and program administration, and the findings of program assessments conducted as outlined in the new program proposal. The report will be due from the dean to the VPAP midway between the program effective date and the date of the first review. Provisions have been added to the protocol for cyclical reviews to ensure that deans outline plans for monitoring the implementation of review recommendations as part of the administrative responses. These plans will include, at minimum, an interim report to the VPAP due midway between the most recent and next site visit dates.

The VPAP Office is also exploring ways to 'data-fy' review recommendations and implementation plans to facilitate the project management aspect of monitoring implementation plans, and to identify similar recommendations from multiple reviews so that they can be addressed in a coordinated fashion.

Recommendation 5: *Revise the UTQAP to indicate that distinct internal responses to external reviews are required from both the academic unit and the relevant Dean in New Program Proposals and Cyclical Program Reviews. (QAF 2.2.8. and 4.2.4 f)*

Steps taken to address the recommendation: As indicated in the response to Recommendation 4, revisions to the UTQAP have been drafted. The new program and cyclical review protocols now state explicitly that the dean's administrative response must reflect consultation with the academic unit proposing the program. A checklist of required elements in administrative responses has also been developed to accompany these revisions, for example to ensure that the names of those consulted and their roles appear in the administrative response. When new programs and cyclical reviews are discussed in governance both deans and the program proponents/representatives are present to respond to any questions members of the Committee on Academic Policy & Programs may have about the plans for implementing the external reviewers' recommendations.

Recommendation 6: *Ensure that every program is reviewed at least once every eight years.*

Steps taken to address the recommendation: The VPAP office has worked closely with Faculties to ensure that any backlog of reviews has been addressed; as of 2018-19 this backlog has been cleared. To ensure awareness and transparency regarding future review dates, the date of the next review will be confirmed in the Final Assessment Report and Implementation Plan in the case of cyclical program reviews, and in the New Program Proposal in the case of new programs, in addition to being included in the schedule of reviews on the VPAP website.

Recommendation 7: *Ensure that when multiple programs are reviewed at once, the quality of each academic program must be addressed explicitly as set out in the evaluation criteria.*

Steps taken to address the recommendation: The VPAP Office is committed to supporting this recommendation. All of the review templates underscore this requirement already, and we believe that the revised self-study template further clarifies this. In addition, the VPAP Office has been engaging with deans' offices to discuss appropriate 'bundles' of reviews. Finally, the VPAP Office, before approving reviewer nominations, is now emphasizing the importance of having the appropriate range of reviewers to ensure appropriate coverage of disciplines (in some cases this can be achieved by inviting more than the required number of reviewers).

Recommendation 8: *Revise the UTQAP to ensure that institutional peers (in this case the Committee on Academic Policy and Programs) review and assess the self-studies, the reviewers' reports, and the responses to them so as to satisfy QAF 4.2.5 a.*

Steps taken to address the recommendation: As indicated in the response to Recommendation 4, revisions to the UTQAP have been drafted. Beginning in Cycle 5, 2018-19, when the first reviews commissioned since the audit are brought forward to the Committee on Academic Policy and Programs, and following ratification of the revised UTQAP, Reading Groups will receive the self-studies in addition to the materials they already receive (i.e. "the reviewers' reports, and the responses to them").

Recommendation 9: *Move the writing and review of the Final Assessment Report and Implementation Plan for Cyclical Program Reviews to an earlier stage in the quality assurance process.*

Steps taken to address the recommendation: As indicated in the response to Recommendation 4, revisions to the UTQAP have been drafted. Beginning in Cycle 5, 2018-19, when the first reviews commissioned since the audit are brought forward to the Committee on Academic

Policy and Programs, and following ratification of the revised UTQAP, the Committee will receive a draft Final Assessment Report and Implementation Plan (FAR/IP) as part of the meeting materials. The revised UTQAP also provides greater detail on the required content of the FAR/IP and how it relates to materials required under University Policy and governance committee terms of reference.

Recommendation 10: *Revise the UTQAP to specify the processes for distributing the Final Assessment Report and the Implementation Plan within the University. (QAF 4.2.6. a)*

Steps taken to address the recommendation: As indicated in the response to Recommendation 4, revisions to the UTQAP have been drafted. As indicated in the response to Recommendation 9, a draft of the FAR/IP will be provided to the Committee on Academic Policy & Programs (AP&P) and made available to meeting participants (which includes the deans, program representatives, etc.). Following AP&P, the final FAR/IP will be distributed by email to deans, program representatives, the Governing Council secretariat, and posted on the VPAP website, prior to being submitted to the Quality Council.

Recommendation 11: *Amend the UTQAP 2.4.5 related to external appraisal reports for new programs to include specific reference to the evaluation criteria, consistent with QAF 2.1.*

Steps taken to address the recommendation: As indicated in the response to Recommendation 4, revisions to the UTQAP have been drafted. A direct reference to the list of minimum required elements has now been included in the UTQAP.

* * *

Suggestions 1, 3 & 6:

- *Consider removing the section in the UTQAP about the Quality Council and its Appraisal Committee (much of 2.5 and 2.6).*
- *Consider including in the UTQAP more detail surrounding the nomination process of external reviewers for Cyclical Program Reviews and New Program Proposals. (QAF 4.2.4).*
- *Ensure that the section of the self-study on "Participation in the self-study process" be more detailed in describing the roles of all those involved in the construction of the self-study to document clearly the full involvement of faculty, students, and staff.*

Steps taken to address the suggestions: As indicated in the response to Recommendation 4, revisions to the UTQAP have been drafted.

- Much of this section has been removed as suggested.
- Additional information on the nomination process has been added to both the new program and cyclical review protocols.
- A footnote linking to the Quality Council's guidance around self-study participation has been included in the review protocol and the involvement of the various constituencies must be "described in detail" rather than simply "outlined" in the self-study.

Suggestions 2, 4 & 5:

- *Identify the selection process for and the responsibilities of the Commissioning Officer in reviews of interdivisional and interinstitutional programs.*
- *Consider implementing a process for dealing with external reports that do not meet the requirements of the UTQAP.*
- *Consider developing a protocol to involve academic units in responses to the Quality Council's Appraisal Committee concerning New Program Proposals and ensure that this involvement is documented.*

Steps taken to address the suggestions:

- Interdivisional and interinstitutional programs are now apparent in the schedule of reviews posted on the VPAP website. The schedule identifies the commissioning officer in the case of these programs, and links to documents outlining the protocols and best practices for reviews of interdivisional and interinstitutional programs. In the case of interinstitutional programs, the revised new program proposal template will include a prompt for proponents to describe the proposed review process.
- The response to Recommendation 3 should facilitate the provision of external reports that **do** meet the requirements of the UTQAP. The VPAP Office has also reminded deans that they can and should request revisions to external reports that do not meet UTQAP requirements **before** accepting them as final and processing honoraria and other reimbursements, and to communicate the need to report on all required elements to external reviewers/appraisers before and during the site visit, as well as through the report templates.
- The VPAP Office now ensures that all responses to the Quality Council's Appraisal Committee concerning new program proposals explicitly state the names of the individuals who contributed to the response, and their roles in relation to the new program.

UNIVERSITY OF TORONTO

University of Toronto Quality Assurance Process (UTQAP)

Revised version approved by the

Ontario Universities Council on Quality Assurance

[update] ~~September~~ TBC Fall~~21~~, ~~2012~~2018

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1 Quality Assurance Context

1.1 Overview

The University of Toronto is committed "to being an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality." [1] Hence, the University welcomes the opportunity provided by the Ontario Council of Academic Vice-Presidents' *Quality Assurance Framework* (QAF)[2] assigning the responsibility for academic standards, quality assurance and program improvement, in the first instance, to universities themselves. The University of Toronto's approach to quality assurance is built on two primary indicators of academic excellence:

(1) the quality of the scholarship and research of faculty and
(2) the success with which that scholarship and research is brought to bear on the achievement of Degree-Level Expectations.

These indicators are assessed by determining how our scholarship, research and programs compare to those of our international peer institutions and how well our programs meet their Degree-Level Expectations. Reviews provide the opportunity to celebrate successes, identify areas where we can do better and vigorously pursue improvements.

The *Policy for Approval and Review of Academic Programs and Units* governs the approval of proposed new programs and the review of existing programs at the University of Toronto. The *University of Toronto Quality Assurance Process* (UTQAP) outlines the protocols for the assessment and approval of new programs, review of existing programs, modifications to existing programs and closures of programs. Complementing this document, the University has developed a series of standardized templates to support the quality assurance process. These and a wide range of explanatory materials and best practice exemplars are available on the Vice-Provost, Academic Programs' UTQAP website. The *Policy for Approval and Review of Academic Programs and Units* was approved by the Governing Council of the University of Toronto on June 24, 2010. The UTQAP was brought forward for information at that time and was subsequently ratified by the Ontario Universities Council on Quality Assurance (the Quality Council) on March 31, 2011. ~~The~~ A subsequent version was approved by the Quality Council on September 21, 2012, ~~current version of the UTQAP contains~~ containing a number of small revisions to ensure greater clarity and to bring the

[1] Statement of Institutional Purpose, 1992.

[2] In 2010, the Ontario Council of Academic Vice-Presidents (OCAV) through the Ontario Universities Council on Quality Assurance (OUCQA or the "Quality Council") approved the Quality Assurance Framework for quality assurance of undergraduate and graduate programs in Ontario effective as of September 2010. The Council operates at arm's length from government to ensure its independence. http://www.provost.utoronto.ca/Assets/Provost+Digitai+Assets/QAF.pdf

Comment [DM1]: All endnotes converted to footnotes

Comment [DM2]: Changed formatting from in line paragraph to numbered list.

document in line with evolving practice across the province following the first full year under the Quality Assurance Framework. The current version of the UTQAP contains changes made in response to the September 2017 *Report on the Quality Assurance Audit of the University of Toronto*, changes to reflect the province-wide changes regarding collaborative specializations (formerly collaborative programs), as well as updated formatting to correct previous errors and reflect best practices for accessibility. It was approved by the Quality Council on ~~September 21, 2012~~[date Fall 2018].

The University of Toronto's responsibilities for quality assurance extend to new and continuing undergraduate and graduate degree and diploma programs whether offered in full or in part by U of T, or conjointly with any institutions federated or affiliated with the University. These responsibilities also extend to programs offered in partnership, collaboration or other such arrangement with other postsecondary institutions including colleges, universities and institutes.

The Quality Council ensures that Ontario continues to maintain a rigorous quality assurance framework. It ratifies each institution's Quality Assurance Process [IQAP] and is responsible for approving any subsequent revisions to that IQAP. It also is responsible for conducting an audit of university processes through a panel of auditors that reports to a committee of the Council. The panel's role is to examine each institution's compliance with its own Quality Assurance Process. The Quality Council approves and monitors the audit reports.

The University of Toronto Quality Assurance Process (UTQAP) encompasses four elements:

- The New Degree Program Approval Protocol applies to new undergraduate degrees, undergraduate specialists and majors, graduate programs and degrees, and graduate diplomas ~~and collaborative graduate specializations~~. The Quality Council has provided the following statement regarding the definition of new programs: To clarify, for the purposes of the *Framework*, a "new program" is brand new: that is to say, the program has substantially different program requirements and substantially different learning outcomes from those of any existing approved programs offered by the institution.

New programs and degrees are externally reviewed as part of the process leading to approval by institutional governance. Proposals for graduate diplomas ~~and collaborative specializations~~ do not require external appraisal. Once approved by University governance, these new program proposals are assessed by the Appraisal Committee of the Quality Council. This Council has the authority to approve or decline all new program proposals.

- The Major Modification Protocol is used to ensure program quality where major substantive changes are made to existing and previously approved

Comment [DM3]: Ontario-wide new nomenclature and processes (now major mod, formerly expedited approval) reflected throughout.

programs. Major modifications are approved through University governance processes and are reported annually to the Quality Council.

- The Program Closure Protocol articulates a process for closing programs. There are a number of possible reasons for closing a program including low enrolment, changes in the disciplinary landscape and poor quality of the academic program. These reasons may be articulated in external review reports or may be identified by members of the University community. Program closures are approved through University governance processes and are reported annually to the Quality Council.
- The Cyclical Program Review Protocol ensures the quality of existing undergraduate and graduate degree programs and for-credit graduate diplomas. The review of an academic program may be a part of a review of the academic unit(s) in which the program resides.

In addition to the protocols described in the UTQAP, the Vice-Provost, Academic Programs' ~~UTQAP~~ website:

a) provides templates that establish formats for new program proposals, major modifications, program closures, self-studies and external review reports;

b) describes best practices and establishes criteria for administrative processes such as the selection of reviewers and scheduling of appraisals of new and existing programs and units;

c) provides guidance on the conduct of self-studies;

d) identifies responsibilities for the collection, aggregation and distribution of standardized data and outcome measures required for self-studies;

e) sets out the University's cycle for the conduct of undergraduate and graduate program reviews; and

f) establishes contact information for support and assistance.

1.2 Institutional Authority

The Vice-President and Provost is the chief academic officer and chief budget officer at the University of Toronto. The Provost, with the Vice-Provost, Academic Programs, is responsible for the oversight of the University of Toronto Quality Assurance Process and ensuring that the UTQAP is applied in a manner that conforms to the U of T's quality assurance principles and to Quality Council requirements.

Within the Office of the Vice-Provost, Academic Programs, the Director, Academic Programs, Planning and Quality Assurance ~~and Policy~~ is the contact between the institution and the Quality Council.

- **New Degree Program Proposals:** The Office of the Vice-Provost, Academic Programs responds to divisional queries and facilitates proposal development with respect to institutional academic, planning and budget, student life and governance and approval aspects of proposals.

- **Major Modifications to Existing Programs:** The Office of the Vice-Provost, Academic Programs consults with divisions on the development of proposals for major modifications to existing programs. The Office receives copies of approved program modifications and compiles an annual report of all divisional modifications.

- **Program Closures:** The Office of the Vice-Provost, Academic Programs responds to divisional queries and facilitates the development of proposals for the closure of programs. The Office includes program closures in the annual report to the Quality Council.

- **Cyclical Reviews:** The Office of the Vice-Provost, Academic Programs is responsible for ensuring that cyclical reviews of academic programs and/or units are undertaken. Where quality concerns are raised in the cyclical review, the Vice-Provost, Academic Programs monitors the timely implementation of improvements.

The Office of the Vice-Provost, Academic Programs' ~~maintains a UTQAP~~ website ~~that~~ includes information pertaining to the quality assurance process, all related templates and materials, program approval and review schedules and contact information.

2 New Degree Program Approval Protocol

The primary responsibility for the design and quality assurance of new undergraduate and graduate degree programs lies with the University and its governing bodies. Academic divisions are responsible for curriculum design, the identification of program objectives, the development of learning outcomes and degree-level expectations and the assembly of human, instructional and physical resources. The approval protocol helps to ensure that programs are aligned with the objectives of the academic division and of the University as specified within the *Statement of Institutional Purpose* and thereby advance the mission of the University and the academic division.

2.1 Purpose and Application

The New Degree Program Approval Protocol sets out the steps to be taken at the University to assemble and provide the information required in support of new program proposals. The purpose of the Protocol is to ensure that the procedures followed for the assessment of proposed new academic degree programs is in accordance with the *University Policy for Approval and Review of Academic Programs and Units* and the provincial *Quality Assurance Framework*.

The New Degree Program Approval Protocol applies to the development of new undergraduate or graduate degrees, undergraduate specialists and majors within approved degrees, and to graduate degree programs~~, graduate collaborative specializations~~ and diplomas, offered in full or in part by the U of T or by the U of T jointly or conjointly with institutions federated or affiliated with the University:

- New Degree Program Proposals are assessed within the division and by the Office of the Provost as part of the program development process prior to external appraisal and submission to University governance. The program proposal must address the purpose and content of the new program and the capacity of the unit to deliver a high-quality program.

- The Dean is responsible for commissioning the external appraisal of proposed new programs with the approval of the Vice-Provost, Academic Programs.

- Programs that are inter-and multidisciplinary must identify a permanent lead administrative division and identify a commissioning officer for future cyclical program reviews.

- Programs that are inter-institutional and offered jointly, conjointly and/or in affiliation with other higher education institutions (colleges and universities) through formal agreements are assessed as entities distinct from the larger institutions within which they are included. Where a program is held jointly with an Ontario institution that does not have an IQAP that has been ratified by the Quality Council, the UTQAP will serve as the guiding document and University of

Toronto will be the lead institution. Where a program is held jointly with an Ontario institution that does have an IQAP that has been ratified by the Quality Council, a lead institution will be selected. Program proposals specify how future reviews will be conducted.

2.2 Overview of the Program Approval Process

The steps required to develop and approve proposals for new undergraduate degrees, undergraduate specialists or majors within existing degrees, graduate programs and degrees, and graduate diplomas ~~and graduate collaborative specializations~~ are indicated in figures 1a (standard approval) and 1b (expedited approval). New undergraduate degrees, undergraduate specialists or majors, graduate degrees and programs are subject to the full standard approval process which includes an external appraisal. New graduate diplomas ~~and collaborative graduate programs~~ may be brought forward under an expedited process which requires the submission of a proposal to the Quality Council but does not require an external appraisal.

Figure 1a: Standard Process for Approval of New Undergraduate and Graduate Degrees and Programs

[diagram]

Comment [DM4]: TO BE COMPLETED Create new accessible diagram once UTQAP text is confirmed.

Figure 1b: Expedited Process for Approval of New Graduate Diplomas and Graduate Collaborative Programs

[diagram]

Comment [DM5]: TO BE COMPLETED See above. Amend figure 1a accordingly.

2.3 Evaluation Criteria Identified in the Quality Assurance Framework

Proposals for new graduate or undergraduate degree programs are evaluated against the following criteria set by the Quality Assurance Framework. Academic divisions are responsible for the development of a new program proposal that addresses the evaluation criteria below together with any further divisional requirements which the academic division chooses to apply (see UTQAP new program templates).

2.3.1 Objectives

a) Consistency of the program with the institution's mission and unit's academic plans.
b) Clarity and appropriateness of the program's requirements and associated learning outcomes in addressing the academic division's undergraduate or graduate degree-level expectations.
c) Appropriateness of degree or diploma nomenclature.

2.3.2 Admission Requirements

a) Appropriateness of the program's admission requirements for the learning outcomes established for completion of the program.
b) Sufficient explanation of additional requirements, if any, for admission into a graduate, second-entry or undergraduate program, such as minimum grade point average or additional languages or portfolios, along with how the program recognizes prior work or learning experience.

2.3.3 Structure

a) Appropriateness of the program's structure and regulations to meet specified program learning outcomes and degree-level expectations.
b) For graduate programs, a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period.

2.3.4 Program Content

a) Ways in which the curriculum addresses the current state of the discipline or area of study.
b) Identification of any unique curriculum or program innovations or creative components.
c) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.
d) Evidence that each graduate student in the program is required to take all of the course requirements from among graduate level courses.[3]

2.3.5 Mode of Delivery

a) Appropriateness of the proposed mode(s) of delivery (distance learning, compressed part-time, online, mixed-mode or non-standard forms of delivery, flex-time options) to meet the intended program learning outcomes and degree-level expectations.

2.3.6 Assessment of Teaching and Learning

a) Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and degree-level expectations.
b) Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the academic division's statement of its degree-level expectations.

[3] While the QAF requires a minimum of 2/3 courses be at the graduate level, the University of Toronto requires all courses be at the graduate level.

2.3.7 Resources for All Programs

a) Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources to support the program.
b) Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program.
c) Evidence that there are adequate resources to sustain the quality of scholarship and research activities of undergraduate and graduate students, including library support, information technology support and laboratory access.
d) A budget outline including proposed enrolment, proposed tuition and indication of whether the proposed program will be cost-recovery.

2.3.8 Resources for Graduate Programs Only

a) Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.
b) Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.
c) Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and ~~supervisors~~supervision.

Comment [DM6]: Revision to align with QAF wording.

2.3.9 Resources for Undergraduate Programs Only

a) Evidence of and planning for adequate numbers and quality of faculty and staff to achieve the goals of the program.
b) Planning and commitment to provide the necessary resources in step with the implementation of the program.
c) Planned/anticipated class sizes.
d) Provision of supervision of experiential learning opportunities (if required).
e) The role of adjunct and part-time faculty.

2.3.10 Quality and Other Indicators

a) Definition and use of indicators that provide evidence of the quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).
b) Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.

2.4 Initial Institutional Process

2.4.1 Institutional Authority and Quality Council Contact

The Provost, with the Vice-Provost, Academic Programs, is responsible for the oversight of the University of Toronto Quality Assurance Process and ensuring that the UTQAP is

applied in a manner that conforms to the University's quality assurance principles and Quality Council requirements. The Office of the Vice-Provost, Academic Programs responds to divisional queries and facilitates proposal development with regard to institutional academic, planning and budget, student life, governance and approval aspects of proposals.

Within the Office of the Vice-Provost, Academic Programs, the Director, Academic Programs, Planning and Quality Assurance ~~and Policy~~ is the contact between the institution and the Quality Council.

Comment [DM7]: Revised to reflect 2014 change in title

2.4.2 New Program Proposal Development and Submission to the Vice-Provost, Academic Programs

New programs are initiated within academic divisions. The Office of the Dean of the academic division submits the initial proposal outline to the Vice-Provost, Academic Programs, who is responsible for providing feedback regarding the program including input from the Provost, ~~and~~ other Vice-Provosts, and other shared service offices as appropriate. For example:

Comment [DM8]: In the previous version of the UTQAP, this language was included only in figures 1a and 1b but for clarity suggest this would be better in the body of the document.

Vice-Provost, Academic Programs considers:

- Program rationale including consistency with the unit's academic plan
- Appropriateness of the name and degree designation
- Program description, requirements, content and standards; program objectives; learning outcomes; faculty and teaching staff requirements and supervisory capacity
- Impact on the nature and quality of the division's programs of study
- Impact on other divisions and need for inter-divisional and inter-institutional consultation and agreements/contracts

Vice-President, University Operations /Vice-Provost, Academic Operations considers:

Comment [DM9]: Included both titles

- Resource implications, including, but not limited to, staffing, libraries and computing facilities, enrolment/admissions, revenue/costs, financial aid
- Enrolment planning, revenue and expense projections
- ~~BIU~~ Ministry grant funding eligibility
- Space allocations and operating costs; capital project approvals
- Ministry program approvals process and submission requirements

Comment [DM10]: Suggest revising to avoid having to change when government terminology changes

Comment [DM11]: Moved to VPUO to reflect portfolio changes

Vice-Provost, Students:

- Impact on student affairs, services, and fees; registrarial and information systems; awards and admissions
- Implications for student placement agreements

Comment [DM12]: This isn't in the original but suggest adding as a critical piece that is otherwise sometimes overlooked

Comment [DM13]: As above, not in the original but suggest adding.

Vice-Provost, Faculty and Academic Life considers:

- Faculty implications

(For new graduate programs/degrees) Vice-Provost, Graduate Research and Education considers:

- Program design and objectives (from admissions to graduation) relative to SGS regulations and best practices (e.g., to support timely completion, diverse career outcomes, etc.)
- Faculty and teaching staff requirements and supervisory capacity relative to SGS policies for graduate faculty and best practices for supervision
- Impact on SGS student affairs and services; SGS registrarial and information systems; and SGS awards and admissions

Vice-Provost, Innovations in Undergraduate Education considers:

- Alignment between program design, delivery and learning objectives
- Supports for the development and mapping of program learning outcomes, pedagogical innovation, educational technology, work-integrated learning

Once the program has been approved for development, the division works with the Office of the Provost to develop the new program proposal.

The Dean ensures appropriate compliance with the evaluation criteria listed in ~~(~~section 2.3~~2.3)~~ and ensures that appropriate consultation is conducted with the Office of the Vice-Provost, Academic Programs early in the process of proposal development. The Dean ensures that appropriate consultation is conducted with faculty and students, other University divisions and external institutions. The Dean commissions the external appraisal of a new program as required with the approval of the Vice-Provost, Academic Programs.

The Office of the Provost reviews and approves draft proposals as identified in figures 1a and 1b.

Comment [DM14]: Language confirmed with VPGRE

Comment [DM15]: Added to reflect new portfolio since last UTQAP updates

Comment [DM16]: In response to audit recommendation, removed bracketed reference to make it clearer that the items listed in 2.3 are required and inserted cross reference link (in electronic version of the UTQAP) to this section.

Figure 1a: Steps required to develop and approve new programs

2.4.3 Program Proposal

The Vice-Provost, Academic Programs confirms that the new program proposal is complete and includes information on all the evaluation criteria listed in ~~(~~section 2.3~~2.4.2)~~, so that the submission process can continue.

2.4.4 External Appraisal[4]

An external appraisal is required for new undergraduate and graduate degrees; new undergraduate specialists and majors; and new graduate degree program proposals only. The following process is required in the selection and appointment of external ~~reviewers~~ appraisers who ~~review~~ appraise a new program proposal.

- The external appraisal of a new program proposal is commissioned by the Dean of the relevant academic division with the approval of the Vice-Provost, Academic Programs.
- The Dean commissioning the appraisal is responsible for the selection of the external appraisers in consultation with the proponents of the new program. All appraisers are approved by the Office of the Provost.
- There must be at least one ~~reviewer~~ appraiser for a new undergraduate program and two for a new graduate program.
- The ~~reviewers~~ appraisers should be active and respected in their disciplines, and will normally be associate or full professors, or the equivalent, with program management or senior academic administrative experience.
- They must be at arm's length from the program under appraisal.
- ~~(~~See the ~~UTQAP~~ Vice-Provost, Academic Programs website for a definition of arm's length, suggestions on the selection of ~~reviewers~~ appraisers and a ~~reviewer~~ nomination form.~~)~~
- The external appraisal of a new ~~graduate~~ program proposal (undergraduate or graduate) must incorporate an onsite visit.
- ~~The external appraisal of a new undergraduate program proposal is normally conducted onsite, but may be conducted by desk audit, video conference or an equivalent method if the external reviewer is satisfied that the offsite option is acceptable.~~
- ~~(The UTQAP website includes sample instructions to reviewers.)~~
- The external ~~reviewers~~ appraisers provide a joint report that appraises the standards and quality of the proposed program.
- ~~(~~The ~~UTQAP~~Vice-Provost, Academic Programs website includes sample instructions to ~~reviewers~~appraisers.~~)~~

[4] Proposals for new graduate diplomas ~~and collaborative programs~~ undergo an Expedited Approvals process (Figure 1b) without the requirement of an external appraisal (i.e., sections 2.4.4 to 2.4.6 do not apply to these proposals).

Comment [DM17]: Corrected incorrect numbering of reference and adjusted wording as above in response to audit recommendation.

Comment [DM18]: Edit to distinguish from cyclical review process.

Comment [DM19]: Suggestion 3 is about adding more detail surrounding the nomination process of external reviewers. This language has been added to parallel what already exists for the external reviewer nomination process and to reflect the practice that has been in place for new programs.

Comment [DM20]: Suggest omitting – U of T did one desk audit early on and it was not helpful and had to be redone. All subsequent undergraduate program appraisals have taken place in person. A lower bar for undergraduate is also inconsistent with other UTQAP practices.

2.4.5 Appraisal Report

The ~~reviewers~~ appraisers provide a joint report evaluating the standards and quality of the proposed program and addressing the evaluation criteria listed in 2.3, including the associated faculty and material resources. They will also be invited to acknowledge any clearly innovative aspects of the proposed program and make recommendations for any essential or desirable modifications to it. This is normally presented within two weeks of the site visit. ~~As part of the process, reviewers are invited to acknowledge any clearly innovative aspects of the proposed program~~.

2.4.6 Administrative Responses

An administrative response to the new program proposal and appraisal report is required from the Dean of the proposing academic division, which reflects ~~following~~ consultation with the academic unit (in departmentalized Faculties/Divisions) proposing the program. The Vice-Provost, Academic Programs responds to the divisional response.

2.4.7 University of Toronto Approval

The new program proposal, the external appraisal report and the internal administrative responses proceed through the divisional and University governance processes.

Divisional Governance

Each academic division is responsible for delineating governance approval processes for new undergraduate and graduate programs and diplomas. The Vice-Provost, Academic Programs is responsible for reviewing these processes and ensuring compliance with University and UTQAP processes. Each division outlines its process on its own council website. A summary of divisional governance processes is available on the website of the Vice-Provost, Academic Programs.

University-Wide Governance

Proposals are submitted to University governance through the Provost's Office, which recommends items to the Committee on Academic Policy and Programs and Academic Board through their senior assessors.

Upon approval of a new program by divisional council, the new program proposal, appraisal report and administrative responses are submitted to the Committee on Academic Policy and Programs by the Vice-Provost, Academic Programs. The Committee on Academic Policy and Programs approves proposals for new undergraduate programs and recommends proposals for new undergraduate degrees and graduate programs to Academic Board for final approval.

2.4.8 Quality Council Secretariat

Upon approval by University governance, the Office of the Vice-Provost, Academic Programs submits the new program proposal, together with all required reports and documents, to the Quality Council.

Comment [DM21]: Revised to address recommendation 11.

Comment [DM22]: Wording changed to ensure alignment with QAF: " and addresses the criteria set out in Section 2.1, **including the associated faculty and material resources**. They will also be invited to acknowledge any clearly innovative aspects of the proposed program **together with recommendations on any essential or otherwise desirable modifications to it**."

Comment [DM23]: Moved this up in line with QAF wording – otherwise innovation seems like an afterthought and the focus of the appraisal may seem primarily negative/what needs to be changed.

Comment [DM24]: Revised to address recommendation 5 (internal responses)

2.4.9 Announcement of New Programs

Following the submission of the new program proposal to the Quality Council, the academic unit may announce its intention to offer the program, provided that clear indication is given that approval by the Quality Council is pending and provided that no offers of admission will be made until and unless the program is approved by the Council.

2.5 Initial Quality Council Appraisal Process

Comment [DM25]: Most of this section has been removed in line with Suggestion 1

The Quality Council Appraisal Process proceeds as outlined in the Quality Assurance Framework section 2.3, resulting in

~~2.4.10 Secretariat Check~~

~~The Quality Council Secretariat will confirm that the new program proposal and associated reports and internal responses to them (as set out in section 2.4 above) are complete. If there is missing information or defects of substance, the Secretariat will return the new program proposal for revision or amendment and resubmission. Otherwise the proposal and accompanying documents will be forwarded directly to the Quality Council Appraisal Committee.~~

~~2.4.11 Appraisal Committee Reviews and Recommends~~

~~The Quality Council's Appraisal Committee reviews and appraises the complete file. This committee may seek further information, in which case it provides reasons for its requests. In rare instances, the Appraisal Committee may invite further input from an external expert, either through a desk audit or site visit. If no further information is required, the Appraisal Committee, through the Quality Council, will propose its recommendation, including a brief explanation of its reasons. This assessment includes one of the following recommendations:~~

- ~~a) Approval to commence;~~
- ~~b) Approval to commence, with report; (This typically refers to some provision or facility not currently in place but planned for later implementation, often two to three years in the future. The "with report" condition implies no lack of quality in the program, does not hold up the implementation of the new program and is not subject to public reference, whether on the web or elsewhere.)~~
- ~~c) Deferral for up to one year during which time the University may address identified issues and report back; or~~
- ~~d) Against approval. This step will normally be completed within 45 days of receipt of the University's submission, provided that the submission is complete and in good order, and that no further information or external expert advice is required. Where additional information is required by the Appraisal Committee, one of the four possible recommendations (see above) to the Council will be made within a further 30 days of its receipt.~~

~~2.5 Quality Council Appraisal Process~~ Continuation

Comment [DM26]: See previous comment in line with suggestion 1

~~2.5.1 Institution May Consult/Appeal to Committee~~

~~When the recommendation is one of b), c) or d) in 2.5.2 above, the University may, within 60 days, make an appeal to, or request a meeting with, the Appraisal Committee for reconsideration. Normally, the grounds for seeking reconsideration are that the University will be providing new information; that there were errors of fact in the Appraisal Committee's commentary; or that there were errors of process. Following such communication, the Appraisal Committee revisits and may revise its assessment. It will convey its final recommendation to the Quality Council.~~

~~2.5.2 Institution May Appeal to Council; Council Decides~~

~~Having received and considered the Appraisal Committee's final assessment and recommendation and any additional comments from the University on the assessment, and having heard any requested appeal from the University on matters of fact or procedure, the Council makes~~ one of the following decisions:

a) Approved to commence;
b) Approved to commence, with report;
c) Deferred for up to one year, affording the University an opportunity to amend and resubmit its proposal; or
d) That the program proposal is declined.

~~When the Quality Council chooses option c), then the Appraisal Committee suspends the assessment process until the University has resubmitted its proposal. After this, the Appraisal Committee reactivates its appraisal process (see section 2.5.2 above). When the Appraisal Committee does not receive a response within the specified period, it considers the proposal to have been withdrawn.~~

~~Council Reports Decision~~

The Quality Council conveys its decision to the University through the designated institutional contact and reports it for information to the Ontario Council of Academic Vice-Presidents (OCAV) and to the Ministry of Training, Colleges and Universities (MTCU). Information about decisions on approval to commence for new programs, together with a brief description of the programs, are posted on the websites of the Quality Council and the Vice-Provost, Academic Programs. Only at this point may the University make offers of admission to the program.

~~2.5.3 Waiting Period Before Resubmission~~

~~To allow time for revisions to proposals, any institution declined permission to proceed at this stage of the process, or following a denied appeal of the decision, will normally wait until one year has elapsed from the date of the Quality Council's decision before resubmitting a revised version of its proposal. The same waiting period normally applies~~

~~when a university does not resubmit a deferred program proposal within the specified period.~~

~~2.5.4 Subsequent Appraisal With Report~~

~~When the University has been given approval to commence a program with report, the Appraisal Committee reviews the subsequently submitted report, conducts whatever consultation it requires and then makes one of the following recommendations to the Council. That:~~

- ~~a) The program be approved to continue without condition.~~
- ~~b) The program may continue accepting admissions, but the Council requires additional follow-up and a report within a specified period, prior to the conduct of the initial cyclical review. On the Council's receipt of that required report, the procedure returns to this same step in the appraisal process (i.e., section 2.6.6).~~
- ~~c) The program be required to suspend admissions for a minimum of two years. The Quality Council will then specify the conditions to be met in the interim in order for admissions to the program to resume.~~

~~The University may appeal, to the Quality Council, the proposed recommendation of the Appraisal Committee to suspend admissions to the program (section 2.6.5c) on the same terms as are set out in section 2.6.2 above (i.e., the University will be providing new information; and/or there were errors of fact in the Appraisal Committee's commentary; and/or there were errors of process). Council Hears Appeal Based on Report; Council Decides~~

~~Having received and considered the Appraisal Committee's recommendation, and the University's appeal, if any, the Quality Council may decide:~~

~~To approve the program without condition, or~~

~~To approve the program continuing admissions with a further report, or~~

~~To require the program to suspend admissions for a minimum of two years. This decision is final. The Quality Council conveys its decision to the University, and reports it to OCAV and to the Ministry for information.~~

2.6 Subsequent Process

2.6.1 Ministry Funding Approval for New Undergraduate Degrees and Graduate Degrees and Programs

The Ministr~~yer~~ approves funding ~~(BIUs)~~ for new degree and diploma programs. The approval process occurs several times per year. Proposals are submitted to the Ministry by the University once Quality Council approval has been received.

Comment [DM27]: Removed this detail since it has changed and to keep current at this level of detail is unnecessary.

2.6.2 Implementation Window

After a new program has been approved to commence, the program must begin within **36 months** of that date of approval; otherwise the approval will lapse.

2.6.3 Ongoing Monitoring of New Programs

It is the responsibility of the Dean, in consultation with the head of the relevant academic units, to monitor student enrolment and success in the program, as well as resource allocation and program administration. Ongoing assessment of the program will take place as outlined in the new program proposal.

Midway between the program's effective date and the date of the first review, the Dean will provide a brief report to the Vice-Provost, Academic Programs on student enrolment and success, resource allocation and program administration, and the findings of program assessments conducted as outlined in the new program proposal. (Note: a report is not required for programs that will be reviewed within four years of their effective date.)

As part of the annual academic review process, the Office of the Vice-President and Provost works with Deans' Offices to review the quality and performance of all program offerings and address any areas of concern.

2.6.4 First Cyclical Review

The first cyclical review for any new program must be conducted no more than **eight years** after the date of the program's initial enrolment and normally in accordance with the U of T program review schedule. The Dean is responsible for conveying to the Vice-Provost, Academic Programs the inclusion of the program in the University's review schedule.

2.7 Quality Council Audit Process

At least one of the undergraduate programs and one of the graduate programs selected for the sample for each institutional audit (see Quality Assurance Framework section 5.2.2) will be a New Program or a Major Modification to an Existing Program approved within the period since the conduct of the previous audit. The audit cannot reverse the approval of a program to commence.

3 Major Modifications to Existing Programs Protocol

3.1 Definition

A major modification to an existing program is a restructuring of a program, a merger of existing programs or a renewal of a program in order to keep it current with its

Comment [DM28]: Revise to address recommendation #4: how the progress on new programs are monitored.

Note this creates a new auditable task for divisions and the VPAP office to complete.

academic discipline. At the University of Toronto major modifications include one or more of the following program changes:

A) Significant changes to program requirements:

- Creation of a new program of specialization where another with the same designation already exists (e.g., a new specialist program where a major with the same designation already exists)
- Addition of a new major or specialist that does not differ substantially in program requirements or learning outcomes from an existing program
- Merger of two or more existing programs
- Creation of a minor where there is no existing program of specialization
- ~~The c~~Creation of new bridging options for college diploma graduates
- ~~The i~~Introduction or deletion of a thesis requirement, co-op requirement or placement at the undergraduate or graduate level
- ~~The c~~Creation or deletion of a field or concentration within an existing graduate program
- ~~The c~~Creation or deletion of a stream within an existing undergraduate program
- Creation or deletion of a graduate collaborative specialization
- Creation or deletion of a combined degree program, dual degree program, or double degree program where the degree programs to be combined already exist

B) Significant changes to the learning outcomes:

- Changes to program content that affect the learning outcomes, but do not meet the threshold for a "new program"

C) Significant changes to the faculty engaged in delivering the program and/or to the essential physical resources as may occur, for example, where there have been changes to the existing mode(s) of delivery (e.g., different campus, online delivery, inter-institutional collaboration):

- A change to the language of the program
- The establishment of an existing degree program at another institution or location
- Change in mode of delivery of a program, such as from classroom to online or full-time to part-time

Major modifications to existing programs do not require submission of a proposal to the Quality Council. The University may request that the Quality Council review a major modification proposal. Normally this will occur through the Expedited Approval Process without the requirement of an external review process.

Comment [DM29]: Reflecting province-wide changes

Comment [DM30]: Adding frequently discussed program structures

Minor modifications are changes to courses and curriculum that do not change the nature or essence of a program or the learning outcomes.

The University of Toronto considers minor modifications to include:

- Creation of a new minor within an existing program
- Changes to admission requirements
- Creation of a new course

Minor changes require approval by divisional governance processes only.

In cases where it is unclear whether a proposed change in a program is a new program, a major modification or a minor modification, a determination will be made by the Vice-Provost, Academic Programs in consultation with the divisional Dean and the academic unit.

3.2 Proposal

The proposal for a major modification includes the following together with any additional requirements which the academic division chooses to apply (see the appropriate template on the ~~UTQAP~~ Vice-Provost, Academic Programs website):

- Rationale for the major modification and consistency with the unit's academic plan.
- Outline of the major changes to the program description, requirements, and program learning outcomes.
- Description of any impact that the major modification may have on students or other divisions; description of consultation with those affected.
- Description of any resulting resource implications, including, but not limited to, such areas as staffing, space, libraries and computing facilities, enrolment/ admissions and revenue/costs.

3.3 Institutional Process and Approvals

Major modifications to academic programs are initiated within academic divisions. The division's Dean's Office is responsible for the development of a major modification proposal and coordination and consultation with the Office of the Vice-Provost, Academic Programs. The Vice-Provost, Academic Programs is responsible for providing feedback regarding the major modification that includes the input of the Provost and other Vice-Provosts, as appropriate. ~~In particular, major modifications for graduate programs receive special attention from the Vice-Provost, Graduate Education.~~

Comment [DM31]: Removed now that consolidated feedback approach has been implemented. Note: the original was not required by the QAF.

The University of Toronto is responsible for approvals of major modifications to existing programs. Such modifications are normally submitted by the Dean's office for approval by divisional governance.

3.4 Annual Report to the Quality Council

The Vice-Provost, Academic Programs files an annual report to the Quality Council which provides a summary of major program modifications that were approved through the University's internal approval process in the past year.

3.5 Subsequent University Process

Cyclical review of the program according to the pre-existing cycle within eight years.

Figure 2: Process for Approval of Major Modifications of Undergraduate and Graduate Programs

[diagram]

Comment [DM32]: As above: Insert once UTQAP text has been finalized.

4 Program Closure

There are a number of possible reasons for closing a program including low enrolment, a changing disciplinary landscape and poor quality of the academic program. These reasons may be articulated in external review reports or may be identified by members of the University community.

4.1 Proposal

The proposal for a program closure will include the following criteria together with any additional requirements which the academic division chooses to apply (see the Vice-Provost, Academic Programs' UTQAP website):

- Rationale for the closure including alignment with the unit's academic plan.
- Impact on the nature and quality of the division's program of study.
- Impact of closure on other units including inter-divisional and inter-institutional agreements/contracts.
- Impact on and accommodation of any students currently enrolled in the program.

4.2 Institutional Process and Approvals

Proposals for the closure of degrees and degree programs are brought forward along the same governance path as proposals for new programs. Once the Provost's Office has signed off on a proposed closure, the closure is taken forward for approval to the divisional council. Program closures for all components of an undergraduate program are approved by the Committee on Academic Policy and Programs; closures of degrees and all graduate programs are approved by the Academic Board, as recommended by the Committee on Academic Policy and Programs.

The closure of one component within an existing undergraduate program or of a minor is considered a major modification and follows the same governance path as proposals for major modifications.

4.3 Annual Report to the Quality Council

Program closures are reported annually to the Quality Council by the Vice-Provost, Academic Programs.

Figure 3: Process for Approvals of Program Closures

[diagram]

Comment [DM33]: Insert pending final confirmation of text as above.

5 Cyclical Program Review Protocol

5.1 Purpose and Application

The Cyclical Program Review Protocol is used to ensure University of Toronto programs meet the highest standards of academic excellence. As stated in the *Policy on Approval and Review of Academic Programs*, regular reviews allow for ongoing appraisal and quality improvement of programs and the academic units in which they reside.

The Cyclical Program Review Protocol applies to all undergraduate and graduate degree programs offered by the University, and to degree programs that are offered by the University with other institutions including **all joint, multidisciplinary, interdisciplinary, multisite and inter-institutional programs, and all modes of delivery**.

5.2 Institutional Authority

The Vice-Provost, Academic Programs is responsible for the oversight of the University of Toronto Quality Assurance Process and ensuring that the UTQAP is applied in a manner that conforms to the University's quality assurance principles and Quality Council requirements. The Office of the Vice-Provost, Academic Programs is responsible for ensuring that cyclical reviews of academic programs and/or units are undertaken. Where quality concerns are raised in the cyclical review, the Vice-Provost, Academic Programs monitors the timely implementation of improvements.

Within the Office of the Vice-Provost, Academic Programs, the Director, Academic Programs and Policy is the authoritative contact between the institution and the Quality Council.

5.3 Degree Programs and Review Schedule

The University's full complement of undergraduate and graduate degree and diploma programs are reviewed on a planned cycle. [5] Reviews are conducted on a regular basis,

[5] See the Vice-Provost, Academic Programs~~' UTQAP~~ website for a schedule of reviews.

frequent enough to ensure that Chairs, Deans and the Provost are kept informed of developments in all academic units, but at sufficiently long intervals that the effects of given actions can be assessed and that the system is not over-burdened by the logistical demands of the process. The interval between program reviews must not exceed eight years.

The review of an academic program can be completed through a review of the academic unit offering the program. Reviews of the various programs, undergraduate and graduate, offered by a given academic unit may be synchronized. Reviews may also be conducted concurrently with professional accreditation. Depending upon the range of a division's academic programs, it can elect to conduct quality reviews at the level of the degree or the program. Regardless of the schedule, the quality of each academic program and the learning environment of the students in each program must be addressed explicitly as set out in the evaluation criteria below.

University-commissioned reviews are not waived because an externally commissioned review, such as an accreditation, has recently been conducted. Reviews of academic programs for professional accreditation bodies form part of collegial self-regulatory systems intended to ensure that mutually agreed-upon threshold standards of quality are maintained in new and existing programs. Such reviews may serve different purposes than those commissioned by the University under the UTQAP. In some cases, however, the University process may be streamlined if the mandates of externally and internally commissioned reviews are closely aligned and any deficits can be easily remedied through providing supplementary documentation as necessary.

Interdivisional degree programs offered by more than one unit may be reviewed as entities distinct from the larger academic units which support them. Such programs must have an identified commissioning division for the purpose of administering the Cyclical Program Review Protocol.

Inter-institutional programs offered in partnership with other higher education institutions (colleges and universities) through affiliation, federation and other formal agreements are reviewed as entities distinct from the larger institutions within which they may be included. Where a program is held jointly with an Ontario institution that does not have an IQAP that has been ratified by the Quality Council, the UTQAP will serve as the guiding document and the University of Toronto will be the lead institution. Where a program is held jointly with an Ontario institution that does have an IQAP that has been ratified by the Quality Council, a lead institution will be selected.

General guiding principles for such reviews include:

- Selection of reviewers will involve participation by each partner institution;
- There will be a single self-study;

- The site visit will involve all partner institutions and sites;
- The self-study will clearly explain how input was received from faculty, staff and students at each partner institution;
- Feedback on the reviewers' report will be solicited from participating units at each institution;
- Preparation of a Final Assessment Report and Implementation Plan will contain input from each partner;
- A single Final Assessment Report and Implementation Plan will be prepared and presented to the appropriate governance processes at each partner institution;
- Partner institutions will agree on an appropriate monitoring process for the Implementation Plan.

5.4 Commissioning Officer

Reviews of academic programs and the units in which they reside are commissioned by the Dean. The Vice-Provost, Academic Programs commissions reviews of academic divisions and associated programs that are being reviewed at the time of a divisional review. A database containing a schedule of all program reviews is maintained by the Office of the Vice-Provost, Academic Programs. See the Vice-Provost, Academic Programs' UTQAP website for a schedule of reviews.

In the case of programs that involve more than one unit, the review is commissioned by the Dean of the lead Faculty.

5.5 Overview of the Review Process

The UTQAP for the conduct of Cyclical Program Reviews has five principal components:

1. Self-study (see section 5.6.4);
2. External evaluation (peer review) with report and recommendations on program quality improvement (see section 5.7);
3. University evaluation of the self-study and the external assessment report resulting in recommendations for program quality improvement (see section 5.8);
4. Preparation and adoption of plans to implement the recommendations and to monitor their implementation (see section 5.8.3); and
5. Follow-up reporting on the principal findings of the review and the implementation of the recommendations (see section 5.8.4).

5.6 Self-Study Requirements: Internal Program Perspective

5.6.1 Unit of Review

The commissioning officer defines the scope of a review (e.g., undergraduate program[s], graduate program[s], etc.) and formally initiates the review process. For

example, a unit may elect to review both its undergraduate and graduate degree programs concurrently or separately.

5.6.2 Terms of Reference

The terms of reference identify the key issues to be addressed by the review and must address the core program evaluation criteria laid out in section 5.6.5. Commissioning officers may enlarge or enhance the criteria to meet the needs of the~~ir~~ disciplines. Standard terms of reference for reviews may be found on the Vice-Provost, Academic Programs[1] ~~UTQAP~~ website.

Comment [DM34]: Suggest revising since in departmentalized divisions the Dean's discipline may not be relevant to the review.

5.6.3 Announcement

A review is publicly announced by the commissioning officer through appropriate unit and/or program channels and University and/or divisional media as appropriate. Submissions are invited from teaching and administrative staff, students, alumni and members of the program and/or unit community.

5.6.4 Self-Study Contents

The degree program(s) and/or degree granting unit under review shall prepare a self-study. The self-study is a broad-based, reflective and forward-looking report that includes critical self-analysis. It is an assessment of the strengths and challenges facing the program(s) and/or unit, the range of its activities and the nature of its future plans. The self-study should address the terms of reference and program evaluation criteria as these will be provided to the external reviewers and will form the basis of their assessment.

The process of preparing a self-study should involve faculty, students and staff.[6] The input of others deemed to be relevant and useful, such as graduates of the program and representatives of industry, the professions, practical training programs and employers may also be included. The involvement of these various constituencies should be ~~outlined~~ described in detail in the self-study. An outline of the core elements of the self-study is provided on the Vice-Provost, Academic Programs' website.

Comment [DM35]: Additional footnote and revised text addresses Suggestion 6: The auditors suggest that the UTQAP be revised to include more detail on the types of engagement undertaken by faculty, staff and students. In addition, the section in the self-study on this participation should include a detailed description of this involvement.

Figure 4: Overview of the Protocol for Cyclical Program Reviews

[diagram]

Comment [DM36]: As above update once text is finalized.

In accordance with the Quality Assurance Framework, the self-study should address and document the following:

- The consistency of the program's learning outcomes with the institution's mission and divisional Degree-Level Expectations, and how its graduates achieve those outcomes;

[6] The Quality Council's Guide to Quality Assurance Processes includes best practices for supporting this involvement in the section on Engaging Stakeholders in the Creation of Self-Studies and New Program Development.

- Program-related data and measures of performance, including applicable provincial, national and professional standards (where available);
- The integrity of the data
- Review criteria and quality indicators identified in section 5.6.5 below;
- Concerns and recommendations raised in previous reviews;
- Areas identified through the conduct of the self-study as requiring improvement;
- Areas that hold promise for enhancement;
- Academic services that directly contribute to the academic quality of each program under review;
- Participation of program faculty, staff and students in the self-study and how their views have been obtained and taken into account.

The self-study is reviewed and approved by the commissioning officer to ensure that it meets the core elements of a self-study and program evaluation criteria.

5.6.5 Core Program Evaluation

Reviews of undergraduate and graduate degree programs and graduate diplomas require, at minimum, the evaluation criteria set out below. Commissioning officers may enlarge or enhance the criteria to meet the needs of their disciplines.

Comment [DM37]: Suggested edit as above

Objectives

- Program is consistent with the institution's mission and unit's academic plans.
- Program requirements and learning outcomes are clear, appropriate and align with the relevant undergraduate and/or graduate Degree Level Expectations.

Admission Requirements

- Admission requirements are appropriately aligned with the learning outcomes established for completion of the program.

Curriculum

- The curriculum reflects the current state of the discipline or area of study and is appropriate for the level of the program.
- Evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs.
- Mode(s) of delivery to meet the program's identified learning outcomes are appropriate and effective.

Assessment of Learning

- Methods for assessing student achievement of the defined learning outcomes and degree learning expectations are appropriate and effective.
- Appropriateness and effectiveness of the means of assessment, especially in the students' final year of the program, in clearly demonstrating

achievement of the program learning objectives and the ~~program's~~ relevant Degree-Level Expectations.

Resources

- Appropriateness and effectiveness of the academic unit's use of **existing** human, physical and financial resources in delivering its program(s). In making this assessment, reviewers must recognize the institution's autonomy in determining priorities for funding, space and faculty allocation.

Quality Indicators

- Outcome measures of student performance and achievement are of particular interest.
- There are also important input and process measures which are known to have a strong association with quality outcomes. It is expected that many of the following listed examples will be widely used.

- **Faculty:** qualifications, research and scholarly record; class sizes; percentage of classes taught by permanent or non-permanent (contractual) faculty; numbers, assignments and qualifications of part-time or temporary faculty;
- **Students:** applications and registrations; attrition rates; time to completion; final-year academic achievement; graduation rates; academic awards; student in-course reports on teaching;
- **Graduates:** rates of graduation; employment six months and two years after graduation; postgraduate study; "skills match"; and alumni reports on program quality when available and when permitted by the Freedom of Information and Protection of Privacy Act (FIPPA). Auditors will be instructed that these items may not be available and applicable to all programs.

- Assessment of the programs relative to the best of their kind offered in Canada, North America and internationally, including areas of strength and opportunities.

Quality Enhancement

- Initiatives taken to enhance the quality of the program and the associated learning and teaching environment.

Additional Graduate Program Criteria

- Evidence that students' time to completion is both monitored and managed in relation to the program's defined length and program requirements.
- Quality and availability of graduate supervision.
- Definition and application of indicators that provide evidence of faculty, student and program quality, for example:

- **Faculty:** funding, honours and awards, and commitment to student mentoring;
- **Students:** grade level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills;

Comment [DM38]: Suggested edit to align with wording under "Objectives"

Comment [DM39]: Emphasis added to align with QAF emphasis.

- **Program:** evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience; sufficient graduate-level courses that students will be able to meet the requirement that two-thirds of their course requirements be met through courses at this level. [7]

5.7 External Evaluation: Reviewer Selection and Review Process

The commissioning officer is responsible for the selection of the external review committee in consultation with the unit and/or program(s) to be reviewed. All reviewers are approved by the Office of the Provost. When the commissioning officer is a Dean, the Dean's Office forwards reviewer nominations for approval by the Office of the Provost, prior to the Dean`s Office issuing invitations. When the commissioning officer is the Vice-Provost, Academic Programs, the Dean's Office forwards reviewer nominations for approval by the Office of the Provost, which may also add to the list of nominations prior to issuing invitations.

Comment [DM40]: Additions to reflect long-standing practice, in response to suggestion 3 "Consider including in the UTQAP more detail surrounding the nomination process of external reviewers for Cyclical Program Reviews and New Program Proposals."

5.7.1 Selection of Reviewers

Normally the evaluation will be conducted by a Review Committee composed of at least:

1. Two external reviewers or one internal and one external reviewer for an undergraduate program qualified by discipline and experience to review the program(s);
2. Three external reviewers or two external and one internal reviewer for a graduate program qualified by discipline and experience to review the program(s);
3. Three external reviewers or two external and one internal reviewer for the concurrent review of an undergraduate and graduate program.

Comment [DM41]: Although this option has never been used under the UTQAP, suggest retaining as a measure of last resort but providing better guidance in the guide as to what "internal" means.

In cases where more than one program is being considered by the Review Committee, reviewers should be selected to ensure the appropriate review of all the programs being considered. In selecting reviewers, an appropriate balance needs to be struck between familiarity with the unit and/or program(s) under review and distance to allow for objective assessment. All members of the Review Committee must be at arm's length from the program under review; that is, they should not have a particular interest in the outcome of the review due to personal or professional relationships with members of the unit. For more details, see the Vice-Provost, Academic Programs~~' UTQAP~~ website.

The external and institutional reviewers should be active and respected in their field. They will normally be associate or full professors with program management experience and representatives of peer institutions offering high-quality programs in the field under review.

[7] While the QAF requires a minimum of 2/3 courses be at the graduate level, the University of Toronto requires all courses be at the graduate level.

~~Where a review is commissioned by a Dean, the Vice-Provost, Academic Programs approves the selection of reviewers.~~ The Vice-Provost, Academic Program~~'~~s ~~UTQAP~~ website provides further guidance on the selection of reviewers and nomination forms that set out the information that must be provided to support an informed approval process.

Comment [DM42]: Suggest removing given the additional text above

5.7.2 Commissioning Officer Responsibilities

The commissioning officer is responsible for ensuring that all members of the Review Committee:

- Understand their role and obligations;
- Identify and commend the program's notably strong and creative attributes;
- Describe the program's respective strengths, areas for improvement and opportunities for enhancement;
- Recommend specific steps to be taken to improve the program, distinguishing between those the program can itself take and those that require external action;
- Recognize the institution's autonomy to determine priorities for funding, space and faculty allocation; and
- Respect the confidentiality required for all aspects of the review process.

Reviewers will be provided with clear terms of reference. The commissioning officer will also emphasize these elements when meeting with the reviewers during the course of their visit.

5.7.3 Documentation to be Provided to the Review Committee

The commissioning officer will identify what reports and information are to be provided to the Review Committee in advance of the site visit. Core documents that must be included are the:

- Terms of reference;
- Self-study;
- Previous review report including the administrative response(s); and,
- Any non-University commissioned reviews (for example, for professional accreditation or Ontario Council on Graduate Studies) completed since the last review of the unit and/or program.

External reviewers are provided with access to all course descriptions and the *curricula vitae* of faculty. This can be done through provision of course calendars, web links, etc.

In the case of professional programs, the views of employers and professional associations should be solicited by the unit/program and made available to the Review Committee.

5.7.4 Site Visit

The commissioning officer provides the site visit schedule to reviewers. Reviewers should visit together. During their visit, provision must be made for reviewers to meet with faculty, students, administrative staff and senior program administrators as well as members of relevant cognate units as determined by the commissioning officer. In the case of professional programs, the views of employers and professional associates should be made available to the reviewers.

5.7.5 Review Report

The Review Committee submits a report to the commissioning officer normally within two months of the site visit. The Review Committee's report should address the substance of both the self-study and the evaluation criteria set out in section 5.6.5 above. A template for the review report should be provided to reviewers to ensure that all elements of the program appraisal are addressed. Before accepting the report as final, the commissioning officer will bring to the attention of the reviewers any clear factual errors that can be corrected in the report. The commissioning officer then formally accepts the final report and submits it to the Office of the Vice-President and Provost.

Comment [DM43]: QAF requires this to be stated explicitly.

5.8 Institutional Perspective and Response

Comment [DM44]: Revised to address recommendation 5 (internal responses); Note: the QAF says "Describe how the self-study and the plans and recommendations issuing from it, and the reviewers' report and responses to it, will be assessed by institutional peers.

5.8.1 Institutional Authority: Administrative Perspective

The Office of the Vice-Provost, Academic Programs, as the identified institutional authority, assesses the Review Committee report. The Vice-Provost, Academic Programs requests a formal administrative response to the Review Committee report from the relevant Dean who will consult with the program and/or unit (in departmentalized Faculties/Divisions) under review. The Dean's response will reflect this consultation.

The Dean's ~~responsible for the program will provide a~~ response to the Vice-Provost, Academic Programs will~~,~~ discuss~~ing~~ the following:

1. The plans and recommendations proposed in the self-study;
2. The recommendations advanced by the Review Committee; and,
3. The program's response to the Review Committee's report(s).

The Dean's response includes an implementation plan, which will ~~also~~ describes:

Comment [DM45]: Clarifies existing practice to confirm alignment with QAF

1. Any changes in organization, policy or governance that would be necessary to meet the recommendations;
2. The resources, financial and otherwise, that would be provided in supporting the implementation of selected recommendations, and who will provide them; and,
3. A proposed timeline for the implementation of any of those recommendations, and who will be responsible for acting on them.

~~3.~~4. A proposed timeline for monitoring the implementation of those recommendations, which will include a brief report from the Dean to the Vice-

Provost, Academic Programs due midway between the year of the last and next site visits.

A timeline will be specified by the Office of the Vice-Provost, Academic Programs, outlining when the Review Committee report and administrative response will be brought forward to divisional and University governance.

5.8.2 Circulation of the Review Committee Report

The Review Committee report is a public document and should be circulated within the unit reviewed along with the administrative response and implementation plan from the Dean.

5.8.3 University Accountability and Reporting Requirements

Reviews are important mechanisms of quality assurance accountability. The accountability framework for the review of academic programs and units is contained within the *Policy for Approval and Review of Academic Programs and Units* (2010). The *Framework* outlines the following responsibilities and mechanisms:

- Program and unit reviews are considered by governance in order to allow governors to ensure that academic administrators are reviewing programs and units on a regular basis and are responding to these reviews in a manner that achieves the purpose of maintaining and improving program quality.
- The Office of the Vice-Provost, Academic Programs ensures that reviews are performed on a regular basis, that they are conducted appropriately and that the issues identified in the self-study and by reviewers are dealt with appropriately. Where quality concerns are raised in the cyclical review, the Vice-Provost, Academic Programs will monitor the timely implementation of improvements.
- Concerns may be raised in an external review report that requires a long and sustained period of response. In order to ensure that improvements are made, the Vice-Provost, Academic Programs may request a follow-up one-year report from the relevant Dean to bring forward to the Committee on Academic Policy and Programs.
- Occasionally a program may have a review or series of reviews indicating significant problems or deficiencies such that admissions to the program should be discontinued until significant improvements are made. In these situations, the divisional Dean or the Vice-Provost, Academic Programs may suspend program admissions until there is evidence that changes have been made to address quality concerns.

The Office of the Vice-Provost, Academic Programs develops and submits a full and accurate Summary of the External Review Report, and the Dean's Administrative Response to the Report (including the implementation plan and excluding all confidential information) to governance through the Committee on Academic Policy and Programs (AP&P) of the Academic Board on a biannual basis in the form of a

Comment [DM46]: This is a way of ensuring that the QAF recommendation to monitor recommendations is addressed but leaves the details on how to implement to the deans, while still providing a written record of the minimum requirement.

Note this creates a new auditable task for divisions and the VPAP office to complete.

compendium of draft Final Assessment Reports and Implementation Plans (see 5.8.4). The Committee's reading groups also receive the reviewers' reports and the self-studies.

AP&P, which reports to the Academic Board, has general responsibility for policy on, and for monitoring, the quality of education and the research activities of the University.[8] The Committee's terms of reference, membership and meeting schedule are maintained online. Its total membership is approximately 31. As with all Governing Council bodies, its membership is broadly representative of the academic divisions including teaching staff, administrative staff, students and alumni.[9]

The compendium ~~of the summaries~~ brought forward to each meeting is also considered by the Agenda Planning Committee of the Academic Board to determine whether there are any overall academic issues warranting discussion by the Board. The record of the discussion at AP&P is forwarded to the Executive Committee of Governing Council.

At the conclusion of this governance process, the Office of the Vice-Provost, Academic Programs is responsible for ~~preparing~~ finalizing the~~a~~ Final Assessment Report and Implementation Plan, which is intended as an institutional synthesis of the external evaluation and internal responses and assessments.

5.8.4 Final Assessment Report and Implementation Plan

The Vice-Provost, Academic Programs compiles the Final Assessment Report and Implementation Plan providing the institutional synthesis of the external evaluation and internal responses and assessments. This report:

- Includes the full and accurate summary described in 5.8.3, which identifies the following:
  - ~~Identifies~~ significant strengths of the program;
  - ~~Identifies~~ opportunities for program improvement and enhancement;
- Includes the Dean's response and implementation plan described in 5.8.1, which
  - Sets out ~~-~~and prioritizes recommendations that are selected for implementation; and identifies
  - ~~Identifies an Implementation Plan including:~~
    - who will be responsible for providing any resources made necessary by those recommendations;
    - who will be responsible for acting on those recommendations;
    - timelines for acting on and monitoring the implementation of those recommendations; and

[8] http://www.governingcouncil.utoronto.ca/Governing Council/bac/APP 1.htm

[9] The Governing Council Elections Guidelines establish the manner and procedure to be used in the election of Teaching Staff, Administrative Staff, and Students to the Governing Council and Teaching Staff and Librarians to the Academic Board, including the establishment of constituencies within these categories. http://www.governingcouncil.utoronto.ca/elections.htm

Comment [DM47]: Addresses recommendation 9 (move the writing of the FAR/IP to an earlier stage)

Also partially responds to recommendation 10. (processes for distributing within University)

Comment [DM48]: revised to address recommendation 8 "institutional peers review and assess…"

Comment [DM49]: The provision of the summary and dean's administrative response is required by U of T Policy. The provision of the FAR and self-study is required by the QAF. By substituting the draft FAR (which includes the summary and admin response and implementation plan) for the standalone summary and admin response in the compendium, both U of T policy and the QAF are supported without superfluous materials being required.

Comment [DM50]: Since the compendium has always contained more than just summaries and is now defined above, suggest referring to this simply as the compendium.

- Includes relevant excerpts from the report of the AP&P meeting, including whether
  - the Dean's response and implementation plan adequately addressed all the issues identified;
  - there were questions, comments or substantive issues that the committee considered;
  - a follow-up one-year report is required from the Dean
- May include a confidential section (where personnel issues are required to be addressed);
- Includes an institutional Executive Summary, exclusive of any such confidential information and suitable for publication on the web.~~; and~~
  - ~~Identifies an Implementation Plan including:~~
    - ~~who will be responsible for approving the recommendations set out in the Final Assessment Report;~~
    - ~~who will be responsible for providing any resources made necessary by those recommendations;~~
    - ~~who will be responsible for acting on those recommendations;~~
    - ~~timelines for acting on and monitoring the implementation of those recommendations; and~~
    - ~~whether a follow-up one-year report is required from the Dean~~.

The Vice-Provost, Academic Programs provides for the timely monitoring of the implementation of the recommendations, and the appropriate distribution, including web postings, of the scheduled monitoring reports.

5.8.5 Quality Council Reporting Requirements

The Quality Council is provided with a copy of the Final Assessment Report (excluding all confidential information) including the Implementation Plan for all completed cyclical program reviews by the Office of the Vice-Provost, Academic Programs on an annual basis.

5.8.6 Public Access to Review Report

~~An executive summary of the outcome of the review and subsequent implementation plan~~The Final Assessment Report and Implementation Plan will be provided to the Dean and academic unit/program under review ~~will~~ and ~~be~~ posted on the ~~University's Quality Assurance~~Vice-Provost, Academic Programs website (exclusive of any confidential information). It is left to the discretion of the program(s) and/or units themselves to decide whether or not they wish to post the full records of the review process including self-study and review report on their website. In posting any materials to do with the review all confidential materials will be removed before posting.

Comment [DM51]: All three bullets are standard AP&P practice. Including them here to address audit recommendation regarding FAR/IP process

Comment [DM52]: This is in the existing FAR/IP, VPAP office just needs to draft it earlier

Comment [DM53]: Follow up reports requested by AP&P are posted on the Governing Council website as part of meeting materials. Now that a brief mid-cycle report to the VPAP will be required, should there be a mechanism for distributing it beyond the VPAP office –e.g., online?

Comment [DM54]: Revised to address recommendation 10 (processes for distributing within University).

5.9 Quality Council Audit Process

Auditors independently select programs for audit, typically four undergraduate and four graduate cyclical program reviews. These audits are conducted on an eight-year cycle.

University of Toronto
New Graduate Program Proposal

The program proposal must address the purpose and content of the new program and the capacity of the unit to deliver a high-quality program.

This template (last updated by the Office of the Vice-Provost, Academic Programs on [date]) is for all proposals for new graduate programs. It aligns with UTQAP requirements and will help to ensure that all evaluation criteria established by the Quality Council are addressed in bringing forward a proposal for a new program. Separate templates have been developed for other types of proposals.

Please note that all proposed new programs except graduate diplomas are subject to external appraisal.

Full name of proposed program: (i.e., Master of Arts in History; Master of Science in Sustainability Management)	
Degree name and short form: i.e., Master of Arts, M.A.; Master of Science in Sustainability Management, M.Sc.S.M.	
Program name: i.e., History; Sustainability Management	
Professional program: yes or no	
Unit (if applicable) offering the program: i.e., site of academic authority. Where a program is housed elsewhere (in physical terms), this should also be indicated. If a new graduate unit is contemplated, please indicate here.	
Faculty/division:	
Dean's office contact:	
Proponent:	
Version date: (please change as you edit this proposal)	

Development & Approval Steps	**Date (e.g., of external appraisal site visit, final sign off, governance meeting, quality council submission, ministry submission)**
New Program Consultation Meeting	[date]

Consultation Proponents/Dean's Office/Provost's Office	
Provost's Advisory Group	[date]
External Appraisal	[date]
Decanal signoff *In signing off I confirm that I have ensured appropriate:* ✓ compliance with the evaluation criteria listed in UTQAP section 2.3 ✓ consultation with the Office of the Vice-Provost, Academic Programs early in the process of proposal development ✓ Consultation with faculty and students, other University divisions and external institutions	[Name], Dean, [Faculty/Division] [Date of Signoff]
Provostial signoff *In signing off I confirm that the new program proposal:* ✓ Is complete ✓ Includes information on all the evaluation criteria listed in UTQAP section 2.3	[Name], Vice-Provost, Academic Programs [Date of Signoff]
Unit-level approval (if required)	[date]
Faculty/divisional governance	[date]
Submission to Provost's office	
AP&P	[date]
Academic Board	[date]
Executive Committee of Governing Council	[date]
The program may begin advertising as long as any material includes the clear statement that, "No offer of admissions will be made to the program pending final approval by the Quality Council and the Ministry of Training, Colleges and Universities (where the latter is required)."	
Ontario Quality Council	[date]
Submitted to the Ministry (in case of a new graduate degrees and programs, new diplomas)	[date]

New Graduate Program Proposal

[Name]

[Unit]

[Division]

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Instructions: Please include all sections with page numbers and a full list of appendices in the table of contents. The Table of Contents will update automatically when you right-click on it and select “Update Field” and then “Update Entire Table.”

1 Executive Summary

Please provide a brief overview of the proposed program summarizing the key points from each section of the proposal. (You may wish to complete this section last.) This may need to be used on a stand-alone basis:

2 Effective Date & Date of First Review

Anticipated date students will start the program:

First date degree program will undergo a UTQAP review and with which unit[1]:

3 Academic Rationale

Please use the headings below:

- Identify what is being proposed and provide an academic rationale for the proposed program (what is being created and why?).
- Explain the appropriateness of the program name and degree nomenclature.
- If relevant, describe the mode of delivery (including blended or online; placement, etc.) and how it is appropriate to support students in achieving the learning outcomes of the program.
- Context
  - Discuss how the program addresses the current state of the discipline or area of study. (Identify pedagogical and other issues giving rise to the creation of this program. Where appropriate, speak to changes in the area of study or student needs that may have given rise to this development.)

[1] Programs that are inter-and multidisciplinary must identify a permanent lead administrative division and identify a commissioning officer for future cyclical program reviews.

  - Describe the consistency of the program with the University's mission as specified within the *Statement of Institutional Purpose* and unit/divisional academic plan and priorities.
- Distinctiveness
  - Identify any unique curriculum or program innovations or creative components

4 Fields/Concentrations [Optional]

- Description of fields/concentrations, if any. (Please note: graduate programs are not required to have fields/concentrations in order to highlight an area of strength or specialization within a program.)

5 Need and Demand

- Provide a brief description of the need and demand for the proposed program focusing, as appropriate, on student interest, societal need, employment opportunities for prospective graduates, interest expressed by potential employers, professional associations, government agencies or policy bodies and how this has been determined.
- How is the program distinct from other programs at U of T? (Address, if relevant, how this program might affect enrolment in other related programs offered here.)
- With specific reference to the impact on need and demand, describe how the proposed program relates to (is similar to or different from) existing programs offered by other universities in North America and Internationally (with specific reference to Canadian and Ontario examples). In doing this you may wish to append a table showing other programs.

6 Enrolment

- Please provide details regarding the anticipated in-take by year, reflecting the expected increases to reach steady state. Include approximate domestic/international mix. This table should reflect normal estimated program length. (Please adjust the table as necessary.)
- Please provide an explanation of the numbers shown and their relation to the Faculty/division's enrolment plan. Please be specific where this may differ from approved enrolment plans.

Table 1: Graduate Enrolment Projections*

Year of Study	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year
Year 1	# of students						
Year 2 (if relevant)							
Year 3 (if relevant)							
Year 4 (if relevant)							
Total							

*Please note when the program expects to reach steady state.

7 Admission Requirements

- Provide a formal statement of admissions requirements as they will appear in the SGS Calendar entry.
- Explain how the program's admission requirements are appropriate for the learning outcomes established for completion of the program.
  - How will they help to ensure students are successful?
    - Provide sufficient explanation of any admissions requirements that are above or in addition to the normal minimum requirements for a graduate program at this level

(including higher GPA, specific knowledge or skills – e.g., prior calculus; prior professional practice; additional language, interviews, portfolio, letters of intent, etc.) For example, are there specific undergraduate or master's programs from which students may be drawn?

8 Program Requirements, Learning Outcomes, Degree-Level Expectations (DLEs), and Program Structure

- In a curriculum map, or in the table below, or in another format appropriate for the discipline, state the program learning outcomes and program requirements, and show how the program learning outcomes are appropriate for the degree level expectations.
- Discuss how the design, structure, requirements and delivery of the program are appropriate for the program learning outcomes and degree-level expectations. Please include:
  - The sequencing of required courses or other learning activities, etc.
  - The mode of delivery of the program (face-to-face; blended or online; placement, etc.) and how it is appropriate to support students in achieving the learning outcomes of the program and the degree-level expectations. Whether the program will be offered on a full-time basis only or will also be offered part-time and if so, why.
  - The program length for both full-time and part-time students. Address how the program requirements can reasonably be completed within the proposed time period.
  - Describe how the specific elements of the curriculum (e.g., Internships, etc.) will be administered.
  - A clear indication of how faculty "scholarship and research is brought to bear on the achievement of Degree Level Expectations" (UTQAP 1.1)
  - For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for degree completion. For professional graduate programs, how the research expectations of the degree level expectations will be met.
  - Describe how the program structure and delivery methods reflect universal design principles and/or how the potential need to provide mental or physical health accommodations has been considered in the development of this program.
- Please include the standard text which has been inserted in the box.

Whereas the Province's Quality Assurance Framework requires that students complete a minimum of two-thirds of courses at the graduate level, the University of Toronto requires graduate students to complete all of their course requirements from amongst graduate level courses. This proposed program complies with this requirement.

Table 1: Master's DLEs[2], Program Learning Outcomes & Requirements

Master's DLEs (based on the Ontario Council of Academic Vice-Presidents [OCAV])	**Master's Program Learning Objectives and Outcomes**	**How the Program Design/Structure of the required courses and other learning activities supports the achievement of Program Learning Outcomes**
Expectations: **This [IDENTIFY DEGREE PROGRAM] is awarded to students who have demonstrated:**		
1. Depth and Breadth of Knowledge A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study or area of professional practice.	Depth and Breadth of Knowledge is defined in [PROGRAM NAME] as… This is reflected in students who are able to:	The program design and requirements that ensure these student outcomes for depth and breadth of knowledge are:
2. Research and Scholarship A conceptual understanding and methodological competence that • Enables a working	Research and Scholarship is defined in [PROGRAM NAME] as… This is reflected in students who are able to:	The program design and requirements that ensure these student outcomes for research and scholarship are:

[2] All U of T master's programs use the master's DLEs established by the School of Graduate Studies. These have been pre-populated into the table. If this is a proposal for a doctoral program, please use the established doctoral DLEs to populate the DLE column (all U of T DLEs are available on the VPAP website).

Master's DLEs (based on the Ontario Council of Academic Vice-Presidents [OCAV])	Master's Program Learning Objectives and Outcomes	How the Program Design/Structure of the required courses and other learning activities supports the achievement of Program Learning Outcomes
comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; • Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and • Enables a treatment of complex issues and judgments based on established principles and techniques; and, on the basis of that competence, has shown at least one of the following: ▸ The development and support of a sustained argument in written form; or ▸ Originality in the application of knowledge.		
3. Application of Knowledge Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	Application of Knowledge is defined in [PROGRAM NAME] as… This is reflected in students who are able to:	The program design and requirements that ensure these student outcomes for application of knowledge are:
4. Professional Capacity/ Autonomy • The qualities and transferable skills necessary for employment requiring ▸ The exercise of initiative and of personal responsibility and accountability; and ▸ Decision-making in complex situations • The intellectual independence required for continuing professional development; • The ethical behavior consistent with academic integrity and the	Professional Capacity/Autonomy is defined in [PROGRAM NAME] as… This is reflected in students who are able to:	The program design and requirements that ensure these student outcomes for professional capacity/autonomy are:

Master's DLEs (based on the Ontario Council of Academic Vice-Presidents [OCAV])	Master's Program Learning Objectives and Outcomes	How the Program Design/Structure of the required courses and other learning activities supports the achievement of Program Learning Outcomes
use of appropriate guidelines and procedures for responsible conduct of research; and • The ability to appreciate the broader implications of applying knowledge to particular contexts.		
5. Communications Skills The ability to communicate ideas, issues and conclusions clearly.	Communications Skills is defined in [PROGRAM NAME] as… This is reflected in students who are able to:	The program design and requirements that ensure these student outcomes for communication skills are:
6. Awareness of Limits of Knowledge Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines**.**		

9 Assessment of Learning

- Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and degree-level expectations.
- Describe plans for documenting and demonstrating the level of performance of students consistent with the DLEs. (Assessment of Teaching and Learning examples in Guide to Quality Assurance Processes)

10 Program Description & Calendar Copy

- Provide a description of the program (audiences: prospective and current students, staff, and employers) that can be used for external and internal posting that includes the following information:
  - Program's purpose (who is it for, what are the outcomes)
  - Nature of learning environment (including mode of delivery)
  - Approaches to teaching/learning/assessment
- Provide, as an appendix, a clear and full calendar copy including:
  - The program description; the program requirements including all required courses and recommended electives and their prerequisites, including for any fields/concentrations.
- Provide as an appendix:
  - A full list of the all courses included in the program including course numbers, titles, and descriptions.
    - Please indicate clearly whether they are new/existing. (Please note that all new courses should be proposed and approved independently in line with established academic change procedures. Where possible, append full course proposals as an appendix).

Program Description

Please see Appendix [X] for proposed calendar copy.

Please see Appendix [X] for a full list of the course numbers and titles, indicating clearly whether they are new / existing.

11 Consultation

- Describe the expected impact of what is being proposed on the nature and quality of other programs delivered by the unit/division.
- Describe the expected impact of what is being proposed on programs being offered by other units/divisions.
- Describe any consultation with the Deans of Faculties/divisions that will be implicated or affected by the creation of the proposed program as per UTQAP 2.4.2 "The Dean ensures that appropriate consultation is conducted with faculty and students, other university divisions and external institutions."

12 Resources

12.1 Faculty

- Complete Table 3 below
- Brief commentary to provide:
  - Evidence of the participation of a sufficient number and quality of faculty who will actively participate in the delivery of (teach and/or supervise) the program
  - Evidence of and planning for adequate numbers and quality of faculty and staff to achieve the goals of the program
  - That faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate
  - of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision
  - Planned/anticipated class sizes (connect this to delivery method, Section 8 and assessment methods, Section 9)
  - If relevant, plans and commitment to provide additional faculty resources to support the program.
  - The role of any adjunct or contractual (e.g., stipendiary) faculty.
- Provide the CVs of all faculty who appear in Table 3, as evidence substantiating the above. The appendix should form a separate document with a table of contents and all CVs in alphabetical order. CVs should be submitted in a consistent format

Table 2: Faculty Complement (please list alphabetically)

Name	**Unit of Primary Budgetary Appt & %**	**Unit of Other Budgetary Appt and % (if applicable)**	**Graduate Faculty Membership Status** (e.g., Associate/ Full privileges)	**Commitment to other programs** (please list other programs in which the person routinely teaches/ supervises)	**Nature of contribution to this program** (course instructor [CI], thesis supervision [TS], clinical or practice supervisor [C/PS])
Tenure Stream: Full					
Tenure Stream: Associate					

Name	**Unit of Primary Budgetary Appt & %**	**Unit of Other Budgetary Appt and % (if applicable)**	**Graduate Faculty Membership Status** (e.g., Associate/ Full privileges)	**Commitment to other programs** (please list other programs in which the person routinely teaches/ supervises)	**Nature of contribution to this program** (course instructor [CI], thesis supervision [TS], clinical or practice supervisor [C/PS])
Tenure Stream: Assistant					
Teaching Stream: Full					
Teaching Stream: Associate					
Teaching Stream: Assistant					
Non-Tenure Stream (i.e., CLTA)					
Sessional Lecturer					
Others (please specify, i.e., adjunct, status only, clinical faculty, visiting or other as per U of T definitions)					

12.2 Learning Resources

- Evidence that there are adequate resources to sustain the quality of scholarship and research activities of undergraduate and graduate students, including library support

Please see the following appendices:

Appendix [x]: Library statement confirming the adequacy of library holdings and support for student learning

Appendix [x]: Standard statement concerning student support services

12.3 Financial Support for Graduate Students

- Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.

12.4 Space/Infrastructure

- Evidence that there are adequate resources to sustain the quality of scholarship and research activities of undergraduate and graduate students, including information technology support and laboratory access; address any unique requirements including renovations to existing space, new space, equipment, etc.
- Note: The requirements for physical facilities should be identified by providing information on the change in the number of people to be accommodated by type (i.e., faculty, students, administrative staff, etc.) as well as information on changes in equipment and activities requiring accommodation. The division/Faculty should state whether it plans to bring forward proposals for additional space; the renovation of existing space; or whether the current space allocation to the academic program will accommodate the new initiative.

12.5 Other Resource Implications

- For example,

  - Is a new graduate unit contemplated that would require a separate graduate chair appointed under the PAAA?
  - Are there interdivisional teaching implications?
  - Will the new program affect any existing agreements with other institutions, or require the creation of a new agreement to facilitate the new program (e.g., Memorandum of Understanding, Memorandum of Agreement, etc.). (Existing joint programs are offered with Centennial, Sheridan and Michener.)
  - If this is a new joint program, please indicate how future reviews of the program will be conducted in accordance with UTQAP 2.1: "Where a program is held jointly with an Ontario institution that does not have an IQAP that has been ratified by the Quality Council, the UTQAP will serve as the guiding document and University of Toronto will be the lead institution. Where a program is held jointly with an Ontario institution that does have an IQAP that has been ratified by the Quality Council, a lead institution will be selected. Program proposals specify how future reviews will be conducted."
- Please consult with the Provost's office (vp.academicprograms@utoronto.ca) early regarding any resource implications described in this section.

13 Quality and Other Indicators

- Please describe the appropriateness of the faculty's collective expertise and how it contributes substantively to the proposed program. Define and use indicators to provide evidence of the quality of the faculty (e.g., qualifications, research, innovation and scholarly record)
- Please explain how the program structure and faculty research will ensure the intellectual quality of the student experience.
- Please describe any elements that enhance the program's diversity.

Appendix A: Courses

Appendix B: Graduate Calendar Copy

Appendix C: Library Statement

Appendix D: Student Support Services

Appendix E [and others]: [as needed]

New Program Proposal
Appraisal Report
Terms of Reference / Template
(Undergraduate Program)

Reviewers are asked to provide an Appraisal Report evaluating the standards and quality of the proposed program using the evaluation criteria identified below, including the associated faculty and material resources. Reviewers are invited to acknowledge any clearly innovative aspects of the proposed program and make recommendations for any essential or desirable modifications to it. This is normally presented within two weeks of the site visit. Please ~~feel free to~~ use this as a template.

Report Summary

Program Evaluation Criteria

1 Objectives

- Consistency of the program with the institution's mission and unit's academic plans.
- Clarity and appropriateness of the program's requirements and associated learning outcomes in addressing the academic division's undergraduate Degree-Level Expectations.
- Appropriateness of the degree or diploma nomenclature.

2 Admission Requirements

- Appropriateness of the program's admission requirements for the learning outcomes established for completion of the program.
- Appropriateness of any alternative requirements, if any, for admission into the program such as minimum grade point average or additional languages or portfolios, along with how the program recognizes prior work or learning experience.

3 Structure

- Appropriateness of the program's structure and regulations to meet specified program learning outcomes and Degree-Level Expectations.
- The extent to which the program structure and delivery methods reflect universal design principles and/or how the potential need to provide mental or physical health accommodations has been considered in the development of this program.

4 Program Content

- Ways in which the curriculum addresses the current state of the discipline or area of study.
- Identification of any unique curriculum or program innovations or creative components and their appropriateness.

5 Mode of Delivery

- Appropriateness of the proposed mode(s) of delivery (distance learning, compressed part-time, online, mixed-mode or non-standard forms of delivery, flexible-time options) to meet the intended program learning outcomes and Degree-Level Expectations.

6 Assessment of Teaching and Learning

- Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree-Level Expectations.
- Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the academic division's statement of its Degree-Level Expectations.

7 Resources

- Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources to support the program.
- Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program.
- Adequacy of resources to sustain the quality of scholarship and research activities of undergraduate students, including library support, information technology support and laboratory access.
- Evidence of and planning for adequate numbers and quality of faculty and staff to achieve the goals of the program.
- Planning and ~~C~~commitment to provide the necessary resources in step with the implementation of the program.
- Planned/anticipated class sizes.
- Provision of supervision of experiential learning opportunities (if required).
- The role of adjunct and part-time faculty.

8 Quality and Other Indicators

- Quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).

- Program structure and faculty research that will ensure the intellectual quality of the student experience.
- The extent to which the program has integrated any elements that enhance the diversity of its curriculum, students or teaching staff.

University of Toronto
New Undergraduate Program Proposal

The program proposal must address the purpose and content of the new program and the capacity of the unit to deliver a high-quality program.

This template (last updated by the Office of the Vice-Provost, Academic Programs on [date]) is for all proposals for new undergraduate programs. It aligns with UTQAP requirements and will help to ensure that all evaluation criteria established by the Quality Council are addressed in bringing forward a proposal for a new program. Separate templates have been developed for other types of proposals.

Please note that all proposed new programs are subject to external appraisal.

Name of proposed program: Please specify exactly what is being proposed (e.g., a new BA degree program in… including Specialist, Major and Minor options).	
Degree conferred:	
Department/unit (if applicable) where the program will be housed:	
Faculty/academic division:	
Dean's office contact:	
Proponent:	
Direct entry or selection of POSt at end of 1st year:	
Version date: (please change as you edit this proposal)	

Development & Approval Steps	**Date (e.g., of external appraisal site visit, final sign off, governance meeting, quality council submission, ministry submission)**
New Program Consultation Meeting	[date]
Consultation Proponents/Dean's Office/Provost's Office	
Provost's Advisory Group	[date]
External Appraisal	[date]
Decanal signoff *In signing off I confirm that I have ensured appropriate:* ✓ compliance with the evaluation criteria listed in UTQAP section 2.3 ✓ consultation with the Office of the Vice-Provost, Academic Programs early in the process of proposal development ✓ Consultation with faculty and students, other University divisions and external institutions	[Name], Dean, [Faculty/Division] [Date of Signoff]
Provostial signoff *In signing off I confirm that the new program proposal:* ✓ Is complete ✓ Includes information on all the evaluation criteria listed in UTQAP section 2.3	[Name], Vice-Provost, Academic Programs [Date of Signoff]
Unit-level approval (if required)	[date]
Faculty/divisional governance	[date]
Submission to Provost's office	
AP&P	[date]
Academic Board (if a new degree)	[date]
Executive Committee of Governing Council (if a new degree)	[date]
The program may begin advertising as long as any material includes the clear statement that, "No offer of admissions will be made to the program pending final approval by the Quality Council and the Ministry of Training, Colleges and Universities (where the latter is required)."	
Ontario Quality Council	[date]
Submitted to the Ministry (in case of a new degree)	[date]

New Undergraduate Program Proposal

[Name]

[Unit]

[Division]

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Instructions: Please include all sections with page numbers and a full list of appendices in the table of contents. The Table of Contents will update automatically when you right-clicking on it and select “Update Field” and then “Update Entire Table.”

1 Executive Summary

Please provide a brief overview of the proposed program summarizing the key points from each section of the proposal. (You may wish to complete this section last.) This may need to be used on a stand-alone basis:

2 Effective Date & Date of First Review

Anticipated date students will start the program.

First date degree program will undergo a UTQAP review and with which unit[1]:

3 Academic Rationale

Please use the headings below:

- Identify what is being proposed and provide an academic rationale for the proposed program (what is being created and why?).
- Explain the appropriateness of the program name and degree nomenclature.
- If relevant, describe the mode of delivery (including blended or online; placement, etc.) and how it is appropriate to support students in achieving the learning outcomes of the program.
- Context
  - Discuss how the program addresses the current state of the discipline or area of study. (Identify pedagogical and other issues giving rise to the creation of this program. Where appropriate, speak to changes in the area of study or student needs that may have given rise to this development.)
  - Describe the consistency of the program with the University's mission as specified within the *Statement of Institutional Purpose* and unit/divisional academic plan and priorities.
- Distinctiveness

[1] Programs that are inter-and multidisciplinary must identify a permanent lead administrative division and identify a commissioning officer for future cyclical program reviews.

- Identify any unique curriculum or program innovations or creative components

4 Streams [Optional]

- Description of streams, if any.

5 Need and Demand

- Provide a brief description of the need and demand for the proposed program focusing, as appropriate, on student interest, societal need, employment opportunities for prospective graduates, interest expressed by potential employers, professional associations, government agencies or policy bodies, and how this has been determined.
- How is the program distinct from other programs at U of T? (Address, if relevant, how this program might affect enrolment in other related programs offered here.)
- With specific reference to the impact on need and demand, describe how the proposed program relates to (is similar to or different from) existing programs offered by other universities in North America and Internationally (with specific reference to Canadian and Ontario examples). In doing this you may wish to append a table showing other programs.

6 Enrolment

- Provide details regarding the anticipated yearly in-take and projected steady-state enrolment target including a timeline for achieving it. Include approximate domestic/international mix. (Please adjust the table as necessary.)
- Please provide an explanation of the numbers shown and their relation to the Faculty/division's enrolment plan. Please be specific where this may differ from approved enrolment plans.

Table 1: Undergraduate Enrolment Projections*

Level of Study	**Academic Year**	**Academic Year**	**Academic Year**	**Academic Year**	**Academic Year**	**Academic Year**	**Academic Year**
1st year	# of students	#	#	#	#	#	#
2nd year							
3rd year							
4th year							
Total enrolment							

*Please note when the program expects to reach steady state.

7 Admission Requirements

- Provide formal admission requirements as they will appear in the undergraduate calendar or other official admissions materials
- Explain how the program's admission requirements are appropriate for the learning outcomes established for completion of the program.
  - How will they help to ensure students are successful?
    - Provide sufficient explanation of any additional requirements for admission to the program such as minimum grade point average, special language, portfolio, etc. (and how the program recognizes prior work or learning experience, if applicable).
- Is this a direct-entry or indirect-entry program; please explain.

8 Program Requirements, Learning Outcomes, Degree-Level Expectations (DLEs) & Program Structure

- In a curriculum map, or in the table below, or in another format appropriate for the discipline, state the program learning outcomes and program requirements, and show how the program learning outcomes are appropriate for the degree level expectations.
- Discuss how the design, structure, requirements and delivery of the program are appropriate for the program learning outcomes and degree-level expectations.
  - The sequencing of required courses or other learning activities, etc.
  - The mode of delivery of the program (face-to-face; blended or online; placement, etc.) and how it is appropriate to support students in achieving the learning outcomes of the program and the degree-level expectations.
  - Describe how the specific elements of the curriculum (e.g., Internships, etc.) will be administered.
  - A clear indication of how faculty "scholarship and research is brought to bear on the achievement of Degree Level Expectations" (UTQAP 1.1)
  - Describe how the program structure and delivery methods reflect universal design principles and/or how the potential need to provide mental or physical health accommodations has been considered in the development of this program.

Table 2: DLEs[2], Program Learning Outcomes & Requirements

Degree-Level Expectations	Program Learning Outcomes	How the Program Design/Structure of the required courses and other learning activities supports the achievement of Program Learning Outcomes
1. Depth and Breadth of Knowledge Defined as [...] for this degree	Depth and Breadth of Knowledge is understood in [PROGRAM NAME] as … This is reflected in students who are able to:	The program design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are:

9 Assessment of Learning

- Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and degree-level expectations.
- Describe plans for documenting and demonstrating the level of performance of students consistent with the DLEs. (Assessment of Teaching and Learning examples in Guide to Quality Assurance Processes)

10 Program Description & Calendar Copy

- Provide a description of the program (audiences: prospective and current students, staff, and employers) that can be used for external and internal posting that includes the key features of the program:
  - Program's purpose (who is it for, what are the outcomes)
  - Nature of learning environment (including mode of delivery)
  - Approaches to teaching/learning/assessment
  - Basic information (e.g., FCE count, program length, etc.)

[2] If the degree already exists at U of T, please use the relevant DLEs to populate the DLE column (all U of T DLEs are available on the VPAP website). If the degree does not already exist at U of T, please use the OCAV honours bachelor's degree DLEs as a starting point.

- Provide, as an appendix, a clear and full calendar copy including:
  - The program description; the program requirements including all required courses and recommended electives and their prerequisites, including for any streams.
- Provide as an appendix:
  - A full list of the all courses included in the program including course numbers, titles, and descriptions.
    - Please indicate clearly whether they are new/existing. (Please note that all new courses should be proposed and approved independently in line with established academic change procedures. Where possible, append full course proposals as an appendix).

Program Description

Please see Appendix [X] for proposed calendar copy.

Please see Appendix [X] for a full list of the course numbers and titles, indicating clearly whether they are new / existing.

11 Consultation

- Describe the expected impact of what is being proposed on the nature and quality of other programs delivered by the unit/division.
- Describe the expected impact of what is being proposed on programs being offered by other units/divisions.
- Describe any consultation with the Deans of Faculties/divisions that will be implicated or affected by the creation of the proposed program as per UTQAP 2.4.2 “The Dean ensures that appropriate consultation is conducted with faculty and students, other university divisions and external institutions.”

12 Resources

12.1 Faculty

- Complete Table 3 below
- Brief commentary, including:

- Evidence of the participation of a sufficient number and quality of faculty who will actively participate in the delivery of (teach and/or supervise) the program
- Evidence of and planning for adequate numbers and quality of faculty and staff to achieve the goals of the program
- The role of any adjunct or contractual (e.g., stipendiary) faculty.
- The provision of supervision of experiential learning opportunities, as appropriate.
- If relevant, plans and commitment to provide additional faculty resources to support the program.
- Planned/anticipated class sizes (connect this to delivery method, Section 8 and assessment methods, Section 9)

- Provide the CVs of all faculty who appear in Table 3, as evidence substantiating the above. The appendix should form a separate document with a table of contents and all CVs in alphabetical order. CVs should be submitted in a consistent format.

Table 3: Detailed Listing of Committed Faculty

Name	**Unit of Primary Budgetary Appt and %**	**Unit of Other Budgetary Appt and % (if applicable)**	**Commitment to other programs** (please list other programs in which the person routinely teaches/ supervises)	**Nature of Contribution to This Program** (course instructor [CI], etc.)
Tenure Stream: Full				
Tenure Stream: Associate				
Tenure Stream: Assistant				
Teaching Stream: Full				
Teaching Stream: Associate				
Teaching Stream: Assistant				
Non-Tenure				

Name	**Unit of Primary Budgetary Appt and %**	**Unit of Other Budgetary Appt and % (if applicable)**	**Commitment to other programs** (please list other programs in which the person routinely teaches/ supervises)	**Nature of Contribution to This Program** (course instructor [CI], etc.)
Stream (i.e., CLTA)				
Sessional Lecturer				
Others (please specify, i.e., adjunct, status only, clinical faculty, visiting or other as per U of T definitions)				

12.2 TA Support

- Give details regarding the nature and level of TA support required by the program.

12.3 Learning Resources

- Evidence that there are adequate resources to sustain the quality of scholarship and research activities of undergraduate and graduate students, including library support.

Please see the following appendices:

Appendix [x]: Library statement confirming the adequacy of library holdings and support for student learning.

Appendix [x]: Standard statement concerning student support services.

12.4 Space/Infrastructure

- Evidence that there are adequate resources to sustain the quality of scholarship and research activities of undergraduate and graduate students, including information technology support and laboratory access; address any unique requirements including renovations to existing space, new space, equipment, etc.
- Note: The requirements for physical facilities should be identified by providing information on the change in the number of people to be accommodated by type (i.e., faculty, students, administrative staff, etc.) as well as information on changes in equipment and activities requiring accommodation. The division/Faculty should state whether it plans to bring forward proposals for additional space; the renovation of existing space; or whether the current space allocation to the academic program will accommodate the new initiative.

12.5 Other Resource Implications

- For example,
  - Are there interdivisional teaching implications?
  - Will the new program affect any existing agreements with other institutions, or will require the creation of a new agreement to facilitate the new program (e.g., Memorandum of Understanding, Memorandum of Agreement, etc.). (Existing joint programs are offered with Centennial, Sheridan and Michener.)
  - If this is a new joint program, please indicate how future reviews of the program will be conducted in accordance with UTQAP 2.1: "Where a program is held jointly with an Ontario institution that does not have an IQAP that has been ratified by the Quality Council, the UTQAP will serve as the guiding document and University of Toronto will be the lead institution. Where a program is held jointly with an Ontario institution that does have an IQAP that has been ratified by the Quality Council, a lead institution will be selected. Program proposals specify how future reviews will be conducted."
- Please consult with the Provost's office (vp.academicprograms@utoronto.ca) early regarding any resource implications described in this section.

13 Quality & Other Indicators

- Please describe the appropriateness of the faculty's collective expertise and how it contributes substantively to the proposed program. Define and use indicators to provide evidence of the quality of the faculty (e.g., qualifications, research, innovation and scholarly record)
- Please explain how the program structure and faculty research will ensure the intellectual quality of the student experience.
- Please describe any elements that enhance the program's diversity.

Appendix A: Courses

Appendix B: Undergraduate Calendar Copy

Appendix C: Library Statement

Appendix D: Student Support Services

Appendix E [and others]: [as needed]

Cyclical Review: Report Template

[New] As Commissioning Officer, I confirm that:

- ✓ The review report addresses all elements of the terms of reference, which reflect the requirements outlined in the University of Toronto Quality Assurance Process (UTQAP), including the program evaluation criteria
- ✓ I have brought to the attention of the reviewers any clear factual errors in the report and the reviewers have corrected these.

Commissioning Officer*: [insert name]	Report Accepted as Final on [insert date]

*The Dean is normally the Commissioning Officer for reviews of programs and units in departmentalized divisions; the Vice-Provost, Academic Programs is the Commissioning Officer for reviews of Faculties/Divisions with or without their programs.

Reviewers are asked to provide an Appraisal Report that:

- Identifies and commends the program's notably strong and creative attributes
- Describes the program's respective strengths, areas for improvement, and opportunities for enhancement
- Recommends specific steps to be taken to improve the program, distinguishing between those the program can itself take and those that require external action
- Recognizes the institution's autonomy to determine priorities for funding, space, and faculty allocation; ~~and~~
- Respects the confidentiality required for all aspects of the review process; and
- Addresses all elements of the terms of reference, which reflect the requirements outlined in the University of Toronto Quality Assurance Process (UTQAP), including the program evaluation criteria

Division/unit under review OR Division/unit in which program(s) is housed:	Please select one of these options and delete the other; i.e., if only the program is being reviewed and not the division/unit, then use the "Division/unit in which program(s) is housed"
Program(s) under review:	
Commissioning officer:	
Date of scheduled review:	
Reviewers' names and affiliations:	

1 Review Summary

- Please provide a summary of your findings.

2 Program Evaluation Criteria

Please explicitly address each program that is listed in the Terms of Reference of the review. When making statements that do not apply to all programs, please specify which program(s) you are addressing.

- Objectives
  - Consistency of the program with the University's mission and Faculty/unit's academic plans
  - Program requirements and learning outcomes are clear, appropriate and align with the relevant undergraduate and/or graduate Degree Level Expectations.
- Admission requirements
  - Appropriateness of admission requirements for the learning outcomes established for completion of the program
- Curriculum and program delivery
  - Curriculum reflects the current state of the discipline or area of study and is appropriate for the level of the program
  - Appropriateness and effectiveness of the program's structure, curriculum, length and mode(s) of delivery to its learning outcomes and degree level expectations; clarity with which these have been communicated
  - Evidence of innovation or creativity in the content and/or delivery of the program relative to other such programs
  - Opportunities for student learning beyond the classroom
  - Opportunities for student research experience
- Assessment of learning
  - Appropriateness and effectiveness of the methods used for ~~the evaluation of~~assessing student achievement of the defined learning outcomes and degree-level expectations, especially in the students' final year of the program
- Quality indicators
  - Assessment of program against international comparators
  - Quality of applicants and admitted students
  - Student completion rates and time to completion
  - Quality of the educational experience, teaching and graduate supervision
  - Implications of any data (where available) concerning post-graduation employability
  - Availability of student funding.

- Provision of student support through orientation, advising/mentoring, student services
- Program outreach and promotion.

- Additional Graduate Program Criteria
  - Monitoring and management of students' time to completion in relation to the program's defined length and program requirements.
  - Quality and availability of graduate supervision.
  - Faculty commitment to student mentoring;
  - Student quality, including for example grade level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills;
  - Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience
  - Sufficient graduate-level courses that students will be able to meet the requirement that all course requirements be met through courses at the graduate level.
- Quality Enhancement
  - Initiatives taken to enhance the quality of the program and the associated learning and teaching environment
  - Extent to which initiatives have been undertaken to enhance the program's accessibility (i.e., for students requiring physical or mental health accommodations) and diversity

3 Faculty/Research

- Scope, quality and relevance of faculty research activities
- Appropriateness of the level of activity relative to national and international comparators
- Appropriateness of research activities for the undergraduate and graduate students in the Faculty
- Faculty complement plan.
- Appropriateness and effectiveness of the academic unit's use of existing human resources.

4 Relationships

- Strength of the morale of faculty, students and staff
- Scope and nature of relationships with cognate Faculties, academic departments and units
- Extent to which the division/unit has developed or sustained fruitful partnerships with other universities and organizations in order to foster research, creative professional activities and to deliver teaching programs

- Scope and nature of the division/unit's relationship with external government, academic and professional organizations
- Social impact of the division/unit in terms of outreach and impact locally and nationally

5 Organization and Financial Structure

- The appropriateness and effectiveness of the division/unit's organizational and financial structure, and its use of existing human, physical and financial resources in delivering its program(s).
- The appropriateness with which resource allocation, including space and infrastructure support, has been managed
- Opportunities for new revenue generation

6 Long-Range Planning Challenges

- Consistency with the University's Academic Plan
- Appropriateness of:
  - Complement plan, including balance of tenure-stream and non-tenure stream faculty
  - Enrolment strategy
  - Student financial aid
  - Development/fundraising Initiatives
  - Management and leadership

7 International Comparators

- Assessment of the division/unit and the program(s) under review relative to the best in Canada/North America and internationally, including areas of strength and opportunities

University of Toronto Quality Assurance Process (UTQAP)
Cyclical Review: Final Assessment Report and Implementation Plan – DRAFT

Rather than having a summary and admin response go into the compendium; this document, which includes the summary and administrative response will go into the compendium as described below

1 Review Summary

This section will be inserted before AP&P by the VPAP office; the summary will be developed through the usual process (i.e. by the VPAP office, then shared with the Dean's office who consults appropriately before the VPAP finalizes)

i.e. the "full and accurate summary" described in UTQAP 5.8.3, which identifies the significant strengths of the program and opportunities for program improvement and enhancement.

2 Administrative Response & Implementation Plan

This section will be inserted before AP&P by the VPAP office; the admin response will be developed through the usual process (i.e. the VPAP requests the response from the Dean who develops a response in consultation with the unit/program);

i.e. the Dean's response and implementation plan described in UTQAP 5.8.1, which sets out and prioritizes recommendations that are selected for implementation and identifies who will be responsible for providing any resources made necessary by those recommendations; who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

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

This section will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting. Unless the report of the meeting is completed quickly it will not be prepared in time for agenda committee – this section would be populated after *the governance cycle is finished.*

i.e. excerpts from the Report of the AP&P meeting

The Dean and [program representatives] were present at the AP&P meeting of [date].

AP&P found that the Dean's response and implementation plan adequately addressed all the issues identified or [*insert discussion as captured in the Report of the meeting if the answer is 'no'*]

AP&P [asked the following questions/made the following comments/raised the following substantive issues which to which the Dean/program representative responded …] *insert discussion as captured in the Report of the meeting*

[insert if follow up is requested]: "The Committee on Academic Policy and Programs (AP&P) concluded that there were no issues to be drawn to the attention of the Agenda Committee but requested a follow up report in one year regarding [*insert items as captured in the Report of the meeting*]. The follow-up report will be considered by AP&P at the Cycle [x] meeting in the [xxxx-xx] academic year.

4 Institutional Executive Summary

This text in blue will be inserted by the VPAP office before AP&P. The text in grey will be inserted after AP&P by the VPAP office using language verbatim from the approved Report of the meeting. Unless the report of the meeting is completed quickly it will not be prepared in time for agenda committee – this section would be populated after *the governance cycle is finished.*

The reviewers identified the programs' strengths as [summarize strengths from request for admin response in a single sentence]. The reviewers recommended that the following issues be addressed: [summarize issues from request for admin response in a single sentence]. *[Insert several sentences drawing on admin response implementation plan that show how issues have been addressed. E.g. "New admission criteria will take effect for the 2013-14 admission cycle"] [Conclude with either: "The Committee on Academic Policy and Programs (AP&P) concluded that the Decanal response adequately addressed the review recommendations" or describe follow up requested by the Committee: e.g. "The Committee on Academic Policy and Programs (AP&P) concluded that there were no issues to be drawn to the attention of the Agenda Committee but requested a follow up report in one year on…(take language from official AP&P notes)". The follow-up report will be considered by AP&P at the Cycle [x] meeting in [academic year].]*

5 Monitoring and Date of Next Review

This section will be inserted before AP&P by the VPAP office.

[Insert divisional monitoring plan as described in admin response.]

The Vice-Provost, Academic Program's Office will provide an annual reminder to the Dean regarding implementation plans. The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than *[insert date from admin response]* on the status of the implementation plans.

The next review will be commissioned in [*year confirmed in admin response*].

6 Distribution

On [date], 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 [xxx], the Secretaries to AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair(s)/Director(s) of the Program(s)/Unit(s).

[FINAL VERSION ON VPAP LETTERHEAD; do not insert letterhead or signature for drafts]

October 2, 2018

[*Dean's name*]
Dean, [*Faculty/Division*]
University of Toronto

Dear Professor [*LastName*]:

Thank you for forwarding the report of the [*site visit date*] External Review of the [*unit*] and its programs. The following programs were reviewed: [*list from terms of reference*].

As indicated in our *Statement of Institutional Purpose*, the University of Toronto is committed "to being an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality." This quality is assessed through the periodic appraisal of programs and units, which considers how our research scholarship and programs compare to those of our international peer institutions and assesses the alignment of our programs with established degree-level expectations. The University views the reports and recommendations made by external reviewers as opportunities to celebrate successes and identify areas for quality improvement.

The reviewers praised the [*five top strengths, ideally from range of undergraduate and graduate program elements, to research, relationships, etc*].

I am writing at this time:

1. to request your administrative response to this report, including a plan for implementing recommendations;
2. to request your feedback on a summary of the review report; and
3. to outline the next steps in the process.

1. Request for Administrative Response and Implementation Plan:

In your **administrative response**, please address the following areas raised by the reviewers and their impact on academic programs, *along with any additional areas you would like to prioritize*.

For each area you address, please provide an **Implementation Plan** that identifies actions to be accomplished in the immediate (six months), medium (one to two years) and longer (three to five years) terms, and who (Department, Dean) 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.

- **[***prompts for items to address***]**

Please prepare this response in consultation with the unit/program under review and reflect this consultation in your response.

Finally, please confirm the **date of the next review** and your plans for **monitoring the implementation of recommendations** until then. I will ask you to provide a brief report to me midway between the [*year of the site visit*] and the year of the next site visit.

2. Provost's Program Innovation Funding (Possible new text – see agenda item 4)

The Provost's University Fund includes an OTO allocation for program innovation funding, which can be drawn on to support the implementation of review recommendations (e.g., course release to support curriculum renewal, course revisions, etc.). If your implementation plans would benefit from these funds, please submit a brief request to vpacademicprograms@utoronto.ca, including the amount requested, the planned use of the funds, and how this will support one or more specific actions within your implementation plan. Requests are considered on a rolling basis. If you draw on this fund, your brief report on the implementation of recommendations must include information on how these funds have been used.

3. Summary

My office has prepared a summary of the review [*or: My office will provide a summary of the review of [review name] in* ***[month/year]***] for your feedback regarding tone or accuracy, and response to any information that is requested in the comments. This summary becomes part of the governance record.

4. Next Steps

Reviews of academic programs and units are presented to University governance as a matter of University policy. Under the University of Toronto Quality Assurance Process (UTQAP), the Vice-Provost, Academic Programs prepares a report on all program and unit reviews and submits these periodically to the Committee on Academic Policy and Programs (AP&P).

The review of [review name] will be considered by AP&P at its meeting on **[date]**. **Please plan to attend this meeting.** Your presence is important and will allow you to respond to any questions the committee may have regarding the report, and your administrative response and implementation plan. An overview of what happens at AP&P is available on our website.

I would appreciate receiving your completed administrative response and plan for implementing recommendations, as well as any comments on the summary by **[date = provostial deadline for that cycle]**. This will allow my office sufficient time to prepare materials for the AP&P meeting.

The summary and administrative response and implementation plan are the two key components of the Final Assessment Report and Implementation Plan, which will be finalized after the AP&P meeting and distributed to you and the [chair/program leads and Governing Council secretariat] and posted on our website, as required by the UTQAP.

Please feel free to contact me or Justine Garrett, Coordinator, Academic Planning and Reviews, should you have any questions.

Sincerely,

Susan McCahan
Vice-Provost, Academic Programs

cc.
[reviews academic lead for the division]
[reviews staff lead for the division]
Daniella Mallinick, Director, Academic Programs, Planning and Quality Assurance
Justine Garrett, Acting Coordinator, Academic Planning and Reviews

[New Document] Guidance for Dean's Offices: Required elements of the administrative response

Please prepare the response in consultation with the unit/program under review and reflect this consultation in your response.

- Dated; On letterhead; signed by Dean
- Cc relevant Dean(s)/Chair(s)/Program Coordinator(s)
- Statement of who was consulted in preparing the response (should align with those cc'd)
- Discussion of the recommendations advanced by the Review Committee; and,
- Implementation plan, including:
    - A proposed timeline for the implementation of recommendations
        - i.e. actions to be accomplished in the immediate (six months), medium (one to two years) and longer (three to five years) terms]
        - who will be responsible for acting on them (Department, Dean, etc.)
    - Any changes in organization, policy or governance that would be necessary to meet the recommendations;
    - The resources, financial and otherwise, that would be provided in supporting the implementation, and who will provide them; and,
- Brief statement of how the Dean will monitor the implementation of recommendations (e.g., annual standing meeting with Chairs; existing report to standing subcommittee of Faculty Council; etc.)
    - Minimum requirement is brief report to VPAP midway between the year of the site visit and the year of the next site visit.
    - Note: VPAP office will remind Dean's office annually of implementation plans and mid-cycle to request the brief report
- Confirm year of the next review [8 years measured from site visit date to site visit date]

UTQAP Self-Study Cover Sheet (new)

As Commissioning Officer, I have reviewed and approved the self-study and confirm that it addresses:

- ✓ The terms of reference
- ✓ The consistency of the program's learning outcomes with the institution's mission and divisional Degree-Level Expectations, and how its graduates achieve those outcomes;
- ✓ Program-related data and measures of performance, including applicable provincial, national and professional standards (where available);
- ✓ The integrity of the data
- ✓ The UTQAP program evaluation criteria (listed below);
- ✓ Concerns and recommendations raised in previous reviews;
- ✓ Areas identified through the conduct of the self-study as requiring improvement;
- ✓ Areas that hold promise for enhancement;
- ✓ Academic services that directly contribute to the academic quality of each program under review;

I confirm that:

- ✓ The self-study describes in detail the participation of program faculty, staff and students in the self-study and how their views have been obtained and taken into account.

I have identified the reports and information to be provided to the Review Committee in advance of the site visit, and confirm that the following core items will be provided:

- ✓ Terms of reference;
- ✓ Self-study;
- ✓ Previous review report including the administrative response(s);
- ✓ Any non-University commissioned reviews (for example, for professional accreditation or Ontario Council on Graduate Studies) completed since the last review of the unit and/or program;
- ✓ Access to all course descriptions;
- ✓ Access to the *curricula vitae* of faculty;
- ✓ (In the case of professional programs): the views of employers and professional associations solicited by the unit/program and made available to the Review Committee.

UTQAP Self-Study Cover Sheet

Commissioning Officer*: [insert name]	Sign Off Date: [insert date]

*The Dean is normally the Commissioning Officer for reviews of programs and units in departmentalized divisions; the Vice-Provost, Academic Programs is the Commissioning Officer for reviews of Faculties/Divisions with or without their programs.

PILOT

Program Evaluation Criteria

Objectives

- Program is consistent with the institution's mission and unit's academic plans.
- Program requirements and learning outcomes are clear, appropriate and align with the relevant undergraduate and/or graduate Degree Level Expectations.

Admission Requirements

- Admission requirements are appropriately aligned with the learning outcomes established for completion of the program.

Curriculum

- The curriculum reflects the current state of the discipline or area of study and is appropriate for the level of the program.
- Evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs.
- Mode(s) of delivery to meet the program's identified learning outcomes are appropriate and effective.

Assessment of Learning

- Methods for assessing student achievement of the defined learning outcomes and degree learning expectations are appropriate and effective.
- Appropriateness and effectiveness of the means of assessment, especially in the students' final year of the program, in clearly demonstrating achievement of the program learning objectives and the relevant Degree-Level Expectations.

Resources

- Appropriateness and effectiveness of the academic unit's use of **existing** human, physical and financial resources in delivering its program(s). In making this assessment, reviewers must recognize the institution's autonomy in determining priorities for funding, space and faculty allocation.

Quality Indicators

- Outcome measures of student performance and achievement are of particular interest.
- There are also important input and process measures which are known to have a strong association with quality outcomes. [see UTQAP 5.6.5 for examples]
- Assessment of the programs relative to the best of their kind offered in Canada, North America and internationally, including areas of strength and opportunities.

Quality Enhancement

- Initiatives taken to enhance the quality of the program and the associated learning and teaching environment.

Additional Graduate Program Criteria

- Evidence that students' time to completion is both monitored and managed in relation to the program's defined length and program requirements.
- Quality and availability of graduate supervision.
- Definition and application of indicators that provide evidence of faculty, student and program quality. [see UTQAP 5.6.5 for examples]

UTQAP Template (PILOT)

Cyclical Review: Self-Study

Please consult with your Dean's Office before utilizing this Pilot template.

The self-study should be broad-based, reflective and forward-looking, and include critical analysis. It is an assessment of the strengths and challenges facing the programs(s) and/or unit, the range of its activities, and the nature of its future plans.

The self-study should address the Terms of Reference. These form the basis of the assessment of the Faculty, department or unit and its programs. The self-study should be customized to reflect what is under review.

Clearly mark the self-study as "Confidential" if it is not to be made publicly available. If the intent is to broadly distribute the self-study and post it online, ensure that no confidential material is contained within it.

Note for Roundtable: new elements are indicated with highlighting or track changes and have been inserted to ensure compliance with the UTQAP program evaluation criteria.

PILOT

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PILOT

Introduction

Context

- Briefly introduce the division, department, or academic unit and its program(s) that will be described in the self-study. Ensure that **each** program listed in the Terms of Reference of the review is mentioned here. Provide a URL for the academic unit and all programs under review.
- Highlight any significant developmental milestones.
- What particular strengths, characteristics and risks define the division/unit?
- Refer to any indicators/data that relate to the general division/unit "environment."

Self-Study Participation

Note: The process of preparing a self-study should involve faculty, students and staff. The self-study should show active involvement of students in the preparation of the report—students should be involved in the agenda-setting, self-analysis and documentation of the report. The input of others deemed to be relevant and useful, such as graduates of the program and representatives of industry, the professions, practical training programs and employers may also be included.

- Describe in detail the participation of program faculty, staff and students, as well as any others deemed to be relevant and useful, in the self-study process and how their views have been obtained and taken into account.[1]
- Describe how the curriculum mapping process was completed collaboratively (with faculty, staff and/or students).

Previous Review Recommendations

- Summarize the key findings of the previous review.
- Describe how the division/unit/Program has addressed any recommendations from this previous external review.

Program—[insert program title]

Provide a separate section for **each** academic program that is listed in the Terms of Reference for the review. For A&S units, one section should be provided for **each** POSt being reviewed.

1 Program Overview

- Provide an overview of the program's vision/mission, accounting for the following:
  - Describe the key purpose(s) of the program, including whom the program targets.
  - Describe how the curriculum reflects the current state of the discipline or area of study and is appropriate for the level of the program.

[1] The Quality Council's Guide to Quality Assurance Processes includes best practices for supporting this involvement in the section on Engaging Stakeholders in the Creation of Self-Studies and New Program Development.

PILOT

  - Outline the core educational values in the program.
  - Describe the nature of the learning environment.
    - Identify any significant innovation or creativity in the content of the program relative to other such programs.
- Briefly outline how the program is consistent with the University's mission.
- Briefly outline how the program is consistent with the division/unit's academic plans.
- ~~(Graduate) Provide evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.~~

2 Program Design

Program Learning Outcomes

- List the program learning outcomes and indicate how they align with the appropriate degree level expectations.

Admission Requirements

- Indicate the program admission requirements and explain how they explicitly align with the program learning outcomes.

2.2 Consider using data on student applications and registration to reflect on appropriateness of admission requirements.

2.3 Consider using data on attrition rates and graduation rates to reflect on appropriateness of program requirements. ~~For graduate programs, consider how time-to-completion is monitored and managed in relation to the program's defined length and program requirements.~~

Program Requirements

- List the program requirements.

Curriculum Design

- Discuss the alignment between the program's learning outcomes and the program requirements (i.e. courses and any other required learning activities). The curriculum map (2.4.1) can be used as evidence of alignment. *[Note to draft: suggested adding this because otherwise there is simply a prompt to list requirements and provide a map but not to discuss how it all fits together]*
- As an appendix, provide a list of courses in the program including the course number, the credit value and the course description. (This can be organized to reflect the manner in which the courses count toward the program requirements.)

Curriculum Map

- Embedded in the self-study or attached as an appendix, provide an outcomes-based curriculum map that visualizes the alignment between the program's learning outcomes and the courses (and any other required learning activities) in the program.
- Note: the curriculum map should be an accurate reflection of the curriculum as it stands at the time the self-study report is developed. Opportunities for improvement found through the mapping process can be described in section 2.6.

Assessment of Learning

- For each program learning outcome, describe the means of assessment used to demonstrate achievement of that particular outcome.
    - Units should provide examples of the types of assessments used, particularly in the students' final year of the program, and explain why those types of assessments are appropriate and effective in demonstrating achievement of the outcome.
    - Units may wish to include samples of student work to support their explanations.
    - Describe how the effectiveness of the program is assessed between cyclical reviews to ensure continuous improvement of the curriculum.

2.4 and 2.5 Consider the following data points to reflect on the quality of the curriculum design and delivery:

- final-year academic achievement
- funding, honours and academic awards
- student course evaluations
- student and alumni feedback (via surveys or focus groups)
- post-graduation employment rates
- applicable provincial, national and professional standards
- NSSE student satisfaction results for undergraduate programs

Curriculum Delivery

- Describe how the mode(s) of delivery (face-to-face / online / blended / hybrid) are appropriate to and effective in meeting the program's learning outcomes.
- Identify any significant innovation or creativity in the delivery of the program relative to other such programs. Consider the following:
    - High-impact practices (e.g., first-year seminars, capstone courses, collaborative assessments, etc.)
    - Student engagement strategies (e.g., use of instructional technologies)

- Non-traditional use of class time (e.g., active classrooms, hands-on coursework, etc.)
- Integrated learning opportunities
  - Work-integrated learning
  - Community-engaged learning
  - Research-based experiences/courses
  - Entrepreneurial experiences/courses
  - Discovery-based experiences/courses
  - International experiences.

Additional Considerations for Graduate Programs

- ~~(Graduate) Provide e~~Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.
- Evidence that students' time to completion is both monitored and managed in relation to the program's defined length and program requirements.
- Quality and availability of graduate supervision.
- Evidence of sufficient graduate-level courses that students will be able to meet the U of T requirement that all of their course requirements be met through courses at the graduate level.

Proposed addition to template

2.6 Consider the following indicators to reflect on and provide evidence of faculty, student and program quality for graduate programs:

- Faculty funding, honours and awards (as discussed in the section on Research)
- Faculty commitment to student mentoring;
- Student grade level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills;
- PhD graduate statistics of division/unit
- CGPSS student satisfaction results for graduate programs

~~Curriculum~~ Quality Enhancement

- Describe any initiatives taken to enhance the quality of the program and the associated learning and teaching environment.
- Describe any key challenges and opportunities about the design and delivery of the curriculum.
- Provide any key recommendations based on the challenges and opportunities noted.

- Describe any initiatives taken to enhance the program's accessibility and diversity (e.g., adoption of universal design principles for assessment or delivery; new student outreach or faculty recruitment strategies, etc.)

Co- or Extracurricular Opportunities

- Outline opportunities for learning beyond the classroom that are made available to students.
- Please highlight specific opportunities which are connected to the stated goals of the program.

Assessment of the program relative to the best of its kind offered in Canada, North America and internationally

Department/Unit Context

1 Faculty

[Include as an appendix CVs for all tenure-stream and teaching-stream faculty. Divisions/units may wish to include CVs of "other faculty" depending on the nature of their contributions to the unit's core functions.]

- Describe faculty complement.
    - List faculty members by:
        - tenure and tenure-stream faculty (assistant, associate and full)
        - teaching stream
        - "other faculty" as relevant
            - sessional
            - CLTA
            - part-time faculty
            - status only
            - adjunct.
- Identify areas of strength and expertise focusing on current status as well as plans for future development. Attention should be given to any notable changes in the strengths and weaknesses of the complement as a whole, including real or anticipated changes experienced or anticipated as a result of recent/expected hires. Plans for future development may include a faculty renewal plan.
- Describe the appropriateness and effectiveness of the unit's use of existing human resources in delivering its program(s).
- Identify and describe support for faculty development.

Research

[In all cases, an assessment of the quality of research output, supported by evidence appropriate to the discipline, is essential. There will be variation across academic units as to the appropriate indicators.]

- Describe the scope, quality and relevance of the division/unit's research activities.

PILOT

  - What are the major research themes and priorities within the division/unit or Program?
  - Describe the research undertaken in the last five years by each faculty member, grouped under the relevant themes.
  - Provide data on research funding over the past five years.
- What benchmarks of research success are measured within the division/unit or Program?
- Comment upon the level of activity and success in research and scholarship among your members. Discuss how this level of activity and success compares nationally and internationally.
- Explain how the research activity of faculty supports the research and learning of undergraduate and graduate students in the unit.

Proposed addition to template

2 Consider the following data points to reflect on research:

- Publication and citation rankings
- List of major research awards and honours
- Level of research funding of the division/unit
- Participation rates for Tri-Council funding

Student Funding

- Describe the funding available to students in the program(s).

Academic Services

- Describe the academic services[2] that directly contribute to the academic quality of the program. [Please note that the Office of the Vice-Provost, Academic Programs will request and provide you with a Library report and standard Student Services report. You should include these as Appendices.] The text here should describe any additional services provided by the division/unit.

Organization and Financial Structure

- Assess the appropriateness of the administrative and governance structure for the effective functioning of the division/unit.
- Describe the appropriateness and effectiveness of the division/unit's organizational and financial resources in delivering its program(s).
- What are the challenges and opportunities over the next five years?

[2] The Quality Council defines and provides guidance on what might be discussed under "Academic Services."

Resources and Infrastructure

- Laboratory facilities: as appropriate, identify major equipment requirements to support programming and research.
- Space: as appropriate, describe any unique space pressures and requirements and how these are accommodated.
- Describe the appropriateness and effectiveness of the unit's use of existing physical resources in delivering its program(s).

~~Student Awards~~

- ~~(Graduate) Success rates in provincial and national scholarships, competitions and awards.~~
- ~~Comment on any initiatives in place to foster the professional development of students in the program including professional and transferable skills.~~

~~Student Funding~~

- ~~Describe the funding available to students in the program.~~

Internal and External Relationships

- Describe the scope and nature of the division/unit's relationship with cognate departments and units at the University of Toronto and external government, academic and professional organizations.
- What has been the social impact of the unit in terms of outreach to local and national communities?
- Has the division/unit developed or sustained fruitful partnerships with other universities and organizations in order to foster research, creative professional activities and to deliver teaching programs?

Future Directions

- What are the key challenges and opportunities facing the department and its programs relative to enrolment and the student education experience over the next five years?
- Areas identified through the conduct of the self-study as requiring improvement.
- Areas that hold promise for enhancement.
- Initiatives or changes planned to provide further support to or enhance research, scholarship or programs.

Appendices

The self-study can be "de-cluttered" by placing information in the appendices rather than in the body of the narrative. Clearly mark appendices as "Confidential" if they are not to be made publicly available or posted online.

Items to consider including in the appendices are:

- **Appendices must include:**
  - Previous external review report and administrative response of the division/unit/Program

- Any non-University/external reviews completed since the last review (e.g., OCGS, accreditation) and administrative responses
- Academic plan(s) of the division/unit
- Faculty CVs
- University of Toronto Libraries Report for the division/unit
- Complete course descriptions (this can be done as web links, calendar copy, etc.) .

- **Appendices can include:**
  - History of the division/unit/Program
  - Constitution of the division/unit
  - Recent committee/professional service of faculty
  - Workload Policy of division/unit
  - Calendar entry for undergraduate/graduate programs
  - Graduate reading list
  - Any curriculum renewal material
  - Divisional marking scheme
  - Student Services Statement for the division.

PILOT

UTQAP Template
Cyclical Review: Terms of Reference

These terms of reference have been designed to be customized to accommodate Provostial reviews of divisions (and the programs they offer) as well as Decanal Reviews of units and their programs. Commissioning officers may enhance the criteria to meet the needs of their units/ programs/disciplines.

Program(s) under review:	
Division/unit under review OR division/unit in which program(s) is housed: Please select one of the above options and delete the other; i.e., if only the program is being reviewed and not the division/unit, then use the "division/unit in which program(s) is housed"	
Commissioning officer:	
Date of scheduled review:	

The Terms of Reference are intended to establish the parameters of the cyclical review process and provide the framework of the review report. (UTQAP reviews are still required even when accreditation reviews have been conducted.) Reviewers are asked to comment explicitly upon the following:

1 Program(s)

For **each** program under review, consider and comment on the following:

Objectives

- Consistency of the program with the University's mission and Faculty/unit academic plans.
- Program requirements and learning outcomes are clear, appropriate and align with the relevant undergraduate and/or graduate Degree Level Expectations.

Admission Requirements

- Appropriateness of admission requirements to the learning outcomes established for completion of the program.

Curriculum and Program Delivery

- Curriculum reflects the current state of the discipline or area of study and is appropriate for the level of the program.
- Appropriateness and effectiveness of the program's structure, curriculum, length and mode(s) of delivery to its learning outcomes and degree level expectations; clarity with which these have been communicated.
- Evidence of innovation or creativity in the content and/or delivery of the program relative to other such programs.
- Opportunities for student learning beyond the classroom.
- Opportunities for student research experience.

Assessment of Learning

- Appropriateness and effectiveness of the methods used for ~~the evaluation of~~assessing student achievement of the defined learning outcomes and degree-level expectations, especially in the students' final year of the program.

Quality Indicators

- Assessment of program against international comparators.
- Quality of applicants and admitted students; enrolment.
- Student completion rates and time to completion.
- Quality of the educational experience, teaching, and graduate supervision.
- Implications of any data (where available) concerning post-graduation employability
- Availability of student funding.
- Provision of student support through orientation, advising/mentoring, student services
- Program outreach and promotion.

Additional Graduate Program Criteria

- Monitoring and management of students' time to completion in relation to the program's defined length and program requirements.
- Quality and availability of graduate supervision.
- Faculty commitment to student mentoring;
- Student quality, including for example grade level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills;
- Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience
- Sufficient graduate-level courses that students will be able to meet the requirement that all course requirements be met through courses at the graduate level.

Quality Enhancement

- Initiatives taken to enhance the quality of the program and the associated learning and teaching environment.
- Extent to which initiatives have been undertaken to enhance the program's accessibility (i.e., for students requiring physical or mental health accommodations) and diversity

2 Faculty/Research

- Scope, quality and relevance of faculty research activities.
- Appropriateness of the level of activity relative to national and international comparators.
- Appropriateness of research activities for the undergraduate and graduate students in the Faculty.
- Faculty complement plan.
- Appropriateness and effectiveness of the academic unit's use of existing human resources. In making this assessment, reviewers must recognize the institution's autonomy in determining priorities for funding, space, and faculty allocation

3 Relationships

- Strength of the morale of faculty, students and staff.
- Scope and nature of relationships with cognate Faculties, academic departments and units.
- Extent to which the Faculty, department or unit has developed or sustained fruitful partnerships with other universities and organizations in order to foster research, creative professional activities and to deliver teaching programs.
- Scope and nature of the Faculty, department or unit's relationship with external government, academic and professional organizations.
- Social impact of the Faculty, department or unit in terms of outreach and impact locally and nationally.

4 Organizational and Financial Structure

- The appropriateness and effectiveness of the Faculty, department or unit's organizational and financial structure, and its use of existing human, physical and financial resources in delivering its program(s). In making this assessment, reviewers must recognize the institution's autonomy in determining priorities for funding, space, and faculty allocation.
- The appropriateness with which resource allocation, including space and infrastructure support, has been managed.
- Opportunities for new revenue generation.

5 Long-Range Planning Challenges

- Consistency with the University's academic plan.
- Appropriateness of:
  - Complement plan, including balance of tenure-stream and non-tenure stream faculty
  - Enrolment strategy
  - Student financial aid
  - Development/fundraising initiatives
  - Management and leadership.

6 International Comparators

Assessment of the Faculty, department or unit and the program(s) under review relative to the best in Canada/North America and internationally, including areas of strength and opportunities.

UNIVERSITY OF TORONTO

OFFICE OF THE VICE-PROVOST,
ACADEMIC PROGRAMS

April 4, 2019

Dr. Ian Orchard
Senior Director Academic
Council of Ontario Universities
180 Dundas Street West, Suite 1800
Toronto, ON M5G 1Z8

Dear Dr. Orchard,

I am writing to follow up regarding Recommendation 5 of the Quality Council Audit, which asks the University to "Revise the UTQAP to indicate that distinct internal responses to external reviews are required from both the academic unit and the relevant Dean in New Program Proposals and Cyclical Program Reviews. (QAF 2.2.8. and 4.2.4 f)" (p.13).

Although we continue to believe that our current process does ensure "the full and active participation of the unit in its response and a constructive dialogue between the unit and the Dean's Office" (p.13), we recognize that the QAF takes a different approach, and the University of Toronto will adopt the required approach for all departmentalized Faculties and Divisions.

We note that the full audit report acknowledges that two responses are not possible for single-department Faculties:

> *The Leslie Dan Faculty of Pharmacy is a "single-department Faculty." As such, the auditors accept that in this particular instance there was no academic unit other than the Faculty to participate in the response to the external reviewers' recommendations. The auditors further acknowledge that in instances of a single-department Faculty, there is sufficient oversight elsewhere in the University (e.g., through the Committee on Academic Policy and Programs, as well as the Provost's Office).* (p.41)

This exemption would apply to all single-department Faculties on the enclosed a list of U of T Faculties/Divisions.

The revised UTQAP is enclosed. The requirement for two responses is clarified in sections 2.4.6 and 5.8.1. The Dean's administrative responses will include the key elements of the unit/program response. It is this synthesis that will go forward to governance and be part of the Final Assessment Report and Implementation Plan for reviews.

We would appreciate confirmation from you that this approach is sufficient **no later than April 22**, in order to meet the posting deadline for our last cycle of governance for this academic year and be positioned to move ahead with full implementation of the audit recommendations.

Simcoe Hall, 27 King's College Circle, Room 225, Toronto ON M5S 1A1 Canada
Tel: +1 416 978-0490 • vp.academicprograms@utoronto.ca • www.vpacademic.utoronto.ca

Assuming that we hear from you within this timeframe, we will formally submit the revised UTQAP to you for ratification by the Quality Council immediately following the AP&P meeting on May 8. If confirmation is not possible within this timeframe, we will need to wait until the first governance cycle of 2019-20 prior to submitting the revised UTQAP for ratification.

Should you require additional information, do not hesitate to contact us.

Sincerely,

Susan McCahan
Vice-Provost, Academic Programs

Encls.

cc. Cindy Robinson, Operations Director
Daniella Mallinick, Director, Academic Programs, Planning & Quality Assurance

University of Toronto Faculties/Divisions

Single-Department Faculties
Dalla Lana School of Public Health
Factor-Inwentash Faculty of Social Work
Faculty of Dentistry
Faculty of Forestry
Faculty of Information
Faculty of Kinesiology and Physical Education
Faculty of Law
Faculty of Music
John H. Daniels Faculty of Architecture, Landscape, and Design
Joseph L. Rotman School of Management
Lawrence S. Bloomberg Faculty of Nursing
Leslie L. Dan Faculty of Pharmacy

Departmentalized Faculties/Divisions
Faculty of Applied Science and Engineering
Faculty of Arts and Science
Faculty of Medicine
Ontario Institute for Studies in Education (OISE)
University of Toronto Mississauga
University of Toronto Scarborough

University of Toronto Quality Assurance Process (UTQAP)

Revised version approved by the

Ontario Universities Council on Quality Assurance

[update] ~~September~~ TBC~~21~~, ~~2012~~2019

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1 Quality Assurance Context

1.1 Overview

The University of Toronto is committed "to being an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality." [1] Hence, the University welcomes the opportunity provided by the Ontario Council of Academic Vice-Presidents' *Quality Assurance Framework* (QAF)[2] assigning the responsibility for academic standards, quality assurance and program improvement, in the first instance, to universities themselves. The University of Toronto's approach to quality assurance is built on two primary indicators of academic excellence:

(1) the quality of the scholarship and research of faculty and

(2) the success with which that scholarship and research is brought to bear on the achievement of Degree-Level Expectations.

These indicators are assessed by determining how our scholarship, research and programs compare to those of our international peer institutions and how well our programs meet their Degree-Level Expectations. Reviews provide the opportunity to celebrate successes, identify areas where we can do better and vigorously pursue improvements.

The *Policy for Approval and Review of Academic Programs and Units* governs the approval of proposed new programs and the review of existing programs at the University of Toronto. The *University of Toronto Quality Assurance Process* (UTQAP) outlines the protocols for the assessment and approval of new programs, review of existing programs, modifications to existing programs and closures of programs. Complementing this document, the University has developed a series of standardized templates to support the quality assurance process. These and a wide range of explanatory materials and best practice exemplars are available on the Vice-Provost, Academic Programs' UTQAP website. The *Policy for Approval and Review of Academic Programs and Units* was approved by the Governing Council of the University of Toronto on June 24, 2010. The UTQAP was brought forward for information at that time and was subsequently ratified by the Ontario Universities Council on Quality Assurance (the Quality

[1] Statement of Institutional Purpose, 1992.

[2] In 2010, the Ontario Council of Academic Vice-Presidents (OCAV) through the Ontario Universities Council on Quality Assurance (OUCQA or the "Quality Council") approved the Quality Assurance Framework for quality assurance of undergraduate and graduate programs in Ontario effective as of September 2010. The Council operates at arm's length from government to ensure its independence. http://www.provost.utoronto.ca/Assets/Provost+Digitai+Assets/QAF.pdf

Council) on March 31, 2011. ~~The~~ A subsequent version was approved by the Quality Council on September 21, 2012, ~~current version of the UTQAP contains~~ containing a number of small revisions to ensure greater clarity and to bring the document in line with evolving practice across the province following the first full year under the Quality Assurance Framework. The current version of the UTQAP contains changes made in response to the September 2017 *Report on the Quality Assurance Audit of the University of Toronto*, updates to reflect the province-wide changes regarding collaborative specializations (formerly collaborative programs), updated diagrams to clarify processes and maximize usability, as well as updated formatting to correct previous errors and reflect best practices for accessibility. It was approved by the Quality Council on ~~September 21, 2012~~[date 2019].

The University of Toronto's responsibilities for quality assurance extend to new and continuing undergraduate and graduate degree and diploma programs whether offered in full or in part by U of T, or conjointly with any institutions federated or affiliated with the University. These responsibilities also extend to programs offered in partnership, collaboration or other such arrangement with other postsecondary institutions including colleges, universities and institutes.

The Quality Council ensures that Ontario continues to maintain a rigorous quality assurance framework. It ratifies each institution's Quality Assurance Process [IQAP] and is responsible for approving any subsequent revisions to that IQAP. It also is responsible for conducting an audit of university processes through a panel of auditors that reports to a committee of the Council. The panel's role is to examine each institution's compliance with its own Quality Assurance Process. The Quality Council approves and monitors the audit reports.

The University of Toronto Quality Assurance Process (UTQAP) encompasses four elements:

- The New Degree Program Approval Protocol applies to new undergraduate degrees, undergraduate specialists and majors, graduate programs and degrees, and graduate diplomas ~~and collaborative graduate specializations~~. The Quality Council has provided the following statement regarding the definition of new programs: To clarify, for the purposes of the Framework, a “new program” is brand new: that is to say, the program has substantially different program requirements and substantially different learning outcomes from those of any existing approved programs offered by the institution.

  New programs and degrees are externally reviewed as part of the process leading to approval by institutional governance. Proposals for graduate diplomas ~~and collaborative specializations~~ do not require external appraisal. Once approved by University governance, these new program proposals are assessed by the Appraisal Committee of

the Quality Council. This Council has the authority to approve or decline all new program proposals.

- The Major Modification Protocol is used to ensure program quality where major substantive changes are made to existing and previously approved programs. Major modifications are approved through University governance processes and are reported annually to the Quality Council.
- The Program Closure Protocol articulates a process for closing programs. There are a number of possible reasons for closing a program including low enrolment, changes in the disciplinary landscape and poor quality of the academic program. These reasons may be articulated in external review reports or may be identified by members of the University community. Program closures are approved through University governance processes and are reported annually to the Quality Council.
- The Cyclical Program Review Protocol ensures the quality of existing undergraduate and graduate degree programs and for-credit graduate diplomas. The review of an academic program may be a part of a review of the academic unit(s) in which the program resides.

In addition to the protocols described in the UTQAP, the Vice-Provost, Academic Programs' ~~UTQAP~~ website:

a) provides templates that establish formats for new program proposals, major modifications, program closures, self-studies and external review reports;
b) describes best practices and establishes criteria for administrative processes such as the selection of reviewers and scheduling of appraisals of new and existing programs and units;
c) provides guidance on the conduct of self-studies;
d) identifies responsibilities for the collection, aggregation and distribution of standardized data and outcome measures required for self-studies;
e) sets out the University's cycle for the conduct of undergraduate and graduate program reviews; and
f) establishes contact information for support and assistance.

1.2 Institutional Authority

The Vice-President and Provost is the chief academic officer and chief budget officer at the University of Toronto. The Provost, with the Vice-Provost, Academic Programs, is responsible for the oversight of the University of Toronto Quality Assurance Process and ensuring that the UTQAP is applied in a manner that conforms to the U of T's quality assurance principles and to Quality Council requirements.

Within the Office of the Vice-Provost, Academic Programs, the Director, Academic Programs, Planning and Quality Assurance ~~and Policy~~ is the contact between the institution and the Quality Council.

- **New Degree Program Proposals:** The Office of the Vice-Provost, Academic Programs responds to divisional queries and facilitates proposal development with respect to institutional academic, planning and budget, student life and governance and approval aspects of proposals.
- **Major Modifications to Existing Programs:** The Office of the Vice-Provost, Academic Programs consults with divisions on the development of proposals for major modifications to existing programs. The Office receives copies of approved program modifications and compiles an annual report of all divisional modifications.
- **Program Closures:** The Office of the Vice-Provost, Academic Programs responds to divisional queries and facilitates the development of proposals for the closure of programs. The Office includes program closures in the annual report to the Quality Council.
- **Cyclical Reviews:** The Office of the Vice-Provost, Academic Programs is responsible for ensuring that cyclical reviews of academic programs and/or units are undertaken. Where quality concerns are raised in the cyclical review, the Vice-Provost, Academic Programs monitors the timely implementation of improvements.

The Office of the Vice-Provost, Academic Programs' ~~maintains a UTQAP~~ website ~~that~~ includes information pertaining to the quality assurance process, all related templates and materials, program approval and review schedules and contact information.

2 New Degree Program Approval Protocol

The primary responsibility for the design and quality assurance of new undergraduate and graduate degree programs lies with the University and its governing bodies. Academic divisions are responsible for curriculum design, the identification of program objectives, the development of learning outcomes and degree-level expectations and the assembly of human, instructional and physical resources. The approval protocol helps to ensure that programs are aligned with the objectives of the academic division and of the University as specified within the *Statement of Institutional Purpose* and thereby advance the mission of the University and the academic division.

2.1 Purpose and Application

The New Degree Program Approval Protocol sets out the steps to be taken at the University to assemble and provide the information required in support of new program proposals. The purpose of the Protocol is to ensure that the procedures followed for the assessment of proposed new academic degree programs is in accordance with the *University Policy for Approval and Review of Academic Programs and Units* and the provincial *Quality Assurance Framework*.

The New Degree Program Approval Protocol applies to the development of new undergraduate or graduate degrees, undergraduate specialists and majors within approved degrees, and to graduate degree programs~~, graduate collaborative specializations~~ and diplomas, offered in full or in part by the U of T or by the U of T jointly or conjointly with institutions federated or affiliated with the University:

- New Degree Program Proposals are assessed within the division and by the Office of the Provost as part of the program development process prior to external appraisal and submission to University governance. The program proposal must address the purpose and content of the new program and the capacity of the unit to deliver a high-quality program.
- The Dean is responsible for commissioning the external appraisal of proposed new programs with the approval of the Vice-Provost, Academic Programs.
- Programs that are inter-and multidisciplinary must identify a permanent lead administrative division and identify a commissioning officer for future cyclical program reviews.
- Programs that are inter-institutional and offered jointly, conjointly and/or in affiliation with other higher education institutions (colleges and universities) through formal

agreements are assessed as entities distinct from the larger institutions within which they are included. Where a program is held jointly with an Ontario institution that does not have an IQAP that has been ratified by the Quality Council, the UTQAP will serve as the guiding document and University of Toronto will be the lead institution. Where a program is held jointly with an Ontario institution that does have an IQAP that has been ratified by the Quality Council, a lead institution will be selected. Program proposals specify how future reviews will be conducted.

2.2 Overview of the Program Approval Process

The steps required to develop and approve proposals for new undergraduate degrees, undergraduate specialists or majors within existing degrees, graduate programs and degrees, and graduate diplomas ~~and graduate collaborative specializations~~ are indicated in figures 1a (standard approval) and 1b (expedited approval). New undergraduate degrees, undergraduate specialists or majors, graduate degrees and programs are subject to the full standard approval process which includes an external appraisal. New graduate diplomas ~~and collaborative graduate programs~~ may be brought forward under an expedited process which requires the submission of a proposal to the Quality Council but does not require an external appraisal.

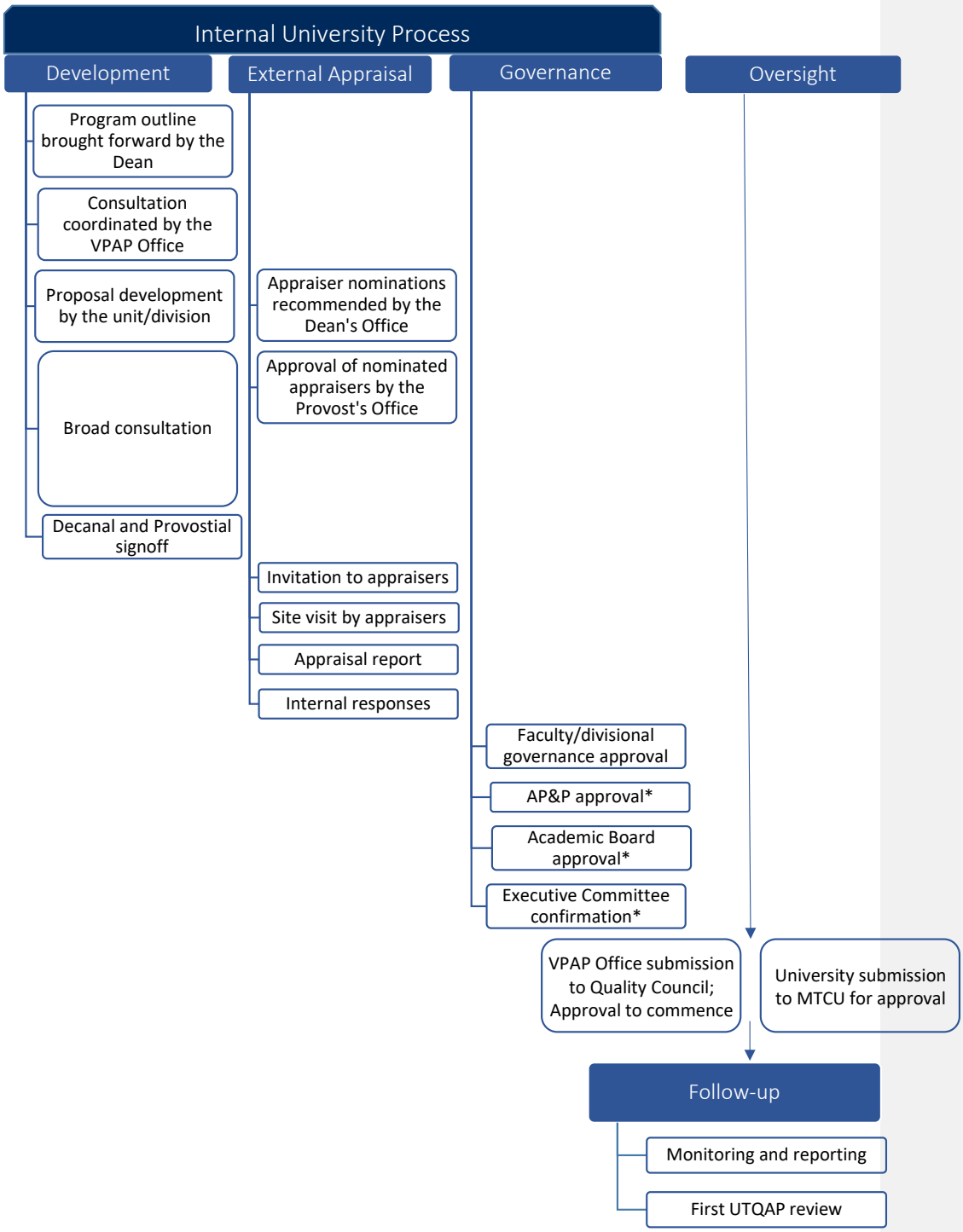
2.3 Evaluation Criteria Identified in the Quality Assurance Framework

Proposals for new graduate or undergraduate degree programs are evaluated against the following criteria set by the Quality Assurance Framework. Academic divisions are responsible for the development of a new program proposal that addresses the evaluation criteria below together with any further divisional requirements which the academic division chooses to apply (see UTQAP new program templates).

2.3.1 Objectives

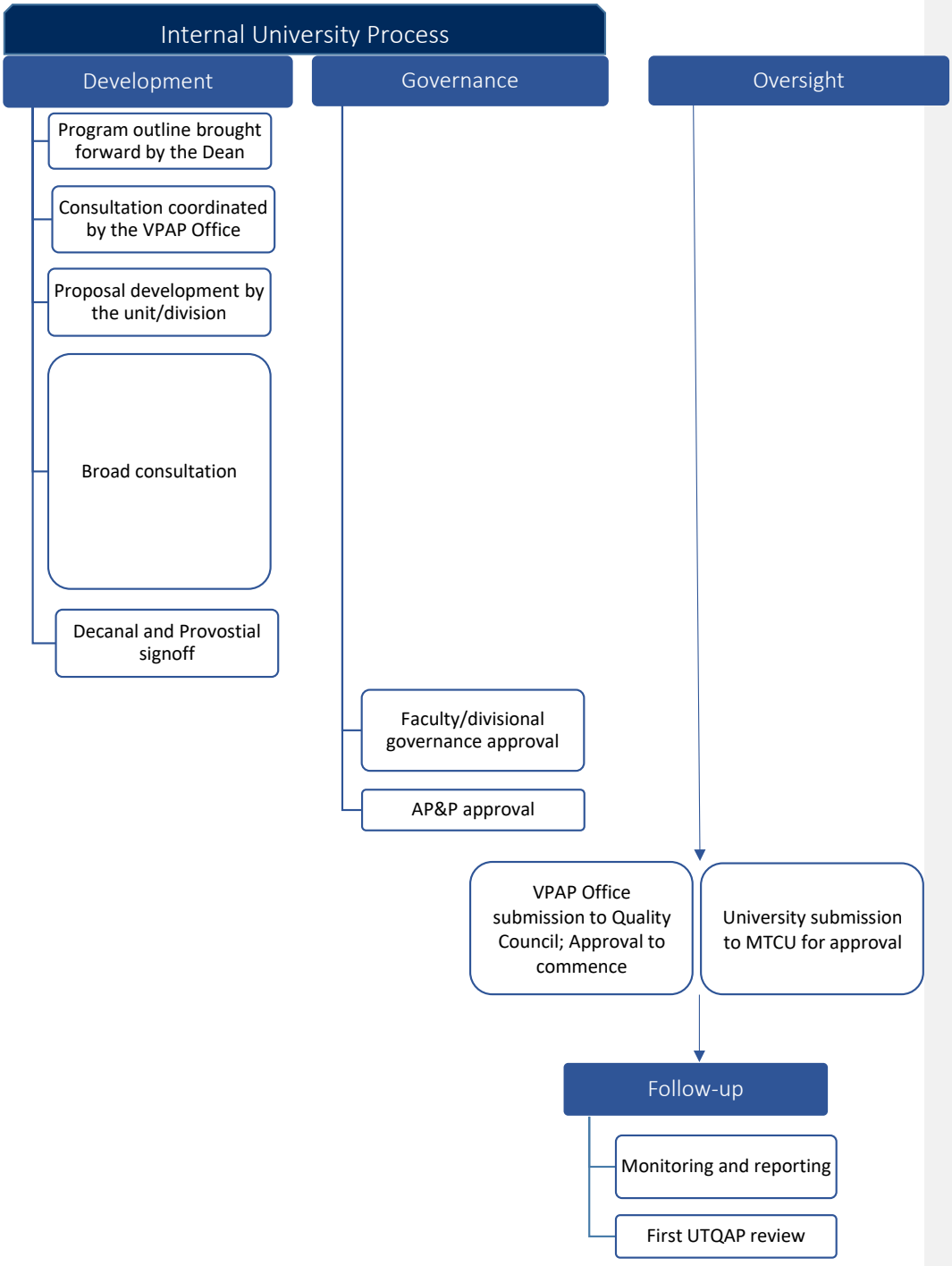
a) Consistency of the program with the institution's mission and unit's academic plans.
b) Clarity and appropriateness of the program's requirements and associated learning outcomes in addressing the academic division's undergraduate or graduate degree-level expectations.
c) Appropriateness of degree or diploma nomenclature.

Figure 1a: UTQAP Protocol for Standard Approval of New Programs



* Specific governance pathway depends on type of program.

Figure 1b: UTQAP Protocol for Expedited Approval of New Programs



2.3.2 Admission Requirements

a) Appropriateness of the program's admission requirements for the learning outcomes established for completion of the program.
b) Sufficient explanation of additional requirements, if any, for admission into a graduate, second-entry or undergraduate program, such as minimum grade point average or additional languages or portfolios, along with how the program recognizes prior work or learning experience.

2.3.3 Structure

a) Appropriateness of the program's structure and regulations to meet specified program learning outcomes and degree-level expectations.

For graduate programs, a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period.

2.3.4 Program Content

a) Ways in which the curriculum addresses the current state of the discipline or area of study.
b) Identification of any unique curriculum or program innovations or creative components.
c) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.
d) Evidence that each graduate student in the program is required to take all of the course requirements from among graduate level courses.[3]

2.3.5 Mode of Delivery

a) Appropriateness of the proposed mode(s) of delivery (distance learning, compressed part-time, online, mixed-mode or non-standard forms of delivery, flex-time options) to meet the intended program learning outcomes and degree-level expectations.

2.3.6 Assessment of Teaching and Learning

a) Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and degree-level expectations.
b) Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the academic division's statement of its degree-level expectations.

[3] While the QAF requires a minimum of 2/3 courses be at the graduate level, the University of Toronto requires all courses be at the graduate level.

2.3.7 Resources for All Programs

a) Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources to support the program.
b) Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program.
c) Evidence that there are adequate resources to sustain the quality of scholarship and research activities of undergraduate and graduate students, including library support, information technology support and laboratory access.
d) A budget outline including proposed enrolment, proposed tuition and indication of whether the proposed program will be cost-recovery.

2.3.8 Resources for Graduate Programs Only

a) Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.
b) Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.
c) Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and ~~supervisors~~supervision.

2.3.9 Resources for Undergraduate Programs Only

a) Evidence of and planning for adequate numbers and quality of faculty and staff to achieve the goals of the program.
b) Planning and commitment to provide the necessary resources in step with the implementation of the program.
c) Planned/anticipated class sizes.
d) Provision of supervision of experiential learning opportunities (if required).
e) The role of adjunct and part-time faculty.

2.3.10 Quality and Other Indicators

a) Definition and use of indicators that provide evidence of the quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).
b) Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.

2.4 Initial Institutional Process

2.4.1 Institutional Authority and Quality Council Contact

The Provost, with the Vice-Provost, Academic Programs, is responsible for the oversight of the University of Toronto Quality Assurance Process and ensuring that the UTQAP is applied in a manner that conforms to the University's quality assurance principles and Quality Council requirements. The Office of the Vice-Provost, Academic Programs responds to divisional queries and facilitates proposal development with regard to institutional academic, planning and budget, student life, governance and approval aspects of proposals.

Within the Office of the Vice-Provost, Academic Programs, the Director, Academic Programs, Planning and Quality Assurance ~~and Policy~~ is the contact between the institution and the Quality Council.

2.4.2 New Program Proposal Development and Submission to the Vice-Provost, Academic Programs

New programs are initiated within academic divisions. The Office of the Dean of the academic division submits the initial proposal outline to the Vice-Provost, Academic Programs, who is responsible for providing feedback regarding the program including input from the Provost, ~~and~~ other Vice-Provosts, and other shared service offices as appropriate. For example:

Vice-Provost, Academic Programs considers:

- Program rationale including consistency with the unit's academic plan
- Appropriateness of the name and degree designation
- Program description, requirements, content and standards; program objectives; learning outcomes; faculty and teaching staff requirements and supervisory capacity
- Impact on the nature and quality of the division's programs of study
- Impact on other divisions and need for inter-divisional and inter-institutional consultation and agreements/contracts

Vice-President, ~~University~~ Operations and Real Estate Partnerships /Vice-Provost, Academic Operations considers:

- Resource implications, including, but not limited to, staffing, libraries and computing facilities, enrolment/admissions, revenue/costs, financial aid
- Enrolment planning, revenue and expense projections
- ~~BIU~~ Ministry grant funding eligibility
- Space allocations and operating costs; capital project approvals
- Ministry program approvals process and submission requirements

Vice-Provost, Students considers:

- Impact on student affairs, services, and fees; registrarial and information systems; awards and admissions
- Implications for student placement agreements

Vice-Provost, Faculty and Academic Life considers:

- Faculty implications

(For new graduate programs/degrees) Vice-Provost, Graduate Research and Education considers:

- Program design and objectives (from admissions to graduation) relative to SGS regulations and best practices (e.g., to support timely completion, diverse career outcomes, etc.)
- Faculty and teaching staff requirements and supervisory capacity relative to SGS policies for graduate faculty and best practices for supervision
- Impact on SGS student affairs and services; SGS registrarial and information systems; and SGS awards and admissions

Vice-Provost, Innovations in Undergraduate Education considers:

- Alignment between program design, delivery and learning objectives
- Supports for the development and mapping of program learning outcomes, pedagogical innovation, educational technology, work-integrated learning

Once the program has been approved for development, the division works with the Office of the Provost to develop the new program proposal.

The Dean ensures appropriate compliance with the evaluation criteria listed in ~~(~~section 2.3~~2.3)~~ and ensures that appropriate consultation is conducted with the Office of the Vice-Provost, Academic Programs early in the process of proposal development. The Dean ensures that appropriate consultation is conducted with faculty and students, other University divisions and external institutions. The Dean commissions the external appraisal of a new program as required with the approval of the Vice-Provost, Academic Programs.

The Office of the Provost reviews and approves draft proposals as identified in figures 1a and 1b.

2.4.3 Program Proposal

The Vice-Provost, Academic Programs confirms that the new program proposal is complete and includes information on all the evaluation criteria listed in ~~(~~section 2.3~~2.4.2)~~, so that the submission process can continue.

2.4.4 External Appraisal[4]

An external appraisal is required for new undergraduate and graduate degrees; new undergraduate specialists and majors; and new graduate degree program proposals only. The following process is required in the selection and appointment of external ~~reviewers~~ appraisers who ~~review~~ appraise a new program proposal.

- The external appraisal of a new program proposal is commissioned by the Dean of the relevant academic division with the approval of the Vice-Provost, Academic Programs.
- The Dean commissioning the appraisal is responsible for the selection of the external appraisers in consultation with the proponents of the new program. All appraisers are approved by the Office of the Provost.
- There must be at least one ~~reviewer~~ appraiser for a new undergraduate program and two for a new graduate program.
- The ~~reviewers~~ appraisers should be active and respected in their disciplines, and will normally be associate or full professors, or the equivalent, with program management or senior academic administrative experience.
- They must be at arm's length from the program under appraisal.
- ~~(~~See the ~~UTQAP~~ Vice-Provost, Academic Programs website for a definition of arm's length, suggestions on the selection of ~~reviewers~~ appraisers and a ~~reviewer~~ nomination form.~~)~~
- The external appraisal of a new ~~graduate~~ program proposal (undergraduate or graduate) must incorporate an onsite visit.
- ~~(The UTQAP website includes sample instructions to reviewers.)~~
- The external ~~reviewers~~ appraisers provide a joint report that appraises the standards and quality of the proposed program.
- ~~(~~The ~~UTQAP~~Vice-Provost, Academic Programs website includes sample instructions to ~~reviewers~~appraisers.~~)~~

[4] Proposals for new graduate diplomas ~~and collaborative programs~~ undergo an Expedited Approvals process (Figure 1b) without the requirement of an external appraisal (i.e., sections 2.4.4 to 2.4.6 do not apply to these proposals).

2.4.5 Appraisal Report

The ~~reviewers~~ appraisers provide a joint report evaluating the standards and quality of the proposed program and addressing the evaluation criteria listed in 2.3, including the associated faculty and material resources. They will also be invited to acknowledge any clearly innovative aspects of the proposed program and make recommendations for any essential or desirable modifications to it. This is normally presented within two weeks of the site visit. ~~As part of the process, reviewers are invited to acknowledge any clearly innovative aspects of the proposed program~~.

2.4.6 Administrative Responses

An administrative response to the new program proposal and appraisal report is required from the Dean of the proposing academic division who will ~~which reflects~~ ~~following~~ consultat~~ion~~ with the academic unit proposing the program (in departmentalized Faculties/Divisions). As part of this consultation, the Dean will request a brief administrative response to the appraisal report from the proposing academic unit (in the case of departmentalized Faculties/Divisions). The Dean's response will reflect this consultation~~,~~ and ~~incorporate~~address the key elements of the unit's response (in departmentalized Faculties/Divisions). The Vice-Provost, Academic Programs responds to the ~~divisional~~Dean's response and ensures that the Committee on Academic Policy and Programs has access to the unit's response (in departmentalized Faculties/Divisions).

2.4.7 University of Toronto Approval

The new program proposal, the external appraisal report and the internal administrative responses proceed through the divisional and University governance processes.

Divisional Governance

Each academic division is responsible for delineating governance approval processes for new undergraduate and graduate programs and diplomas. The Vice-Provost, Academic Programs is responsible for reviewing these processes and ensuring compliance with University and UTQAP processes. Each division outlines its process on its own council website. A summary of divisional governance processes is available on the website of the Vice-Provost, Academic Programs.

University-Wide Governance

Proposals are submitted to University governance through the Provost's Office, which recommends items to the Committee on Academic Policy and Programs and Academic Board through their senior assessors.

Upon approval of a new program by divisional council, the new program proposal, appraisal report and administrative responses are submitted to the Committee on Academic Policy and Programs by the Vice-Provost, Academic Programs. The Committee on Academic Policy and

Programs approves proposals for new undergraduate programs and recommends proposals for new undergraduate degrees and graduate programs to Academic Board for final approval.

2.4.8 Quality Council Secretariat

Upon approval by University governance, the Office of the Vice-Provost, Academic Programs submits the new program proposal, together with all required reports and documents, to the Quality Council.

2.4.9 Announcement of New Programs

Following the submission of the new program proposal to the Quality Council, the academic unit may announce its intention to offer the program, provided that clear indication is given that approval by the Quality Council is pending and provided that no offers of admission will be made until and unless the program is approved by the Council.

2.5 Initial Quality Council Appraisal Process

The Quality Council Appraisal Process proceeds as outlined in the Quality Assurance Framework section 2.3, resulting in

~~2.4.10 Secretariat Check~~

~~The Quality Council Secretariat will confirm that the new program proposal and associated reports and internal responses to them (as set out in section 2.4 above) are complete. If there is missing information or defects of substance, the Secretariat will return the new program proposal for revision or amendment and resubmission. Otherwise the proposal and accompanying documents will be forwarded directly to the Quality Council Appraisal Committee.~~

~~2.4.11 Appraisal Committee Reviews and Recommends~~

~~The Quality Council's Appraisal Committee reviews and appraises the complete file. This committee may seek further information, in which case it provides reasons for its requests. In rare instances, the Appraisal Committee may invite further input from an external expert, either through a desk audit or site visit. If no further information is required, the Appraisal Committee, through the Quality Council, will propose its recommendation, including a brief explanation of its reasons. This assessment includes one of the following recommendations:~~

- ~~f) Approval to commence;~~
- ~~g) Approval to commence, with report; (This typically refers to some provision or facility not currently in place but planned for later implementation, often two to three years in the future. The "with report" condition implies no lack of quality in the program, does~~

not hold up the implementation of the new program and is not subject to public reference, whether on the web or elsewhere.)

h) Deferral for up to one year during which time the University may address identified issues and report back; or

i) Against approval. This step will normally be completed within 45 days of receipt of the University's submission, provided that the submission is complete and in good order, and that no further information or external expert advice is required. Where additional information is required by the Appraisal Committee, one of the four possible recommendations (see above) to the Council will be made within a further 30 days of its receipt.

2.5 Quality Council Appraisal Process Continuation

2.5.1 Institution May Consult/Appeal to Committee

When the recommendation is one of b), c) or d) in 2.5.2 above, the University may, within 60 days, make an appeal to, or request a meeting with, the Appraisal Committee for reconsideration. Normally, the grounds for seeking reconsideration are that the University will be providing new information; that there were errors of fact in the Appraisal Committee's commentary; or that there were errors of process. Following such communication, the Appraisal Committee revisits and may revise its assessment. It will convey its final recommendation to the Quality Council.

2.5.2 Institution May Appeal to Council; Council Decides

Having received and considered the Appraisal Committee's final assessment and recommendation and any additional comments from the University on the assessment, and having heard any requested appeal from the University on matters of fact or procedure, the Council makes one of the following decisions:

a) Approved to commence;
b) Approved to commence, with report;
c) Deferred for up to one year, affording the University an opportunity to amend and resubmit its proposal; or
d) That the program proposal is declined.

When the Quality Council chooses option c), then the Appraisal Committee suspends the assessment process until the University has resubmitted its proposal. After this, the Appraisal Committee reactivates its appraisal process (see section 2.5.2 above). When the Appraisal

~~Committee does not receive a response within the specified period, it considers the proposal to have been withdrawn.~~

~~Council Reports Decision~~

The Quality Council conveys its decision to the University through the designated institutional contact and reports it for information to the Ontario Council of Academic Vice-Presidents (OCAV) and to the Ministry of Training, Colleges and Universities (MTCU). Information about decisions on approval to commence for new programs, together with a brief description of the programs, are posted on the websites of the Quality Council and the Vice-Provost, Academic Programs. Only at this point may the University make offers of admission to the program.

~~2.5.3 Waiting Period Before Resubmission~~

~~To allow time for revisions to proposals, any institution declined permission to proceed at this stage of the process, or following a denied appeal of the decision, will normally wait until one year has elapsed from the date of the Quality Council's decision before resubmitting a revised version of its proposal. The same waiting period normally applies when a university does not resubmit a deferred program proposal within the specified period.~~

~~2.5.4 Subsequent Appraisal With Report~~

~~When the University has been given approval to commence a program with report, the Appraisal Committee reviews the subsequently submitted report, conducts whatever consultation it requires and then makes one of the following recommendations to the Council. That:~~

- ~~c) The program be approved to continue without condition.~~
- ~~d) The program may continue accepting admissions, but the Council requires additional follow-up and a report within a specified period, prior to the conduct of the initial cyclical review. On the Council's receipt of that required report, the procedure returns to this same step in the appraisal process (i.e., section 2.6.6).~~
- ~~e) The program be required to suspend admissions for a minimum of two years. The Quality Council will then specify the conditions to be met in the interim in order for admissions to the program to resume.~~

~~The University may appeal, to the Quality Council, the proposed recommendation of the Appraisal Committee to suspend admissions to the program (section 2.6.5c) on the same terms as are set out in section 2.6.2 above (i.e., the University will be providing new information; and/or there were errors of fact in the Appraisal Committee's commentary; and/or there were errors of process). Council Hears Appeal Based on Report; Council Decides~~

~~Having received and considered the Appraisal Committee's recommendation, and the University's appeal, if any, the Quality Council may decide:~~

~~To approve the program without condition, or~~

~~To approve the program continuing admissions with a further report, or~~

~~To require the program to suspend admissions for a minimum of two years. This decision is final. The Quality Council conveys its decision to the University, and reports it to OCAV and to the Ministry for information.~~

2.6 Subsequent Process

2.6.1 Ministry Funding Approval for New Undergraduate Degrees and Graduate Degrees and Programs

The Ministry~~er~~ approves funding ~~(BIUs)~~ for new degree and diploma programs. The approval process occurs several times per year. Proposals are submitted to the Ministry by the University once Quality Council approval has been received.

2.6.2 Implementation Window

After a new program has been approved to commence, the program must begin within **36 months** of that date of approval; otherwise the approval will lapse.

2.6.3 Ongoing Monitoring of New Programs

It is the responsibility of the Dean, in consultation with the head of the relevant academic units, to monitor student enrolment and success in the program, as well as resource allocation and program administration. Ongoing assessment of the program will take place as outlined in the new program proposal.

Midway between the program's effective date and the date of the first review, the Dean will provide a brief report to the Vice-Provost, Academic Programs on student enrolment and success, resource allocation and program administration, and the findings of program assessments conducted as outlined in the new program proposal. (Note: a report is not required for programs that will be reviewed within four years of their effective date.)

As part of the annual academic review process, the Office of the Vice-President and Provost works with Deans' Offices to review the quality and performance of all program offerings and address any areas of concern.

2.6.4 First Cyclical Review

The first cyclical review for any new program must be conducted no more than **eight years** after the date of the program's initial enrolment and normally in accordance with the U of T program review schedule. The Dean is responsible for conveying to the Vice-Provost, Academic Programs the inclusion of the program in the University's review schedule.

2.7 Quality Council Audit Process

At least one of the undergraduate programs and one of the graduate programs selected for the sample for each institutional audit (see Quality Assurance Framework section 5.2.2) will be a New Program or a Major Modification to an Existing Program approved within the period since the conduct of the previous audit. The audit cannot reverse the approval of a program to commence.

3 Major Modifications to Existing Programs Protocol

3.1 Definition

A major modification to an existing program is a restructuring of a program, a merger of existing programs or a renewal of a program in order to keep it current with its academic discipline. At the University of Toronto major modifications include one or more of the following program changes:

A) Significant changes to program requirements:

- Creation of a new program of specialization where another with the same designation already exists (e.g., a new specialist program where a major with the same designation already exists)
- Addition of a new major or specialist that does not differ substantially in program requirements or learning outcomes from an existing program
- Merger of two or more existing programs
- Creation of a minor where there is no existing program of specialization
- ~~The c~~Creation of new bridging options for college diploma graduates
- ~~The i~~Introduction or deletion of a thesis requirement, co-op requirement or placement at the undergraduate or graduate level
- ~~The c~~Creation or deletion of a field or concentration within an existing graduate program
- ~~The c~~Creation or deletion of a stream within an existing undergraduate program
- Creation or deletion of a graduate collaborative specialization
- Creation or deletion of a combined degree program, dual degree program, or double degree program where the degree programs to be combined already exist

B) Significant changes to the learning outcomes:

- Changes to program content that affect the learning outcomes, but do not meet the threshold for a "new program"

C) Significant changes to the faculty engaged in delivering the program and/or to the essential physical resources as may occur, for example, where there have been changes to the existing mode(s) of delivery (e.g., different campus, online delivery, inter-institutional collaboration):

- A change to the language of the program
- The establishment of an existing degree program at another institution or location

- Change in mode of delivery of a program, such as from classroom to online or full-time to part-time

Major modifications to existing programs do not require submission of a proposal to the Quality Council. The University may request that the Quality Council review a major modification proposal. Normally this will occur through the Expedited Approval Process without the requirement of an external review process.

Minor modifications are changes to courses and curriculum that do not change the nature or essence of a program or the learning outcomes.

The University of Toronto considers minor modifications to include:

- Creation of a new minor within an existing program
- Changes to admission requirements
- Creation of a new course

Minor changes require approval by divisional governance processes only.

In cases where it is unclear whether a proposed change in a program is a new program, a major modification or a minor modification, a determination will be made by the Vice-Provost, Academic Programs in consultation with the divisional Dean and the academic unit.

3.2 Proposal

The proposal for a major modification includes the following together with any additional requirements which the academic division chooses to apply (see the appropriate template on the ~~UTQAP~~ Vice-Provost, Academic Programs website):

- Rationale for the major modification and consistency with the unit's academic plan.
- Outline of the major changes to the program description, requirements, and program learning outcomes.
- Description of any impact that the major modification may have on students or other divisions; description of consultation with those affected.
- Description of any resulting resource implications, including, but not limited to, such areas as staffing, space, libraries and computing facilities, enrolment/ admissions and revenue/costs.

3.3 Institutional Process and Approvals

Major modifications to academic programs are initiated within academic divisions. The division's Dean's Office is responsible for the development of a major modification proposal, including consultation with faculty, students, other academic divisions, and external

stakeholders as appropriate, and coordination and consultation with the Office of the Vice-Provost, Academic Programs. The Vice-Provost, Academic Programs is responsible for providing feedback regarding the major modification that includes the input of the Provost and other Vice-Provosts, as appropriate. ~~In particular, major modifications for graduate programs receive special attention from the Vice-Provost, Graduate Education.~~

The University of Toronto is responsible for approvals of major modifications to existing programs. Such modifications are normally submitted by the Dean's office for approval by divisional governance.

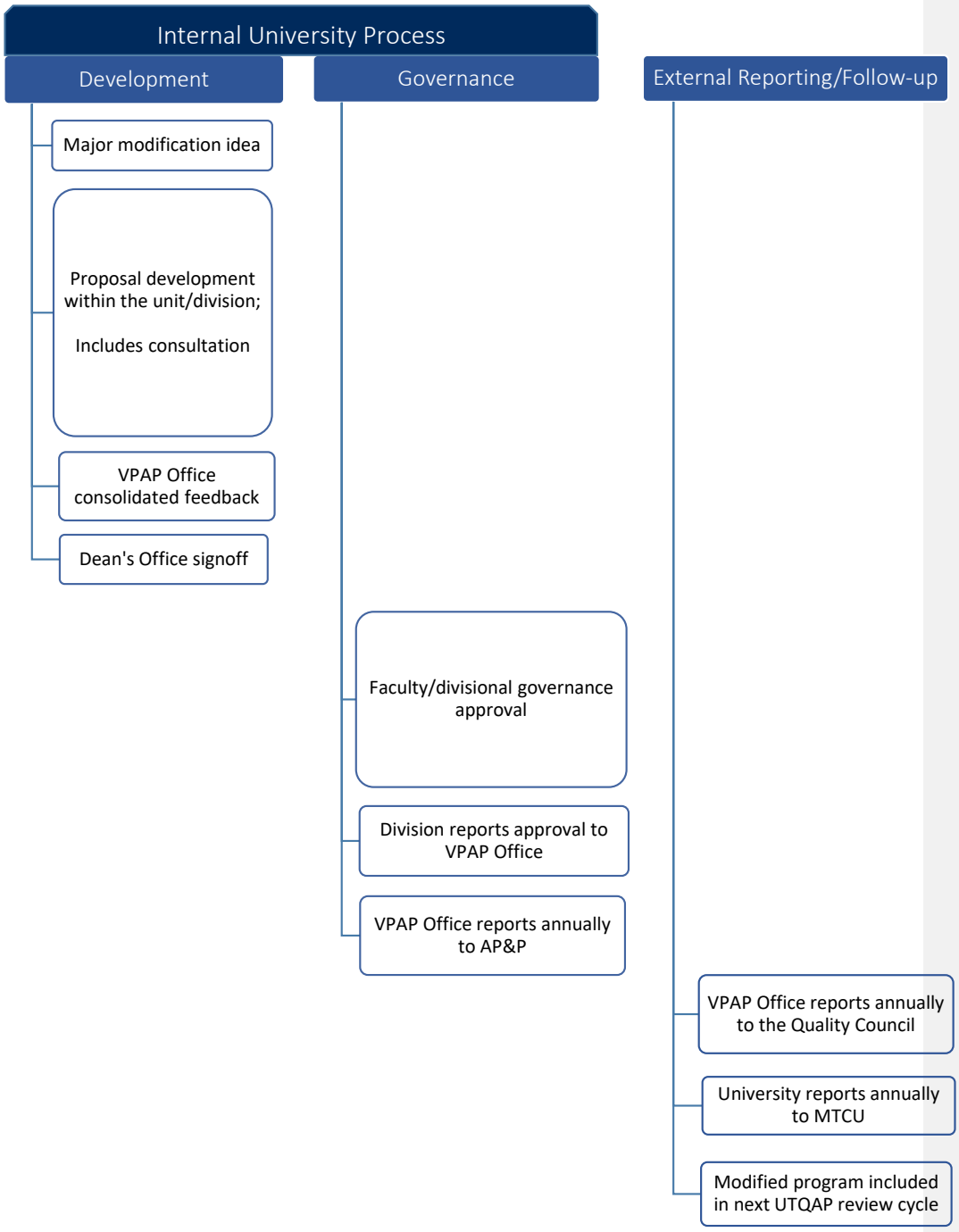
3.4 Annual Report to the Quality Council

The Vice-Provost, Academic Programs files an annual report to the Quality Council which provides a summary of major program modifications that were approved through the University's internal approval process in the past year.

3.5 Subsequent University Process

Cyclical review of the program according to the pre-existing cycle within eight years.

Figure 2: UTQAP Protocol for Major Modification of Programs



4 Program Closure

There are a number of possible reasons for closing a program including low enrolment, a changing disciplinary landscape and poor quality of the academic program. These reasons may be articulated in external review reports or may be identified by members of the University community.

4.1 Proposal

The proposal for a program closure will include the following criteria together with any additional requirements which the academic division chooses to apply (see the Vice-Provost, Academic Programs' UTQAP website):

- Rationale for the closure including alignment with the unit's academic plan.
- Impact on the nature and quality of the division's program of study.
- Impact of closure on other units including inter-divisional and inter-institutional agreements/contracts.
- Impact on and accommodation of any students currently enrolled in the program.

4.2 Institutional Process and Approvals

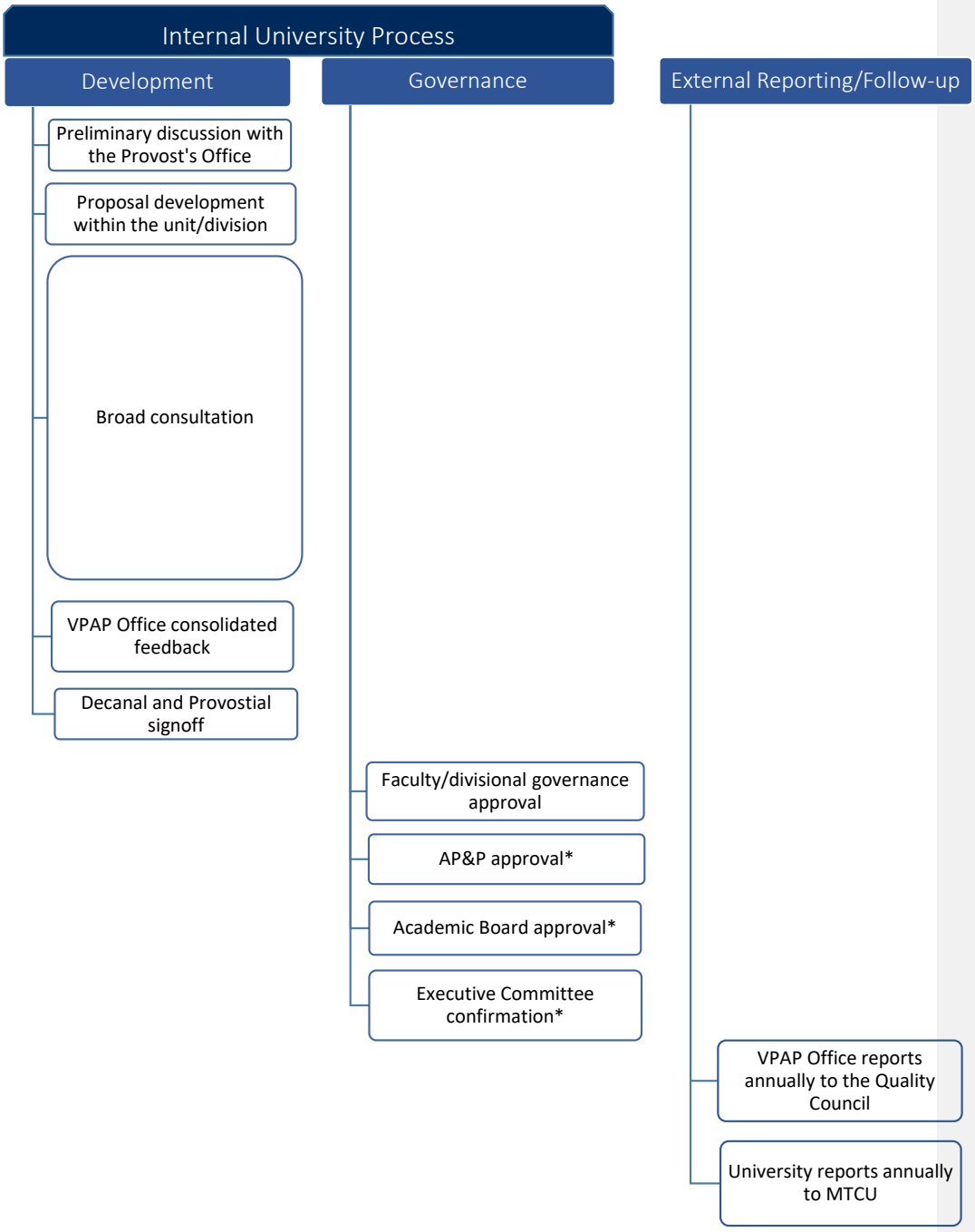
All proposals for undergraduate and graduate program closures come to the Provost's Office for preliminary discussion. Proposals for the closure of degrees and degree programs are brought forward along the same governance path as proposals for new programs. Once the Provost's Office has signed off on a proposed closure, the closure is taken forward for approval to the divisional council. Program closures for all components of an undergraduate program are approved by the Committee on Academic Policy and Programs; closures of degrees and all graduate programs are approved by the Academic Board, as recommended by the Committee on Academic Policy and Programs.

The closure of one component within an existing undergraduate program or of a minor is considered a major modification and follows the same governance path as proposals for major modifications.

4.3 Annual Report to the Quality Council

Program closures are reported annually to the Quality Council by the Vice-Provost, Academic Programs.

Figure 3: UTQAP Protocol for Program Closures



* Specific governance pathway depends on type of program.

5 Cyclical Program Review Protocol

5.1 Purpose and Application

The Cyclical Program Review Protocol is used to ensure University of Toronto programs meet the highest standards of academic excellence. As stated in the *Policy on Approval and Review of Academic Programs*, regular reviews allow for ongoing appraisal and quality improvement of programs and the academic units in which they reside.

The Cyclical Program Review Protocol applies to all undergraduate and graduate degree programs offered by the University, and to degree programs that are offered by the University with other institutions including **all joint, multidisciplinary, interdisciplinary, multisite and inter-institutional programs, and all modes of delivery**.

5.2 Institutional Authority

The Vice-Provost, Academic Programs is responsible for the oversight of the University of Toronto Quality Assurance Process and ensuring that the UTQAP is applied in a manner that conforms to the University's quality assurance principles and Quality Council requirements. The Office of the Vice-Provost, Academic Programs is responsible for ensuring that cyclical reviews of academic programs and/or units are undertaken. Where quality concerns are raised in the cyclical review, the Vice-Provost, Academic Programs monitors the timely implementation of improvements.

Within the Office of the Vice-Provost, Academic Programs, the Director, Academic Programs and Policy is the authoritative contact between the institution and the Quality Council.

5.3 Degree Programs and Review Schedule

The University's full complement of undergraduate and graduate degree and diploma programs are reviewed on a planned cycle. [5] Reviews are conducted on a regular basis, frequent enough to ensure that Chairs, Deans and the Provost are kept informed of developments in all academic units, but at sufficiently long intervals that the effects of given actions can be assessed and that the system is not over-burdened by the logistical demands of the process. The interval between program reviews must not exceed eight years.

[5] See the Vice-Provost, Academic Programs~~' UTQAP~~ website for a schedule of reviews.

The review of an academic program can be completed through a review of the academic unit offering the program. Reviews of the various programs, undergraduate and graduate, offered by a given academic unit may be synchronized. Reviews may also be conducted concurrently with professional accreditation. Depending upon the range of a division's academic programs, it can elect to conduct quality reviews at the level of the degree or the program. Regardless of the schedule, the quality of each academic program and the learning environment of the students in each program must be addressed explicitly as set out in the evaluation criteria below.

University-commissioned reviews are not waived because an externally commissioned review, such as an accreditation, has recently been conducted. Reviews of academic programs for professional accreditation bodies form part of collegial self-regulatory systems intended to ensure that mutually agreed-upon threshold standards of quality are maintained in new and existing programs. Such reviews may serve different purposes than those commissioned by the University under the UTQAP. In some cases, however, the University process may be streamlined if the mandates of externally and internally commissioned reviews are closely aligned and any deficits can be easily remedied through providing supplementary documentation as necessary.

Interdivisional degree programs offered by more than one unit may be reviewed as entities distinct from the larger academic units which support them. Such programs must have an identified commissioning division for the purpose of administering the Cyclical Program Review Protocol.

Inter-institutional programs offered in partnership with other higher education institutions (colleges and universities) through affiliation, federation and other formal agreements are reviewed as entities distinct from the larger institutions within which they may be included. Where a program is held jointly with an Ontario institution that does not have an IQAP that has been ratified by the Quality Council, the UTQAP will serve as the guiding document and the University of Toronto will be the lead institution. Where a program is held jointly with an Ontario institution that does have an IQAP that has been ratified by the Quality Council, a lead institution will be selected.

General guiding principles for such reviews include:

- Selection of reviewers will involve participation by each partner institution;
- There will be a single self-study;
- The site visit will involve all partner institutions and sites;
- The self-study will clearly explain how input was received from faculty, staff and students at each partner institution;

- Feedback on the reviewers' report will be solicited from participating units at each institution;
- Preparation of a Final Assessment Report and Implementation Plan will contain input from each partner;
- A single Final Assessment Report and Implementation Plan will be prepared and presented to the appropriate governance processes at each partner institution;
- Partner institutions will agree on an appropriate monitoring process for the Implementation Plan.

5.4 Commissioning Officer

Reviews of academic programs and the units in which they reside are commissioned by the Dean. The Vice-Provost, Academic Programs commissions reviews of academic divisions and associated programs that are being reviewed at the time of a divisional review. A database containing a schedule of all program reviews is maintained by the Office of the Vice-Provost, Academic Programs. See the Vice-Provost, Academic Programs' ~~UTQAP~~ website for a schedule of reviews.

In the case of programs that involve more than one unit, the review is commissioned by the Dean of the lead Faculty.

5.5 Overview of the Review Process

The UTQAP for the conduct of Cyclical Program Reviews has five principal components:

1. Self-study (see section 5.6.4);
2. External evaluation (peer review) with report and recommendations on program quality improvement (see section 5.7);
3. University evaluation of the self-study and the external assessment report resulting in recommendations for program quality improvement (see section 5.8);
4. Preparation and adoption of plans to implement the recommendations and to monitor their implementation (see section 5.8.3); and
5. Follow-up reporting on the principal findings of the review and the implementation of the recommendations (see section 5.8.4).

5.6 Self-Study Requirements: Internal Program Perspective

5.6.1 Unit of Review

The commissioning officer defines the scope of a review (e.g., undergraduate program[s], graduate program[s], etc.) and formally initiates the review process. For example, a unit may

elect to review both its undergraduate and graduate degree programs concurrently or separately.

5.6.2 Terms of Reference

The terms of reference identify the key issues to be addressed by the review and must address the core program evaluation criteria laid out in section 5.6.5. Commissioning officers may enlarge or enhance the criteria to meet the needs of the~~ir~~ disciplines. Standard terms of reference for reviews may be found on the Vice-Provost, Academic Programs~~' UTQAP~~ website.

5.6.3 Announcement

A review is publicly announced by the commissioning officer through appropriate unit and/or program channels and University and/or divisional media as appropriate. Submissions are invited from teaching and administrative staff, students, alumni and members of the program and/or unit community.

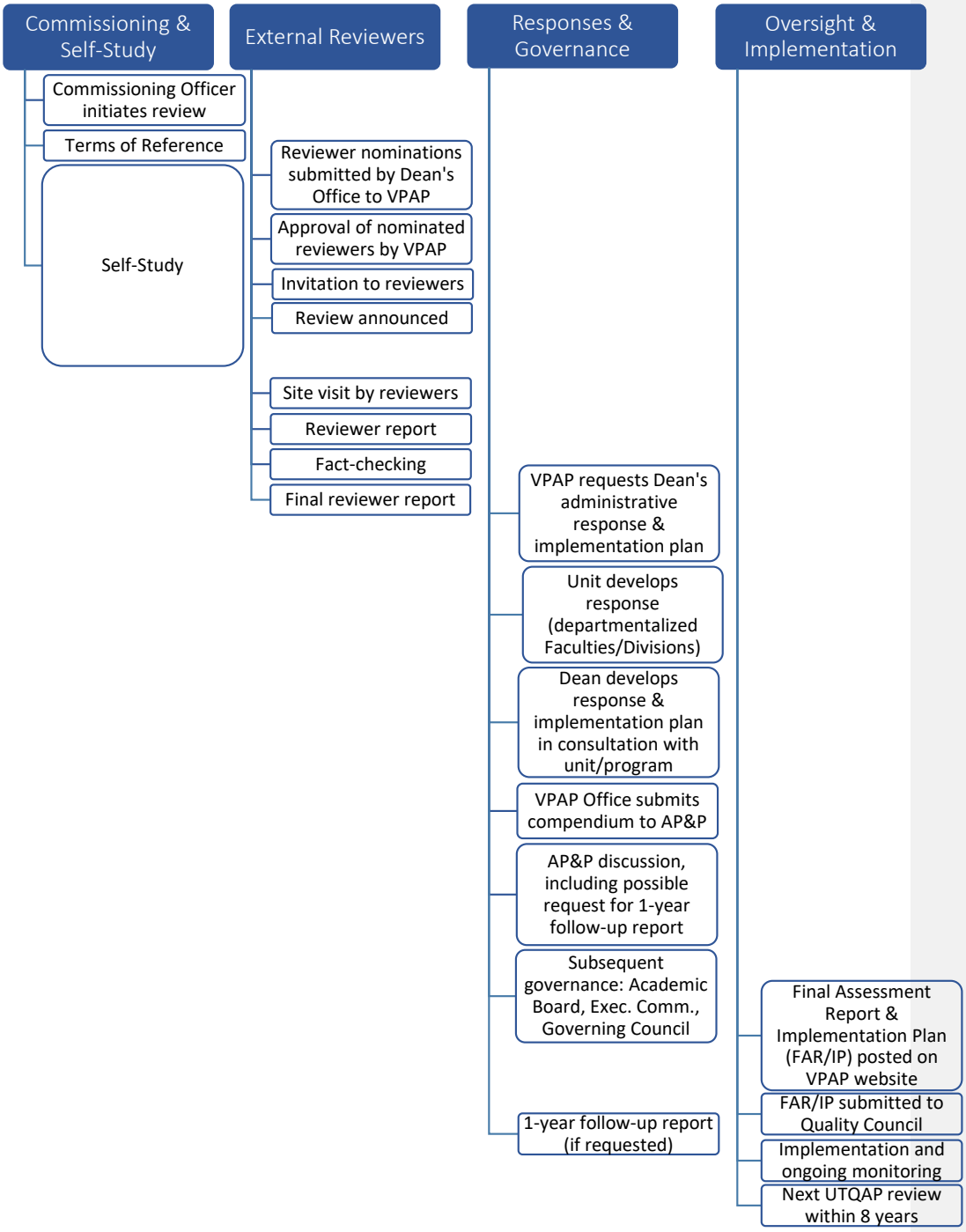
5.6.4 Self-Study Contents

The degree program(s) and/or degree granting unit under review shall prepare a self-study. The self-study is a broad-based, reflective and forward-looking report that includes critical self-analysis. It is an assessment of the strengths and challenges facing the program(s) and/or unit, the range of its activities and the nature of its future plans. The self-study should address the terms of reference and program evaluation criteria as these will be provided to the external reviewers and will form the basis of their assessment.

The process of preparing a self-study should involve faculty, students and staff.[6] The input of others deemed to be relevant and useful, such as graduates of the program and representatives of industry, the professions, practical training programs and employers may also be included. The involvement of these various constituencies should be ~~outlined~~ described in detail in the self-study. An outline of the core elements of the self-study is provided on the Vice-Provost, Academic Programs' website.

[6] The Quality Council's Guide to Quality Assurance Processes includes best practices for supporting this involvement in the section on Engaging Stakeholders in the Creation of Self-Studies and New Program Development.

Figure 4: UTQAP Protocol for Cyclical Program Reviews



In accordance with the Quality Assurance Framework, the self-study should address and document the following:

- The consistency of the program's learning outcomes with the institution's mission and divisional Degree-Level Expectations, and how its graduates achieve those outcomes;
- Program-related data and measures of performance, including applicable provincial, national and professional standards (where available);
- The integrity of the data
- Review criteria and quality indicators identified in section 5.6.5 -below;
- Concerns and recommendations raised in previous reviews;
- Areas identified through the conduct of the self-study as requiring improvement;
- Areas that hold promise for enhancement;
- Academic services that directly contribute to the academic quality of each program under review;
- Participation of program faculty, staff and students in the self-study and how their views have been obtained and taken into account.

The self-study is reviewed and approved by the commissioning officer to ensure that it meets the core elements of a self-study and program evaluation criteria.

5.6.5 Core Program Evaluation

Reviews of undergraduate and graduate degree programs and graduate diplomas require, at minimum, the evaluation criteria set out below. Commissioning officers may enlarge or enhance the criteria to meet the needs of the~~ir~~ disciplines.

Objectives

- Program is consistent with the institution's mission and unit's academic plans.
- Program requirements and learning outcomes are clear, appropriate and align with the relevant undergraduate and/or graduate Degree-Level Expectations.

Admission Requirements

- Admission requirements are appropriately aligned with the learning outcomes established for completion of the program.

Curriculum

- The curriculum reflects the current state of the discipline or area of study and is appropriate for the level of the program.
- Evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs.

- Mode(s) of delivery to meet the program's identified learning outcomes are appropriate and effective.

Assessment of Learning

- Methods for assessing student achievement of the defined learning outcomes and degree learning expectations are appropriate and effective.
- Appropriateness and effectiveness of the means of assessment, especially in the students' final year of the program, in clearly demonstrating achievement of the program learning objectives and the ~~program's~~ relevant Degree-Level Expectations.

Resources

- Appropriateness and effectiveness of the academic unit's use of **existing** human, physical and financial resources in delivering its program(s). In making this assessment, reviewers must recognize the institution's autonomy in determining priorities for funding, space and faculty allocation.

Quality Indicators

- Outcome measures of student performance and achievement are of particular interest.
- There are also important input and process measures which are known to have a strong association with quality outcomes. It is expected that many of the following listed examples will be widely used.
  - **Faculty:** qualifications, research and scholarly record; class sizes; percentage of classes taught by permanent or non-permanent (contractual) faculty; numbers, assignments and qualifications of part-time or temporary faculty;
  - **Students:** applications and registrations; attrition rates; time to completion; final-year academic achievement; graduation rates; academic awards; student in-course reports on teaching;
  - **Graduates:** rates of graduation; employment six months and two years after graduation; postgraduate study; "skills match"; and alumni reports on program quality when available and when permitted by the Freedom of Information and Protection of Privacy Act (FIPPA). Auditors will be instructed that these items may not be available and applicable to all programs.
- Assessment of the programs relative to the best of their kind offered in Canada, North America and internationally, including areas of strength and opportunities.

Quality Enhancement

- Initiatives taken to enhance the quality of the program and the associated learning and teaching environment.

Additional Graduate Program Criteria

- Evidence that students' time to completion is both monitored and managed in relation to the program's defined length and program requirements.
- Quality and availability of graduate supervision.
- Definition and application of indicators that provide evidence of faculty, student and program quality, for example:
  - **Faculty:** funding, honours and awards, and commitment to student mentoring;
  - **Students:** grade level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills;
  - **Program:** evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience; sufficient graduate-level courses that students will be able to meet the requirement that two-thirds of their course requirements be met through courses at this level. [7]

5.7 External Evaluation: Reviewer Selection and Review Process

The commissioning officer is responsible for the selection of the external review committee in consultation with the unit and/or program(s) to be reviewed. All reviewers are approved by the Office of the Provost. When the commissioning officer is a Dean, the Dean's Office forwards reviewer nominations for approval by the Office of the Provost, prior to the Dean`s Office issuing invitations. When the commissioning officer is the Vice-Provost, Academic Programs, the Dean's Office forwards reviewer nominations for approval by the Office of the Provost, which may also add to the list of nominations prior to issuing invitations.

5.7.1 Selection of Reviewers

Normally the evaluation will be conducted by a Review Committee composed of at least:

1. Two external reviewers or one internal and one external reviewer for an undergraduate program qualified by discipline and experience to review the program(s);
2. Three external reviewers or two external and one internal reviewer for a graduate program qualified by discipline and experience to review the program(s);

[7] While the QAF requires a minimum of 2/3 courses be at the graduate level, the University of Toronto requires all courses be at the graduate level.

3. Three external reviewers or two external and one internal reviewer for the concurrent review of an undergraduate and graduate program.

In cases where more than one program is being considered by the Review Committee, reviewers should be selected to ensure the appropriate review of all the programs being considered. In selecting reviewers, an appropriate balance needs to be struck between familiarity with the unit and/or program(s) under review and distance to allow for objective assessment. All members of the Review Committee must be at arm's length from the program under review; that is, they should not have a particular interest in the outcome of the review due to personal or professional relationships with members of the unit. For more details, see the Vice-Provost, Academic Programs~~' UTQAP~~ website.

The external and institutional reviewers should be active and respected in their field. They will normally be associate or full professors with program management experience and representatives of peer institutions offering high-quality programs in the field under review.

~~Where a review is commissioned by a Dean, the Vice-Provost, Academic Programs approves the selection of reviewers.~~ The Vice-Provost, Academic Program~~'~~s ~~UTQAP~~ website provides further guidance on the selection of reviewers and nomination forms that set out the information that must be provided to support an informed approval process.

5.7.2 Commissioning Officer Responsibilities

The commissioning officer is responsible for ensuring that all members of the Review Committee:

- Understand their role and obligations;
- Identify and commend the program's notably strong and creative attributes;
- Describe the program's respective strengths, areas for improvement and opportunities for enhancement;
- Recommend specific steps to be taken to improve the program, distinguishing between those the program can itself take and those that require external action;
- Recognize the institution's autonomy to determine priorities for funding, space and faculty allocation; and
- Respect the confidentiality required for all aspects of the review process.

Reviewers will be provided with clear terms of reference. The commissioning officer will also emphasize these elements when meeting with the reviewers during the course of their visit.

5.7.3 Documentation to be Provided to the Review Committee

The commissioning officer will identify what reports and information are to be provided to the Review Committee in advance of the site visit. Core documents that must be included are the:

- Terms of reference;
- Self-study;
- Previous review report including the administrative response(s); and,
- Any non-University commissioned reviews (for example, for professional accreditation or Ontario Council on Graduate Studies) completed since the last review of the unit and/or program.

External reviewers are provided with access to all course descriptions and the *curricula vitae* of faculty. This can be done through provision of course calendars, web links, etc.

In the case of professional programs, the views of employers and professional associations should be solicited by the unit/program and made available to the Review Committee.

5.7.4 Site Visit

The commissioning officer provides the site visit schedule to reviewers. Reviewers should visit together. During their visit, provision must be made for reviewers to meet with faculty, students, administrative staff and senior program administrators as well as members of relevant cognate units as determined by the commissioning officer. In the case of professional programs, the views of employers and professional associates should be made available to the reviewers.

5.7.5 Review Report

The Review Committee submits a report to the commissioning officer normally within two months of the site visit. The Review Committee's report should address the substance of both the self-study and the evaluation criteria set out in section 5.6.5 above. A template for the review report should be provided to reviewers to ensure that all elements of the program appraisal are addressed. Before accepting the report as final, the commissioning officer will bring to the attention of the reviewers any clear factual errors that can be corrected in the report. The commissioning officer then formally accepts the final report and submits it to the Office of the Vice-President and Provost.

5.8 Institutional Perspective and Response

5.8.1 Institutional Authority: Administrative Perspective

The Office of the Vice-Provost, Academic Programs, as the identified institutional authority, assesses the Review Committee report. The Vice-Provost, Academic Programs requests a formal administrative response to the Review Committee report from the relevant Dean who will consult with the program and/or unit (in departmentalized Faculties/Divisions) under review. As part of this consultation, the Dean will request a brief administrative response to the Review Committee report from the program and/or unit (in departmentalized Faculties/Divisions) under review. The Dean's response will reflect this consultation and ~~incorporate~~address the key elements of the program's/unit's response.

The Dean's ~~responsible for the program will provide a~~ response to the Vice-Provost, Academic Programs will~~,~~ discuss~~ing~~ the following:

1. The plans and recommendations proposed in the self-study;
2. The recommendations advanced by the Review Committee; and,
3. The program's response to the Review Committee's report(s).

The Dean's response includes an implementation plan, which will ~~also~~ describes:

1. Any changes in organization, policy or governance that would be necessary to meet the recommendations;
2. The resources, financial and otherwise, that would be provided in supporting the implementation of selected recommendations, and who will provide them; and,
3. A proposed timeline for the implementation of any of those recommendations, and who will be responsible for acting on them.

~~3.~~4. A proposed timeline for monitoring the implementation of those recommendations, which will include a brief report from the Dean to the Vice-Provost, Academic Programs due midway between the year of the last and next site visits.

A timeline will be specified by the Office of the Vice-Provost, Academic Programs, outlining when the Review Committee report and administrative response will be brought forward to divisional and University governance.

5.8.2 Circulation of the Review Committee Report

The Review Committee report is a public document and should be circulated within the unit reviewed along with the administrative response and implementation plan from the Dean.

5.8.3 University Accountability and Reporting Requirements

Reviews are important mechanisms of quality assurance accountability. The accountability framework for the review of academic programs and units is contained within the *Policy for Approval and Review of Academic Programs and Units* (2010). The *Framework* outlines the following responsibilities and mechanisms:

- Program and unit reviews are considered by governance in order to allow governors to ensure that academic administrators are reviewing programs and units on a regular basis and are responding to these reviews in a manner that achieves the purpose of maintaining and improving program quality.
- The Office of the Vice-Provost, Academic Programs ensures that reviews are performed on a regular basis, that they are conducted appropriately and that the issues identified in the self-study and by reviewers are dealt with appropriately. Where quality concerns are raised in the cyclical review, the Vice-Provost, Academic Programs will monitor the timely implementation of improvements.
- Concerns may be raised in an external review report that requires a long and sustained period of response. In order to ensure that improvements are made, the Vice-Provost, Academic Programs may request a follow-up one-year report from the relevant Dean to bring forward to the Committee on Academic Policy and Programs.
- Occasionally a program may have a review or series of reviews indicating significant problems or deficiencies such that admissions to the program should be discontinued until significant improvements are made. In these situations, the divisional Dean or the Vice-Provost, Academic Programs may suspend program admissions until there is evidence that changes have been made to address quality concerns.

The Office of the Vice-Provost, Academic Programs develops and submits a full and accurate Summary of the External Review Report, and the Dean's Administrative Response to the Report (including the implementation plan and excluding all confidential information) to governance through the Committee on Academic Policy and Programs (AP&P) of the Academic Board on a biannual basis in the form of a compendium of draft Final Assessment Reports and Implementation Plans (see 5.8.4). The Committee's reading groups also receive the reviewers' reports, the program and/or unit responses (in departmentalized Faculties/Divisions), and the self-studies.

AP&P, which reports to the Academic Board, has general responsibility for policy on, and for monitoring, the quality of education and the research activities of the University.[8] The

[8] http://www.governingcouncil.utoronto.ca/Governing Council/bac/APP 1.htm

Committee's terms of reference, membership and meeting schedule are maintained online. Its total membership is approximately 31. As with all Governing Council bodies, its membership is broadly representative of the academic divisions including teaching staff, administrative staff, students and alumni.[9]

The compendium ~~of the summaries~~ brought forward to each meeting is also considered by the Agenda Planning Committee of the Academic Board to determine whether there are any overall academic issues warranting discussion by the Board. The record of the discussion at AP&P is forwarded to the Executive Committee of Governing Council.

At the conclusion of this governance process, the Office of the Vice-Provost, Academic Programs is responsible for ~~preparing~~ finalizing the~~a~~ Final Assessment Report and Implementation Plan, which is intended as an institutional synthesis of the external evaluation and internal responses and assessments.

5.8.4 Final Assessment Report and Implementation Plan

The Vice-Provost, Academic Programs compiles the Final Assessment Report and Implementation Plan providing the institutional synthesis of the external evaluation and internal responses and assessments. This report:

- Includes the full and accurate summary described in 5.8.3, which identifies the following:
  - ~~Identifies~~ significant strengths of the program;
  - ~~Identifies~~ opportunities for program improvement and enhancement;
- Includes the Dean's response and implementation plan described in 5.8.1, which
  - Sets out ~~-~~and prioritizes recommendations that are selected for implementation; and identifies
    - ~~Identifies an Implementation Plan including:~~who will be responsible for providing any resources made necessary by those recommendations;
    - who will be responsible for acting on those recommendations;
    - timelines for acting on and monitoring the implementation of those recommendations; and
- Includes relevant excerpts from the report of the AP&P meeting, including whether

[9] The Governing Council Elections Guidelines establish the manner and procedure to be used in the election of Teaching Staff, Administrative Staff, and Students to the Governing Council and Teaching Staff and Librarians to the Academic Board, including the establishment of constituencies within these categories. http://www.governingcouncil.utoronto.ca/elections.htm

- the Dean's response and implementation plan adequately addressed all the issues identified;
- there were questions, comments or substantive issues that the committee considered;
- a follow-up one-year report is required from the Dean

- May include a confidential section (where personnel issues are required to be addressed);
- ~~Includes an institutional Executive Summary, exclusive of any such confidential information and suitable for publication on the web.; and~~~~Identifies an Implementation Plan including:~~
- ~~who will be responsible for approving the recommendations set out in the Final Assessment Report;~~
- ~~who will be responsible for providing any resources made necessary by those recommendations;~~
- ~~who will be responsible for acting on those recommendations;~~
- ~~timelines for acting on and monitoring the implementation of those recommendations; and~~~~whether a follow-up one-year report is required from the De~~

The Vice-Provost, Academic Programs provides for the timely monitoring of the implementation of the recommendations, and the appropriate distribution, including web postings, of the scheduled monitoring reports.

5.8.5 Quality Council Reporting Requirements

The Quality Council is provided with a copy of the Final Assessment Report (excluding all confidential information) including the Implementation Plan for all completed cyclical program reviews by the Office of the Vice-Provost, Academic Programs on an annual basis.

5.8.6 Public Access to Review Report

~~An executive summary of the outcome of the review and subsequent implementation plan~~The Final Assessment Report and Implementation Plan will be provided to the Dean and academic unit/program under review ~~will~~ and ~~be~~ posted on the ~~University's Quality Assurance~~Vice-Provost, Academic Programs website (exclusive of any confidential information). It is left to the discretion of the program(s) and/or units themselves to decide whether or not they wish to post the full records of the review process including self-study and review report on their website. In posting any materials to do with the review all confidential materials will be removed before posting.

5.9 Quality Council Audit Process

Auditors independently select programs for audit, typically four undergraduate and four graduate cyclical program reviews. These audits are conducted on an eight-year cycle.