

UTQAP Template

Cyclical Review: Self-Study

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 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. 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 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.

1 Introduction and 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’.
- Describe the participation of program faculty, staff, and students in the self-study process and how their views have been obtained and taken into account.

2 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.
- Identify and describe support for faculty development.

3 Academic Program(s)

*[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.]*

3.1 Program description

- Describe the program being reviewed.

3.2 Program objectives

- Outline how the program is consistent with the University's mission and the Division/Unit's academic plans.

3.3 Admission requirements

- Indicate the admission requirements and how they align with the learning outcomes established for completion of the program.

3.4 Curriculum and Program delivery

- List the program requirements and learning outcomes. Indicate how they are conveyed, their appropriateness for the discipline and alignment with the appropriate Degree Level Expectations.
- Include the Degree Level Expectations (DLE) as an appendix.
- (graduate) Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.
- Describe how the curriculum reflects the current state of the discipline or area of study and is appropriate for the level of the program.
- Identify any significant innovation or creativity in the content and/or delivery of the program relative to other such programs.
- As appropriate, describe how the mode(s) of delivery are appropriate to and effective in meeting the program's learning outcomes.
- Outline opportunities for learning beyond the classroom that are made available to students
- As an appendix, provide a list of courses offered in support of 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).

3.5 Assessment of learning

- Describe the 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 Degree Level Expectations.

3.6 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.

3.7 Student funding

- Describe the funding available to students in the program.

3.8 Quality indicators

Outcome measures of student performance and achievement are of particular interest, but there are also important input and process measures which are known to have a strong association with quality outcomes. The self-study where possible, should include a discussion of the following:

- **Students:**
 - application and registration
 - attrition rates
 - (graduate) how time-to-completion is monitored and managed in relation to the program's defined length and program requirements
 - quality and availability of graduate student supervision
 - final-year academic achievement
 - academic awards
 - student in-course reports on teaching
 - graduation rates
- **Graduates:**
 - employment rates post-graduation
 - graduate publication rates
 - "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 program relative to the best of its kind offered in Canada, North America and internationally, including areas of strength and opportunities
- Other program-related data and measures of performance, including applicable provincial, national and professional standards (where available)

3.9 Quality enhancement

- Describe any initiatives taken to enhance the quality of the program and the associated learning and teaching environment.

- What are the key challenges and opportunities facing the program relative to enrolment and the student education experience over the next five years?

4 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.
 - 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.

5 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?

6 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.

7 Academic Services

- Describe the academic services that directly contribute to the academic quality of each program under review. *[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.

8 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?

9 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.

10 Future Directions

- 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:

- History of the Division/Unit/Program
- Constitution of the Division/Unit
- Previous external review report of the Division/Unit/Program
- Previous review report of graduate programs
- Academic plan of the Division/Unit
- 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
- Recent committee/professional service of faculty
- Workload Policy of Division/Unit

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- Faculty CVs
- Calendar entry for undergraduate/graduate programs
- Degree Level Expectations
- Graduate reading list
- Any curriculum renewal material
- Divisional marking scheme
- NSSE student satisfaction results for undergraduate programs
- Ph.D. graduate statistics of Division/Unit
- CGPSS student satisfaction results for graduate programs
- Funding, honours and awards of students
- University of Toronto Libraries Report for the Division/Unit
- Student Services Statement for the Division